

THE UNIVERSITY OF TEXAS-PAN AMERICAN
COLLEGE OF EDUCATION

Department of Curriculum & Instruction

Bachelor of Interdisciplinary Studies (BIS)
Elementary EC4th Bilingual Generalist

EVENING PROGRAM

Student Information Packet
2006-2007

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INTRODUCTION

A Letter from the Dean

Dear Intern:

You are about to embark on the profession that impacts all other professions. You have committed your life to the profession that will significantly impact all children. You have chosen the profession that will make all the difference in the world-TEACHING!! As you begin the capstone course of your program, you will encounter challenges, obstacles and successes. Continue to move forward; look for mentors, both at your school and at UTPA. The faculty at UTPA is available to provide you with the support and assistance for a successful semester. Best of luck and congratulations for selecting teaching as your life-long profession.

Sincerely,

*Dr. Velma Menchaca, Interim Dean
College of Education*

College of Education Mission Statement

The mission of the College of Education at the University of Texas-Pan American is to continually improve the educational process in the College and the community through teaching, research, and service. The College values the rich cultural and linguistic history of the international border area and directs its program and course offerings toward the preparation of professionals for an increasingly diverse population of learners.

EC-4th Teacher Preparation Program Philosophy

The EC-4th Teacher Preparation Program was developed collaboratively by elementary teachers, administrators and faculty with the following philosophy:

Elementary teachers are at the forefront of facilitating a child's constructive development of a foundation of knowledge, skills, strategies, value and attitudes the child will use as lifelong coping processes. As such, we are committed to deliver a teacher preparation program to prepare prospective teachers that are learner-centered. Learner-centered teachers are students' advocates who make instructional and curricular decisions that focus on the child as an evolving human being with dynamic thinking and learning capacities regardless of age, exceptionalities, language or cultural background.

Learner-Centered Schools for Texas Proficiencies for Teachers

○ Proficiency #1: Learner-Centered Knowledge

The Teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.

The teacher exhibits a strong working knowledge of subject matter and enables students to better understand patterns of thinking specific to a discipline. The teacher stays abreast of current knowledge and practice within the content area, related disciplines, and technology; participates in professional development activities; and collaborated with other professionals. Moreover, the teacher contributes to the knowledge base and understands the pedagogy of the discipline.

As the teacher guides learners to construct knowledge through experiences, they learn about the relationship among and within the central themes of various disciplines while also learning how to learn. Recognizing the dynamic nature of knowledge, the teacher selects and organizes topics so students make clear connections between what is taught in the classroom and what they experience outside the classroom. As students probe these relationships, the teacher encourages discussion in which both the teacher's and the student's opinion are valued. The further develop multiple perspectives, the themes of the subject matter from as many different cultural and intellectual viewpoints as possible.

○ Proficiency #2: Learner-Centered Instruction

To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.

The teacher is a leader of a learner-centered community, in which an atmosphere of trust and openness produces a stimulating exchange of ideas and mutual respect. The teacher is a critical thinker and problem solver who plays a variety of roles when teaching. As a coach, the teacher observes, evaluates, and changes directions and strategies whenever necessary. As a facilitator, the teacher helps students link ideas in the content area to familiar ideas, to prior experiences, and to relevant problems. As a manager, the teacher effectively acquires, allocates, and conserves resources. By encouraging self-directed learning and by modeling respectful behavior, the teacher effectively manages the learning environment so that optimal learning occurs.

Assessment is used to guide the learner community. By using assessment as an integral part of instruction, the teacher responds to the needs of all learners. In addition, the teacher guides learners to develop personally meaningful forms of self-assessment.

The teacher selects materials, technology, activities, and space that are developmentally appropriate and designed to engage interest in learning. As a result, learners work independently and cooperatively in a positive and stimulating learning climate fueled by self-discipline and motivation.

Although the teacher has a vision for the destination of learning, students set individual goals and plan how to reach the destination. As a result, they take responsibility for their own learning, develop a sense of the importance of learning for understanding, and begin to understand themselves and learners. The teacher's plans integrate learning experiences and various forms of assessment that take into consideration the unique characteristics of the learner community. The teacher shares responsibility for the results of this process with all members of the learning community.

Together, learners and teachers take risks in trying out innovative ideas for learning. To facilitate learning, the teacher encourages various types of learners to shape their own learning through active engagement, manipulation, and examination of ideas and materials. Critical thinking, creativity, and problem solving spark further learning. Consequently, there is an appreciation of learning as a life-long process that builds a greater understanding of the world and a feeling of responsibility toward it.

○ ***Proficiency #3: Equity in Excellence for all Learners***
The teacher responds appropriately to diverse groups of learners

The teacher not only respects and is sensitive to all learners but also encourages the user of all their skills and talents. As the facilitator of learning, the teacher models and encourages appreciation for students' cultural heritage, unique endowments, learning styles, interests, and needs. The teacher also designs learning experiences that show consideration for these student characteristics.

Because the teacher views differences as opportunities for learning, cross cultural experiences are an integral part of the learner-centered community. In addition the teacher establishes a relationship between the curriculum and community cultures. While making this connection, the teacher and students explore attitudes that foster unity. As a result the teacher creates an environment in which learners work cooperatively and purposefully using a variety of resources to understand themselves, their immediate community and the global society in which they live.

○ ***Proficiency #4: Learner-Centered Communication***

While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

As a leader, the teacher communicates the mission of the school with learners, professionals, families, and community members. With colleagues, the teacher works to create an environment in which taking risks, sharing new ideas, and innovative problem solving are supported and encouraged. With citizens, the teacher works to establish strong and positive ties between the school and the community.

Because the teacher is a compelling communicator, students begin to appreciate the importance of expressing their views clearly. The teacher uses verbal, nonverbal, and media techniques so that students explore ideas collaboratively, pose questions, and support one another in their learning. The teacher and students listen, speak, read, and write in a variety of contexts; give multimedia and artistic presentations; and use technology as a resource for building communication skills. The teacher incorporates techniques of inquiry that enable students to use different levels of thinking.

The teacher also communicates effectively as an advocate for each learner. The teacher is sensitive to concerns that affect learners and takes advantage of community strengths and resources for the learners' welfare.

○ ***Proficiency #5: Learner-Centered Professional Development***

The teacher, as a reflective practitioner dedicated to all students' success demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

As a learner, the teacher works within a framework to clearly defined professional goals to plan for and profit from a wide variety of relevant learning opportunities. The teacher develops an identity as a professional, interacts effectively with colleagues, and takes a role in setting standards for teaching accountability. In addition, the teacher uses technological and other resources to facilitate continual professional growth.

To strengthen the effectiveness and quality of teaching, the teacher actively engages in an exchange of ideas with colleagues, observes peers, and encourages feedback from learners to establish a successful learning community. As a member of a collaborative team, the teacher identifies and uses group processes to make decisions and solve problems.

To teacher exhibits the highest standard of professionalism and bases daily decisions on ethical principles. To support the needs of learners, the teacher knows and uses community resources, school services, and laws relating to teacher responsibilities and student rights. Through these activities, the teacher contributes to the improvement of comprehensive educational programs as well as programs within specific disciplines.

South Texas Center for Professional Development of Teachers

The South Texas Center for Professional Development of Teachers (STCPDT) is a collaborative made up of educators focused on providing a quality education to pre-service teachers and public school students. The South Texas CPDT **partnership** consists of the following educational institutions:

- ***Hidalgo ISD***
- ***Donna ISD***
- ***Edcouch-Elsa ISD***
- ***Edinburg CISD***
- ***La Joya ISD***
- ***McAllen ISD***
- ***Mercedes ISD***
- ***Mission CISD***
- ***PSJA ISD***
- ***Progreso ISD***
- ***Region One ESC***
- ***Rio Grande City CISD***
- ***Roma ISD***
- ***Sharyland ISD***
- ***South Texas College***
- ***South Texas ISD***
- ***University of Texas-Pan American***
- ***Valley View ISD***
- ***Weslaco ISD***

The mission statement of the ***South Texas CPDT*** clearly recognizes that the successful education of pre-service teachers and students can only be accomplished through effective and ongoing collaboration by all stakeholders.

Therefore, the mission of the South Texas CPDT is:

To establish and maintain a teacher preparation program committed to a comprehensive field-based professional development process which incorporates innovative teaching practices and integrates technology for the purpose of equitably addressing the diverse learning needs of a multicultural population. This process will create an environment that empowers teachers to maximize student performance, resulting in life-long learners who become productive citizens in a global society.

Admission to Teacher Preparation Program

Specific admission requirements into the Teacher Preparation Program in the College of Education serve the following purposes:

- identifies a student with a particular course of study upon taking upper division courses
- offers the student a smaller administrative unit to respond to student concerns
- facilitates the development of mentoring relationships with professional school faculty
- facilitates the development of degree plans to assure timely graduation from the university
- facilitates a more personal and comprehensive advising process
- facilitates proper completion of core requirements prior to pursuing major and minor course
- facilitates implementation of a developmental program requiring field-based experiences

In general the admission requirements consist of required coursework, required GPA, and required minimal scores on the state mandated basic skills tests.

The Admissions application following this page specifies requirements under each area.

NOTE: Admissions Application are subject to change, please see the Office of Teacher Certification and Admission Services. (EDCC 1.302)

To be considered for certification, a criminal history check is required by the state of Texas.



The University of Texas - Pan American
Application for Admission to the College of Education

1) Name: _____
 2) SID# _____ DOB: _____ Gender: _____
 Ethnicity: _____ Enter code: 1-Native American, 2-Asian, 3-African American, 4-Hispanic, 5-White, 6-Other
 3) Address: _____
 _____ City _____ State _____ Zip _____
 4) Phone: _____ 5) Active UTPA Email: _____
 6) Major: _____ Specialization/Minor: _____

7) THEA Scores (Texas Higher Education Assessment)**
 **Previously known as the TASP (Texas Academic Skills Program)
 Reading (250) _____ Math (230) _____ Writing (240) _____
 *'B or Better' rule will not apply for Reading, Math and Writing after January 1, 2006.

8) Core Curriculum (General Education section) of the degree plan must be completed and meet the 2.5 minimum GPA requirement.

9) Specific entry requirements by program; enter grade in space provided.

Elementary (EC-4) Program

- ___ Day Program-63 hours on Degree Plan
- ___ Evening Program-Lacking no more than 6 non-Education hours on Degree Plan
- ___ 2.5 GPA overall on Degree Plan
- ___ ENG 1301 or 1387 (C or better)
- ___ ENG 1302 or 1388 (C or better)
- ___ MATH 1340 (C or better)
- ___ EMAT 2305 (C or better)
- ___ EMAT 2307 (C or better)
- ___ CIS 1201/CSCI 1201 (C or better)
- ___ BIOL 1402 or 2408 (C or better)
- ___ HIST 3330 or 3373 (C or better)
- ___ HLTH 2352 (C or better)
- ___ Activated UTPA email

Middle School (4-8) Program

- ___ 78 hours on Degree Plan
- ___ 2.5 overall GPA - Degree Plan
- ___ ENG 1301 or 1387 (C or better)
- ___ ENG 1302 or 1388 (C or better)
- ___ MATH 1340 (C or better)
- ___ CIS 1201/CSCI 1201 (C or better)
- ___ Activated UTPA email

High School (8-12) Program

- All-Level (EC-12) Program**
- ___ 78 hours on Degree Plan for High School
 - ___ 70 hours on Degree Plan for All Level
 - ___ 2.5 overall GPA - Degree Plan
 - ___ ENG 1301 or 1387(C or better)
 - ___ ENG 1302 or 1388 (C or better)
 - ___ MATH 1340 (C or better)
 - ___ CIS 1201/CSCI 1201 (C or better)
 - ___ Activated UTPA email

10) Students must pay an application fee of \$40.00 at Payments & Collections, SSB 1.145.
 This is a one-time, non-refundable service fee.

11) Submit application, advisement checklist, degree plan (official degree plan if secondary/all-level), official transcript, degree audit, and fee receipt to the COE Office of Student Services, EDCC 1.302.

For P&C Staff Use Only	
21CIES04-40914	
Date: _____	Initials: _____

Student Signature: _____ Date: _____

Admissions to Internship II (Student Teaching/POST-BAC/CIA)

Attention: You should ONLY apply if you will meet ALL the following admission requirements prior to beginning the Internship II Semester.

1. All General Education Courses must be completed with a minimum of a **2.25 GPA.**
2. All Professional Education Courses must be completed with a minimum of a **2.50 GPA.**
3. Minimum of $\frac{3}{4}$ of Major Completed with a minimum of a **2.50 GPA.**
4. Minimum of $\frac{3}{4}$ of Minor Completed with a minimum of a **2.50 GPA** (2.00 if Non-Certified).
5. Minimum of **2.50 overall GPA** on Degree Plan.
6. English 1301, 1302, & Math 1340 must be completed with “C” or Better.
7. Elementary Majors **MUST** have completed MATH 2306 & 2307 with a “C” or Better.
8. TB must be updated. (Skin Test is valid for one year, X-Rays are valid for 10 years).

In addition to the above requirements: Elementary students in the following Minors must successfully complete the following specific program requirements prior to admissions to the Internship II program.

Elementary:

EC-4th Bilingual Generalist: Complete and earn no more than two “C” (or worse) in the following courses: EDBE 3315, 3316, 3322, 3324, 4304, & EDCI 3305.

Elementary EC-4th Education Faculty

Department of Curriculum and Instruction

Department Chair:

Last Name	First Name	Office	E-Mail	Phone
McBride	Dr. John	EDCC 2.510 C	Jwm1303@panam.edu	381-3409 381-3407

Elementary Program Faculty (EC-4th):

Last Name	First Name	Office	E-Mail	Phone
Almaguer	Dr. Isela	EDCC 2.632	almagueri@utpa.edu	381-3630
Anderson	Maria	EDCC 2.612	mganderson@utpa.edu	381-3302
Berlinger	Dr. Randi	EDCC 2.656	rberlinger@utpa.edu	381-3403
Curts	Dr. Jaime	EDCC 2.658	jbcurts@panam.edu	318-5360
De Leon	Dr. Leticia	EDCC 2.638	ldeleon1@utpa.edu	292-7353
Esquierdo	Dr. Jennifer Joy	EDCC 2.602	esquierdo@panam.edu	381-3605
Estrada	Dr. Veronica	EDCC 2.630	vlestradaa@panam.edu	381-2431
Farruggio	Dr. Peter	EDCC 2.622	pfarruggio@utpa.edu	381-2447
Galvan	Michele		mrgalvan@utpa.edu	
Garcia	Dr. Criselda	EDCC 2.636	garciacl@panam.edu	381-3410
Gomez	Dr. Leo	EDCC 2.608	lgomez@utpa.edu	381-3629
Gonzalez	Irasema	EDCC 2.606	gonzalezi@utpa.edu	292-7224
Guajardo	Dr. Maritoni	EDCC 2.626	msguajardo@utpa.edu	381-3418
Guerrero	Dr. Michael	EDCC 2.614	guerreromd@utpa.edu	316-7004
Hernandez	Fernando	EDCC 2.642	fhernandez@utpa.edu	381-5362
Lewis	Michael	EDCC 2.610	kmlewis@utpa.edu	381-2432
Medrano	Dr. Hilda	EDCC 2.620	medrano@utpa.edu	381-2002
Meyers	Dr. Matthew	EDCC 1.506	mmeyers@utpa.edu	381-2645
Ostorga	Dr. Alcione	EDCC 2.648	aostorga@utpa.edu	381-3616
Pena	Dr. Carmen	EDCC 2.652	cmpena2@panam.edu	381-2435
Perez	Dr. Alma	RGC	maperez@utpa.edu	648-8905
Reyes	Dr. Maria Elena	EDCC 2.644	Mreyes13@panam.edu	380-8768
Rodriguez-Blanco	Orfa	EDCC 2.626	Orodriguez23@utpa.edu	292-7351
Ruiz-Escalante	Dr. Jose	EDCC 2.604	ruizj@utpa.edu	381-3440
Saldivar	Jose L.	EDCC 2.618	jlsaldivar@utpa.edu	292-7368
Sarmiento	Dr. Matilde	EDCC 2.624	sarmientom@utpa.edu	292-7350
Schall	Dr. Janine	EDCC 2.654	jschall@utpa.edu	318-5227
Tevis	Dr. Martha	EDCC 1.624	mtevis@utpa.edu	381-3434
Valdez	Dr. Sofia	EDCC 2.646	sadams1@panam.edu	380-8767,
Whitacre	Michael	EDCC 2.640	mwhitacre@panam.edu	380-8767
Yanes	Dr. Martha J.	EDCC 2.504	yanesm@panam.edu	381-2965

***ROLES
AND
RESPONSIBILITIES***

Responsibilities of University Students & Interns

The University Student or Intern will be in a unique position to learn and to facilitate the learning of others in their field experience setting. Being in that position necessitates acceptance of high levels of responsibility. The specific responsibilities of university field-based students and Internship I & II interns during each block are described below.

Note: All students/interns are required to attend both class and field assignments as scheduled. The scheduled times, days, and placements are non-negotiable. Absences from class or field will affect final grade (see page 39).

Note: No cellular phones or pagers are permitted in university of public school classrooms.

Day Program

All students in Block I & II:

- obtain **TB skin test** with official verification of negative results
- demonstrate respect for students, parents, staff, faculty and administrators during field experience
- report to and remain present at their assigned field experience setting during assigned days and specified hours
- act upon suggestions and recommendations provided by mentor teachers, university faculty and school administrators
- adhere to district policies and procedures and respect the campus culture
- participate in all campus instructional activities such as professional development activities, after school activities and field trips
- plan instruction with mentor teacher
- obtain and/or develop necessary resources for learning activities
- attend *Portfolio Seminars* (see pages 21-23)
- provide instruction to individual, small group and whole groups of students
- reflect upon daily events in the field experience setting
- complete field-related course outcomes
- complete the following benchmarks: Program Entry Benchmark and Developmental Benchmarks One and Two
- assist the teacher, make your talents known, and lend a helping hand

All Interns in Block III (Internship I) & IV (Internship II) In addition to responsibilities in Block I & II, intern must:

- update **TB skin test**
- apply for **Internship II** (see specific admission requirements on page 12)
- develop and implement lesson plans in collaboration with mentor teachers
- during Block III (Internship I), complete field-related course outcomes to be assessed using the Assessment of Learner-Centered Instruction (AL-CI) (see assessment form on page 48)
- during Block IV (Internship II), intern assumes full responsibility for planning and teaching full days for **four consecutive weeks**
- during Block III and IV, address concerns from feedback derived from formative and summative observations

Responsibilities of Mentor Teachers

Mentor Teachers are in a unique position to make important and lasting contributions to the profession through their close and consistent contact with university students and interns in the field setting. Mentor teachers can greatly impact the development of university students and interns through their consistent modeling, coaching and facilitating of best practices in the field of education. As the host of university students/interns, the mentor teacher embodies the following responsibilities:

Mentor Teacher Engaged in Blocks I & II should:

- attend University Faculty-Mentor Teacher Orientation on a semester basis
- develop a *trusting* and *helping* relationship with university faculty and students
- assist in monitoring attendance of students/interns (**see attendance policy, page 28**)
- provide the intern a work area in the classroom
- consistently involve the university student/intern in instructional tasks
- notify university faculty immediately regarding concerns or problems in field experience
- attend professional development sessions for mentor teachers
- meet periodically with university faculty at the professional development site
- discuss expectations with the university student and faculty
- pursue the role of facilitator and coach but not an evaluative role with university students/interns
- **involve interns with students using activities such as:**
 - read with/to students
 - monitor independent work
 - facilitate learning centers
 - assist with the writing process
 - accompany students to different activities such as: library, lunch, computer labs, and outdoor activities
 - participate in field trips
 - monitor cooperative learning activities
 - tutor one-to-one or to small groups of students
 - re-teach concepts difficult for students to grasp from single exposure
 - participate in the development and implementation of thematic units
 - conference with students
 - monitor students working on computers
 - assist in reorganizing classroom environment
 - participate in end-of-day routines
 - assist in setting up classroom and resources for next day
- in Block I, provide facilitative suggestions
- in Block II, provide non evaluative mentoring/diagnostic feedback

In addition to responsibilities in Block I & II, Mentor Teachers Engaged in Blocks III & IV should:

- assist in monitoring attendance of students/inters (**see attendance policy, page 28**)
- consistently involve the university intern in instructional tasks
- continue the role of facilitator and coach
- provide intern with evaluative feedback in a timely manner (see Mentor Teacher Intern Observation Form page 46)
- conduct formative evaluation conferences with the intern and university faculty (see Mentor Teacher Progress Report Form page 47)
- for Block IV, apply for and meet certain qualifications for working with an Internship II student
- during Block IV, arrange for daily conferences with the intern to discuss progress
- assist the intern in the preparation of daily lesson plans and additional paperwork related to course outcomes and Assessment of Learner-Centered Instruction (AL-CI)

- during Block IV, relinquish planning and teaching of full days to the intern for a minimum of four weeks during the Internship II semester

Responsibilities of University Faculty

As part of the restructuring efforts, university faculty are now providing opportunities for students and interns to make the connections between theory & practice. Through field-based experiences, faculty can develop collegial relationship with mentor teachers that will enhance the preparation of prospective teachers. Responsibilities of faculty are as follows.

The University Faculty Should:

- for each assigned course, fifty percent (50%) of the university faculty's contact time must be in the field
- advise students regarding semester course sequence/blocks, program/developmental outcomes/benchmarks and portfolio
- to conduct orientation sessions with mentor teachers and administrators to discuss the following:
 - block sequence in the teacher preparation program
 - placement of students/interns in field experience classroom,
 - performance outcomes with due dates,
 - list of acceptable activities for students during field experiences,
 - weekly field schedule, office telephone numbers and office hours at UTPA
 - attendance policy
- to evaluate student performance using the Assessment of Learner-Centered Instruction (AL-CI)
- to participate in portfolio review and seminars
- to demonstrate performance outcomes with public school students
- to observe and evaluate student's/intern's performance in the public school classrooms
- to verify student's/intern's attendance
- to collect and evaluate field experience documentation
- to establish open communication with campus principal and mentor teachers in order to address concerns and act upon suggestions
- to monitor student/intern progress using ***Program and Developmental Benchmarks Verification Form (block I see page 42//Block II see page 45//Block III see page 49)***
- during Blocks III and IV, to hold conferences with the intern and mentor teachers
- to collaborate with mentor teachers to determine appropriate learning activities/teaching responsibilities for individual students and interns
- to assist in the preparation and presentation of seminars for students, interns, and mentor teachers
- to serve on assigned teacher education preparation committees

Responsibilities of Campus Principal

As an integral member of the field experiences team that facilitates the preparation of teachers, the campus principal assumes the following responsibilities in the program.

The Campus Principal should:

- develops a trusting and helping relationship with mentor teachers, university students and faculty
- collaborates with university faculty in placing university students/interns in appropriate settings
- provides a sign-in area within the main office for university students/interns
- assists university faculty with orientation sessions for mentor teachers and university students/interns
- ensures that university students/interns and faculty are aware of district policies and procedures
- provides opportunities for university students/interns/faculty to become aware of available facilities and resources
- discusses expectations with the mentor teachers, university students/interns and faculty
- attends professional development sessions and orientations for mentor teachers, and administrators
- meets periodically with mentor teachers, university students and faculty to address concerns and issues
- encourages to conduct walk-through for Internship II (Block IV) Interns
- provides intern with evaluative feedback in a timely manner
- includes university students/interns in all instructional and extra-curricular activities, when appropriate
- notifies university faculty immediately regarding concerns or problems in field experience

***ELEMENTARY (EC-4TH)
CURRICULUM
AND
INTERN DEVELOPMENTAL
PORTFOLIO***

Elementary EC-4th Block Sequence

The Elementary Teacher Preparation Program was developed as a developmental process leading to the certification of first year teachers. As such, the total program is seen as developmental as prospective teachers change and grow in all the areas identified as professional requirements for teaching. This developmental process results in blocks of coursework that facilitate the developmental sequence of course outcomes, taking the prospective teacher from the novice stage to the second level of internship.

Another consideration that drives the use of developmental blocks of coursework is the commitment to the integration of field-based experiences in authentic classroom settings from the very first block of courses. As the student progresses from block to block of coursework, the time spent in the classroom setting increases accordingly, from one full day per week to two full days per week to full-week experiences.

Elementary Field-Based Curriculum and Course Descriptions

All students seeking a B.I.S. degree leading to certification in Elementary Education will enroll in **field-based courses** during Blocks 1, 2, 3 and 4 (Internship I). The designated **courses** are unique to the elementary teacher preparation curriculum in that they **integrate technology into the curriculum** and instill in **all students** (regardless of certification area sought) the **learner-centered philosophy** because the focus is on understanding the “**learner**.”

NOTE: *Block 1, Block 4 (Internship I) & Block 5 (Internship II) are not offered during the Summer Sessions*

EC-4 Bilingual Generalist

Block One:

- EDCI 4390 Developmentally Appropriate Practices in Early Childhood Education
- EDCI 3305 Foundations of Multicultural Education
- READ 3329 Language Arts Curriculum **or** ENG 4325 Composition Techniques **or** ENG 4326 Language

Acquisition

Block Two:

- EDCI 3301 Inclusion of the Exceptionalities
- EDCI 4305 Instructional Technology & Curriculum Development
- EDBE 3322 Foundations of Bilingual Education

Block Three:

- EDBE 4304 The Development of Bilingualism
- READ 3323 Reading Acquisition
- READ 3325 Cognitive Development and Reading Comprehension

Block Four:

- EDCI 4306 Instructional Methods and Classroom Management
- EDBE 3315 The Bilingual Curriculum in the Content-Areas
- EDBE 3316 The Development of Biliteracy

Block Five:

- EDCI 4398 Integrated Internship II
- EDCI 4399 Supervised Internship II

NOTE: *EDBE 3324 must be completed during the Summer II Session*

Elementary EC-4th Intern Developmental Teaching Portfolio

Rationale for Intern Developmental Teaching Portfolio

The act of teaching is too dynamic to be solely evaluated through observation. The **Intern Developmental Teaching Portfolio** is a requirement for the Elementary Teacher Preparation Program because it affords a process that has the potential of tapping the unobservable characteristics of teaching practice:

- progress of developmental characteristics of teaching
- attitudes held by prospective teachers about students, parents, administrators and colleagues
- ability to self-reflect about personal teaching practice
- evaluation in authentic context and time

Thus, using the ***Intern Developmental Teaching Portfolio*** affords the student involvement in a holistic and authentic process that has the potential to assure a more thorough professional preparation.

Understanding the Intern Developmental Teaching Portfolio

The Developmental Teaching Portfolio values both the process and the product of portfolio assessment. Assessment achieved through the portfolio embodies an attitude that assessment is *dynamic* and the belief that the richest portrayals of teaching performance are based on multiple sources of evidence collected over time in authentic settings. Portfolios have the capacity to reflect the richness and complexities of teaching and learning beyond what can be obtained from observations of teaching.

Intern Developmental Teaching Portfolio is unique in that it embodies elements of **four** types of portfolios:

The Showcase Portfolio

- contains self-selected best work
- portrait of individual over time

The Documentation Portfolio

- observing and recording progress
- connected to systematic benchmarks
- benchmarks specify times of assessments

The Evaluation Portfolio

- tasks/artifacts predetermined by program
- all students required to complete same tasks
- effort to standardize portfolio contents

The Process Portfolio

- demonstrates work that is part of a larger picture assessing student development on a semester-by-semester basis
- students reflect upon their own learning
 - what was gained in the process
 - what steps were accomplished
 - what would change in the future

Specific ***developmental portfolio benchmarks*** (in the form of portfolio entries) have been determined for each block leading toward certification at the elementary level. Certain student developmental outcomes in each block are

identified as *required developmental portfolio entries*. These benchmarks or developmental portfolio entries comprise the majority of the artifacts to be included in the *Intern Developmental Teaching Portfolio* (see next section for explanation of caption development for each portfolio entry).

NOTE: Seminars on portfolio development will be provided to students during Block I.

**UTPA Elementary Field-Based Teacher Preparation Program
PORTFOLIO REVIEW**

CAPTION
Block I
through
Block IV or V

(Day or Evening Program)

Intern Name: _____

Date of Entry: _____

Name of Artifact: _____

Check One: Program _____ Self-Selected _____

Connect to LCP: _____

PROJECT EXPLANATION:

***What is the project?**

***How did I do it?**

***When did I do it and with whom?**

***What was the Purpose?**

LEARNING ANALYSIS:

***What did I learn from this project?**

***How will I use it later as a teacher?**

***What would I do differently to improve this lesson?**



(Day or Evening Program)

*UTPA Elementary Field-Based Teacher Preparation Program
PORTFOLIO REVIEW*

Intern Name: _____

Date of Entry: _____

Name of Artifact: _____


Check One: Program _____ Self-Selected _____

Connect to LCP: _____

PROJECT EXPLANATION:

LEARNING ANALYSIS:

B.I.S. DEGREE PROGRAMS



The University of Texas-Pan American
Degree Plan
Bachelor of Interdisciplinary Studies
Elementary Bilingual Generalist (Early Childhood - Grade 4)
Bachelor Degree Requirements must be completed within 7 years of the student's entrance to UTPA
(See UTPA Undergraduate Catalog)

Name: _____ SID# _____ Advisor: _____
 Mailing Address: _____ Advisor Signature: _____
 City: _____ State: _____ Zip Code: _____ Phone: _____
 Date Entered UTPA: _____ Catalog: _____

A. General Education-48 sem. hrs.	GR	HRS	GP	C. Professional Education-21 sem. hrs.	GR	HRS	GP
ENG 1301 or 1387				<i>EDCI 3303</i>			
ENG 1302 or 1388				<i>EDCI 3301</i>			
ENG/Literature				<i>EDCI 4390</i>			
PHIL 1320				<i>EDCI 4305</i>			
ART 1301 or MUIS 1307				<i>EDCI 4306</i>			
HIST 2313 or 2387				<i>EDCI 4398**</i>			
HIST 2314 or 2388				<i>EDCI 4399**</i>			
POLS 2313 or 2387				<i>Total Section C</i>			
POLS 2314 or 2388							
FSCI 1421				D. Interdisciplinary Area-49 sem. hrs.	GR	HRS	GP
FSCI 1422				Language Arts/Reading:			
MATH 1340 or higher level mathematics				<i>READ 3323</i>			
CIS 1201 or CSCI 1201				<i>READ 3325</i>			
SPAN 1301 or 1303				<i>ENG 4321</i>			
Kinesiology or appropriate ROTC course (2 hour activity course)				<i>ENG 4325 or 4326 or READ 3329</i>			
Select 3 sem. hrs. (1 course) from the following:				<i>COMM 1313 or 1387</i>			
ANTH 1323, 1324, 1342, 1353, 2323				<i>SPAN 1302 or 1304</i>			
ECON 1301, 2301, 2302				<i>SPAN 2307</i>			
PSY 1310				<i>SPAN 2508</i>			
SOC 1313, 1323, 1387, 2333				Mathematics:			
CRJ 1301, 1307				<i>EMAT 2506</i>			
				<i>EMAT 2507</i>			
				Science+:			
<i>Total Section A</i>				<i>BIOL 1402</i>			
				<i>BIOL 2305</i>			
				Social Studies:			
				<i>HIST 3330 or 5373</i>			
				<i>ANTH 3333</i>			
				Fine Arts/Health/Other Humanities:			
				<i>MUS 3311</i>			
				<i>HLTH 2352</i>			
				<i>Total Section D</i>			
				E. Academic Specialization (EC-Gr. 4)-18 sem. hrs.	GR	HRS	GP
B. Miscellaneous Requirements	CR	HRS	GP	<i>EDBE 3313</i>			
UNIV 1391				<i>EDBE 3316</i>			
<i>Required of entering freshmen as of Fall 2004</i>				<i>EDBE 3322</i>			
				<i>EDBE 3324</i>			
				<i>EDBE 4304</i>			
				<i>ENG 3325</i>			
<i>Total Section B</i>				<i>Total Section E</i>			
College Admission Requires a Minimum 2.5 GPA on the degree plan.				GRAND TOTAL HRS, GPIS, AND GPA			
Admission to Internship II requires a Min. of 2.5 GPA. (Courses in italics require admission to the College.)							

* For specific course requirements in General Education section, see the current UTPA Catalog.
 **Texas Examinations of Educator Standards (TEAES) must be taken during or after Internship II semester.
 Note: 7 hours of science is required beyond the general education science requirements

CHAIR _____ DATE _____
 STUDENT _____ DATE _____

DEAN OR ASSOCIATE DEAN _____ DATE _____

***ELEMENTARY BLOCKS,
COURSE SEQUENCE
&
FIELD EXPERIENCES***

Elementary EC-4 Blocks, Course Sequence & Field Experience

All students seeking a B.I.S. degree leading to certification in Elementary (EC-4) will complete a **field-based curriculum** during Blocks 1-5. The designated **field-based courses** are unique to the elementary teacher preparation curriculum in that they integrate technology into the curriculum and instill in all students (regardless of certification area sought) the learner-centered philosophy because the focus is on understanding the "learner." *Note that the curriculum includes courses in bilingual education, special education, early childhood education, multicultural education, instructional technology, instructional methods & classroom management, emergent literacy, reading acquisition, and content area reading.*

The Elementary Teacher Preparation Program is designed as a developmental process leading to the certification of first year teachers. As such, the total program is seen as developmental as prospective teachers change and grow in the four areas identified as professional requirements for teaching: (1) Planning, (2) Teaching, (3) Managing and (4) Assessing. This developmental process results in **blocks of coursework** that facilitate the developmental sequence of course outcomes taking the prospective teacher from the novice stage to the second level of internship. Students move through the program as cohorts.

As students progress from block to block of coursework, the time spent in the classroom setting increases accordingly, from half days, to full days, to full week experiences. What follows is the **EC-4 Course Sequence & Field Experience for Evening Programs**.

Note: **Students must enroll in coursework in blocks as designated. Blocked coursework will be offered on TR and MWF. When selecting a block section, students must enroll in the same section number for all courses required in the respective block.**

At no time, or under any circumstances, are students to enroll in courses out of sequence. Coursework must be taken in the order depicted. Students that enroll in courses out of sequence or not in a complete block (same section number), will be dropped from all block courses and repeat the block the following semester.

Any deviation from this required block enrollment must be approved by a Program Coordinator and/or the Department Chair.

Elementary EC-4 Field-Based Teacher Preparation Evening Program

Block 1 Block 2* Block 3* Block 4/Internship I* Block 5/Internship II*

Academic Specialization: Bilingual Education (EC-4 Bilingual Generalist)

Semester I	Semester II	Semester III	Semester IV	Semester V
EDCI 4390 Dev. Appropriate Practices in E. C.	EDBE 3322 Foundations of Bilingual Education	READ 3323 Reading Acquisition	EDCI 4306 Instructional Methods/Classroom Mgmt.	EDCI 4398-Integrated Internship EDCI 4399-Supervised Internship
EDCI 3305 Foundations of Multicultural Education	EDCI 3301 Inclusion & Exceptionalities	EDBE 4304 Development of Bilingualism	EDBE 3315 The Bilingual Curriculum in Content Areas	
ENG 4325 Composition Techniques or ENG 4326 Language Acquisition or READ 3329 Language Arts Curriculum	EDCI 4305 Instructional Planning & Curriculum Development	READ 3325 Cognition Dev./Reading Comprehension	EDBE 3316 Development of Biliteracy	

NOTE: *EDBE 3324 must be completed during the Summer II Session*

(All coursework will be offered on Tuesday & Thursday **or** Monday and Wednesday Evenings)

Required Field Experiences for all Programs

Day & Time Arranged on an Individual Basis	Day & Time Arranged on an Individual Basis	Day & Time Arranged on an Individual Basis	Day & Time Arranged on an Individual Basis	M through F
Total Hrs: = 36 12 hrs. per course	Total Hrs: = 36 12 hrs. per course	Total Hrs: = 36 12 hrs. per course	Total Hrs: = 36 12 hrs. per course	7:45AM-4:00PM 600 total hrs.
Begin week 5 / End week 12	Begin wk 5 / End wk 12	Begin wk 5 / End wk 12	Begin wk 5 / End wk 12	Begins first day of public school / Ends last day of university classes

***Enroll in same section number for all courses required in the respective block. Courses or blocks may not be taken out of sequence.**

Students enrolled in courses out of sequence will be dropped. **Field Experience is defined as time spent in a public school classroom setting working with students and teachers

NOTE: *The following charts illustrate the sequence of blocks by program the student will follow based on the semester entering the program. Note that Block 1, Block 4 and Block 5 are not offered during the Summer.*

*Elementary Course Sequence & Semester for Evening Program
Academic Specialization: Bilingual Education (EC-4 Bilingual Generalist)*

Fall	Spring	Summer	Fall	Spring	Fall
For Students starting Teacher Preparation Program-Fall Semester					
Block I EDEC 4390 READ 3329 EDCI 3305	Block II EDCI 4305 EDCI 3301 EDBE 3322	Block III READ 3323 READ 3325 EDBE 4304	Block IV Internship I EDCI 4306 EDBE 3315 EDBE 3316	Block V Internship II EDCI 4308 EDCI 4309	
For Students starting Teacher Preparation Program-Spring Semester					
	Block I EDEC 4390 READ 3329 EDEC 3305	Block II EDEC 4305 EDCI 3301 EDBE 3322	Block III READ 3323 READ 3325 EDBE 4304	Block IV Internship I EDCI 4306 EDBE 3315 EDBE 3316	Block V Internship II EDCI 4308 EDCI 4309

NOTE: Sixty-three (63) hours of coursework on degree plan must be completed prior to starting block sequence.
Block I, Internships I & II are not offered during Summer Sessions.
EDBE 3324 must be taken during Summer II Session.

TExES
ELIGIBILITY
PROTOCOL

TExES Eligibility Protocol

Teacher Education Program (EC-4th)

EC-4th Generalist and EC-4th Bilingual Generalist

Elementary (EC-4th) Day Program:

Students are eligible to test during their Block III semester.

Pedagogy and Professional Responsibilities (PPR)

Elementary (EC-4th) Day Program:

Students are eligible to test during their Internship II (student teaching) semester.

TExES Examination Date: Deadline	Administration Date	Application
	October 21, 2006	September 15, 2006
	December 9, 2006	November 10, 2006
	February 24, 2007	January 26, 2007
	April 14, 2007	March 16, 2007
	June 16, 2007	May 18, 2007
	August 4, 2007	July 6, 2007

***PERFORMANCE-BASED
STUDENT DEVELOPMENTAL
OUTCOMES
&
BENCHMARKS***

Performance-Based Student Developmental Outcomes and Benchmarks for EC-4th Program

The Elementary program outcomes and benchmarks were collaboratively developed by faculty and public school staff. The following question guided all discussion:

What should a student prepared through the elementary (EC-4th) program at UTPA know and be able to do upon completing the program?

One important development to note is that the majority of field-based outcomes and developmental benchmarks are ***performance-based*** and evaluated primarily through ***field experiences***. Faculty and/or mentor teachers determine the effectiveness of your performance as you interact with children in the classroom setting. Student developmental outcomes are based only on the field-based curriculum described earlier.

*You are required to successfully complete the **student developmental outcomes/benchmarks**(performance-based, as well as **program benchmarks requirements** (G.P.A., TASP, Seminars, TExES Review Sessions, etc..) as progress is made from one block to another.*

Semester One & Two-(Blocks I & II)

These Blocks depict the required program benchmarks for entry into the teacher preparation program and the required student outcomes for successfully completing the first semester of the program. Note that all outcomes have the designated course or courses in which the particular **student outcome will be developed and assessed**. Also, note that all field-based outcomes are to be maintained in a **student developmental portfolio** for purposes of assessing the successful completion of the semester's developmental outcomes and benchmarks and documenting what you have learned. This portfolio will assist you in securing employment. Although all courses in the blocks will address these outcomes, special emphasis will be made by faculty assigned those courses. Furthermore, you will earn a numeric assessment (grade) for each field-based outcome that will be used to assure continuous program from one semester to the next. Note that these outcomes also become the following semester's developmental benchmarks.

Other important facets in the EC-4th program are the program benchmarks such as student seminars, minimum mandatory seminars designed to assist you with topics such as portfolio development, understanding TExES content and registration process, certification requirements, job opportunities, etc (see Semester-Blocks I-IV). Minimum G.P.A.-Upon completion of each block you must maintain a minimum GPA in the EC-4th field-based courses of 2.5 or (two "C" rule: earn no more than two (2) C's in each block). Service Learning Project-This project is designed to provide students with experiences serving their community and involvement in professional organizations. In keeping with LCP #5-Learner-Centered Professional Development, this project recognizes that the preparation of teachers must include involvement of community and professional organizations.

Semester Three & Four (Blocks III-IV)

Once you complete **Block I-II** and meet all requirements indicated, you are admitted into the *Internship phase* or your preparation. **Semester Three-Block III** below describes the beginning of **actual in class observation/assessment** of your ability to perform as a teacher [*Using the Assessment of Learner-Centered Instruction (AL-CI) Form*]. During this third semester, you are assigned to one mentor teacher in the area and level you are seeking certification. Also, you are enrolled in 15 hours of field-based coursework. You will not only be required to successfully complete courses with required GPA, but also gain for the first time **full responsibility** of a public school classroom (*see EC-4th Program Block III (Internship I) Teaching Responsibility Guideline*). **You will be responsible to plan and teach one lesson (to be determined jointly with mentor teacher) two days per week during Block III-Internship I.** Upon successfully completing Block III, you must clear admission into the **Internship II (Block IV)** semester. A separate **Internship II Handbook** is used for completing the *Internship II (student teaching)* semester.

ATTENDANCE AND GRADE POLICY

General Attendance Policy

As a field-based program, students will be attending classes at the university campus and in the public school setting. Attendance will be monitored and upon accumulating three total absences from class and/or in the field, the final course grade will be dropped one letter grade. The fourth absence will result in student being dropped from course(s) with a DP or DF.

Absences Based on Extenuating Circumstances

The following policy applies to absences based on extenuating circumstances, defined as consecutive absences of no more than 3 class meetings (university-based or field-based) due to illness, pregnancy, accident, or other unforeseen circumstance beyond the student's control. In all cases, any student wishing to exercise this policy must seek approval or pre-approval, if possible, by the C & I Department Chair. All decisions regarding this policy reside in the judgment of the Department Chair.

Grade Policy: Field-Based Outcomes, Student Developmental Benchmarks and two (2) "C" Rule

What follows are the required *Field-Based Outcomes* to be successfully completed during each semester or Block. These field experience outcomes to be successfully completed are assessed through the courses designated and those outcomes are to be entered into the *Intern Developmental Teaching Portfolio*. These portfolio entries will be assessed each semester to determine whether the student meets the required **student developmental benchmarks** to continue on the next block. **In addition, in each block, students may not earn two (2) "C's" or worse in the block in order to continue to the next block (*note that Internship II requires that a student may not earn two (2) "C's" or worse in specialization area: Bilingual, Early Childhood or Special Education courses*).**

Note: If a course(s) from a block must be retaken in order to meet the "Two C Rule" or the Attendance Policy, student must re-take the course(s) the following semester, attend the entire field experience time of the respective block, and earn a "B" or better in course(s). Student will not be allowed to continue to next block until the "Two C rule" requirement or Attendance Policy is met. Only one opportunity is given to students to repeat a course(s) to meet the Two "C" Rule or Attendance Policy. In such a case, student is not allowed to continue and will be dropped from the program.

Please read carefully the requirements outlined in each block.
If you have any questions, please be sure to ask your faculty advisor.

Service Learning Project
Contributing to the Community and Professional Organizations through Service Learning

Community Service*

A total of 30 hours of community service is required. The *Special Olympics* Activities completed in EDCI 3301 (Block II) will fulfill eight (8) of the thirty (30) hours required. The additional twenty-two (22) hours may be completed in one or in a combination of the following community service programs. Payment cannot be received for any services provided. Note that the completion of the *Service Learning Project* is a **required benchmark by the end of Block III that must be met prior to entering Block IV.**

Examples of Community Services:

- | | |
|--------------------------------------------|-----------------------------------------|
| 1. Continue with Special Olympics Activity | 11 CITA at MIM |
| 2. Church Organizations | 12. Public Libraries |
| 3. Boys & Girls Clubs | 13. Nursing Homes |
| 4. Food Banks | 14. Salvation Army |
| 5. Habitat for Humanity | 15. South Texas Classic Guitar Society |
| 6. Texas Tropical Trail Festival | 16. Beach Clean-Up |
| 7. Easter Seals | 17. Feast for Sharing |
| 8. United Way | 18. Refugee Detention Centers |
| 9. Mujeres Unidas | 19. Head Start |
| 10. McAllen International Museum | 20. Child Care Center (non-profit only) |

***Community Service cannot be in public or private school**

***No Previous Community Service (prior to beginning Block I) is applicable**

Professional Organizations

A total of 15 hours of professional service is required. The following are examples of professional organization that will fulfill the fifteen (15) hours required:

Examples of Professional Service:

1. Member of student organizations (only one (1) hour) (STC or UTPA-SCEC, BESO, UTCARES, etc.)
2. Attending professional conferences (# of hours in participation, up to 5 hours per day)
3. Teacher organizations (only one (1) hour) (TSTA, TCTA, etc.)
4. Regional, state or national organizations (TAIR, RGV/TABE, TABE, IRA, RGVCTM, RGVSTA, etc.)
5. Attending after school functions (PTA, in-service, etc) (# of hours in participation)
6. Attending organization meetings with professional development emphasis(speaker, training, etc.- 1hour)
7. Professional Development (in-service, community-based lectures, etc.)

Note: The Service Learning Project (Community Service and Professional Organization hours) must be submitted in writing (documented) via letterhead from respective organization and placed in student developmental portfolio.

Community Service and Professional Organization hours can only be completed as follows each block/semester:

	<i>Community Service:</i>	<i>Professional Service:</i>
Block I:	7 Hours	3 Hours
Block II:	7 Hours	4 Hours
Block III:	8 Hours	4 Hours
Block IV:	8Hours	4 Hours

Semester One - Block 1
Performance-Based Program & Developmental Outcomes/Benchmarks for Evening Students

Program Entry Benchmark	Course Assignment for each Outcome	Block 1 EDEC 4390 // EDBE 3305
•Admission to Teacher Preparation Program	EDCI 3305 EDCI 4390 EDCI 4390	<p style="text-align: center;"><u>Block One Field-Based Outcomes/Benchmarks</u></p> <p><u>Planning</u></p> <ul style="list-style-type: none"> • Student will conceptualize a personal philosophy of teaching and learning • Emergent curriculum <p><u>Teaching</u></p> <ul style="list-style-type: none"> • Conducts a Read-Aloud with small group using a multicultural book • Conducts a Piagetian task

Note: All outcomes are graded on a 100 point scale and included in Intern Developmental Teaching Portfolio. For any outcome grade below 75, student is given one opportunity to re-do during the semester. The highest grade possible for the re-submission of any outcome is a 75.

Assignments to Achieve Successful Completion of Required Field-Based Outcomes for Block 1

#	Field-Based Course Outcome	Semester Week Assigned by Instructor
1	A Framework for a Thematic Unit: As phase one toward the completion of a thematic unit in Block III, students will develop a framework for a thematic unit based on principles of emergent curriculum. The framework should include a tentative web, concept web with terms, facts and principles, and an interdisciplinary TEKS-based activity list.	EDCI 4390
2	<i>Piagetian Task:</i> Students will identify cognitive developmental stages of children in the field through observation and child interviews, then create developmentally appropriate materials, and present their products.	EDCI 4390
3	<i>Personal Philosophy of Teaching and Learning:</i> Students will develop a summary reflective paper that conceptualizes a personal philosophy of teaching and learning that is based on the learner-centered proficiencies, cumulative field experiences, and in-class discussions and assignments.	EDCI 3305
4	<i>Interactive Read-Aloud with Small Group:</i> The student will conduct an Interactive Read-Aloud with a small group of students using a multicultural book. Students will write a "Read-Aloud" Plan, a self-assessment of the field experience, and a reflection of student's responses and interaction. Interactive read-aloud to be implemented in Spanish in EDBE 3322, and in English in EDEC 4391.	EDCI 4390



**UTPA Elementary EC-4th Field-Based Teacher Preparation
Program &
Developmental Benchmarks Verification Sheet**

Intern: _____

Student ID #: _____

Academic Major: _____ **Bachelor of Interdisciplinary Studies**

Academic Specialization: _____

Degree Plan Advisor: _____

This completed form must be placed in front of Block One (semester one) artifacts in the student's *Intern Developmental Teaching Portfolio* for program review. This form documents satisfactory performance by student for both Program and Developmental Benchmarks as designated in Block One for access to Block Two.

Course	Block One Developmental Benchmarks	Grade*
EDCI 4390	1. Emergent Curriculum	
EDCI 4390	2. Piagetian Task	
EDCI 3305	3. Personal Philosophy of Teaching & Learning	
EDCI 4390	4. Interactive Read-Aloud with Small Group	

Quality of *Intern Developmental Teaching Portfolio* (artifacts, captions, appearance, neatness) _____
 Acceptable _____
 (Advisor, please check one) _____ Not
 Acceptable _____

*Indicated that grade must be at 75% or higher for each artifact. If any artifact is below 75%, it is the responsibility of the student to re-do outcome/assignment within two weeks of this review and submit to instructor of course for re-assessment. To document this process, complete and submit the *Outcome Re-Submission Form*.

NOTE: Access to Internships I & II is based upon completion of all performance outcomes (artifacts) and program benchmarks during Block I and II at a satisfactory level.

Self-Selected Artifacts:

	Course	Title of Artifact
1.	_____	_____
2.	_____	_____

Advisor
 Comments: _____

Advisor Signature: _____ Date: _____
(Signature indicates successful Intern Developmental Teaching Portfolio Assessment)

Intern Signature: _____ Date: _____

**Block One Evening Program Benchmarks
(Advisor, Please check one)**

Evidence of *Portfolio Seminar Attendance* (certificate): _____ Yes _____ No
 Evidence of *Service Learning Project Identified and hours Completed*: _____ Yes _____ No

Semester Two – Block 2
Performance-Based Program & Developmental Outcomes/Benchmarks for Evening Students

Program/Developmental Benchmark #1 (Completed during Block 1)	Course(s) Assignment for each Outcome	Block 2 EDCI 4305 // EDCI 3301 // EDBE 3322 or EDEC 4391 or SPED 4303
<p><u>Program Benchmarks</u></p> <ul style="list-style-type: none"> •Developmental Portfolio Review* •Portfolio Seminar Attendance •11 hrs. completed in Service Learning Project (must be documented in intern portfolio) •Core Courses meet 2 "C" rule: <p><u>Developmental Benchmarks</u></p> <ul style="list-style-type: none"> • Develop a framework for a Thematic Unit • Prepare a Piagetian Task • Write a reflective paper on the Personal Philosophy of Teaching and Learning • Conducts a Read-Aloud with small group using Mult. book 	<p>EDCI 3301 EDCI 4305 EDBE 3322/EDEC 4391</p> <p>EDBE 3322/EDEC 4391</p> <p>EDCI 3301</p>	<p style="text-align: center;">Block Two Field-Based Outcomes/Benchmarks</p> <p><u>Planning/Teaching</u></p> <ul style="list-style-type: none"> • Implements a language arts lesson with modifications • Uses instructional multimedia for development of materials • Conducts a Read-Aloud with small group using a multicultural book <p><u>Managing</u></p> <ul style="list-style-type: none"> • Research on Parent Involvement <p><u>Assessment</u></p> <ul style="list-style-type: none"> • Assesses a language arts lesson with modification

*To be assessed by Block One faculty: Successful completion of Portfolio Review required to continue on to next block.

Note: All outcomes are graded on a 100 point scale and included in Intern Developmental Teaching Portfolio. For any outcome grade below 75, student is given one opportunity to re-do during the semester. The highest grade possible for the re-submission of any outcome is a 75.

Assignments to Achieve Successful Completion of Required Core Course Outcomes for Block 2

#	Field-Based Course Outcome	Course Responsible for Field – Based Outcome
1	<p><u>Research on Parent Involvement:</u> Student will select a topic for a parent workshop, including the title, the development of activities, workshop description and an outline.</p>	EDBE 3322/EDEC 4391
2	<p><u>Implements Language Arts Lesson with Modifications:</u> Each student will develop and teach a language arts lessons plan with modification using the following:</p> <ul style="list-style-type: none"> • lesson cycle including all levels of Bloom’s Taxonomy • modification for GT, ELL’S and Special Education students • specific instructional objective • connection to TEKS • reflection on the impact of a lesson with/without modifications 	EDCI 3301
3	<p><u>Use FrontPage or other Web Authoring Tool for the Development of a Classroom Website:</u> Each student will display proficiency in the use of a Web-Authoring Tool by using it to develop a web site that meets the following criteria:</p> <ul style="list-style-type: none"> • Minimum of six links • Minimum of two tiers • Must be uploaded to a public server • Aesthetically pleasing layout and design <p>Designed with parents, students and teachers in mind (Multimedia Big Book project remains as a class assignment)</p>	EDCI 4305
4	<p><u>Interactive Read-Aloud with Small Group:</u> The student will conduct an Interactive Read-Aloud with a small group of students using a multicultural book. Students will write a “Read-Aloud” Plan, a self-assessment of the field experience, and a reflection of student’s responses and interaction. Interactive read-aloud to be implemented in Spanish in EDBE 3322, and in English in EDEC 4391.</p>	EDBE 3322/EDEC 4391



**UTPA Elementary EC-4th Field-Based Teacher Preparation
Program &
Developmental Benchmarks Verification Sheet**

Intern: _____

Student ID #: _____

Academic Major: _____ Bachelor of Interdisciplinary Studies

Academic Specialization: _____

Degree Plan Advisor: _____

This completed form must be placed in front of Block Two (semester two) artifacts in the student's *Intern Developmental Teaching Portfolio* for program review. This form documents satisfactory performance by student for both Program and Developmental Benchmarks as designated in Block Two for access to Block Three.

Course	Block Two Developmental Benchmarks	Grade*
EDBE 3322 EDEC 4391 SPED 4303	1. Research on Parent Involvement	
EDCI 3301	2. Implements a Language Arts Lesson with Modifications	
EDIC 4305	3. Uses FrontPage or Other Web Authoring Tool for the Development of a Classroom Website	
EDBE 3322 EDEC 4391	4. Interactive Read-Aloud with Small Groups	

Quality of *Intern Developmental Teaching Portfolio* (artifacts, captions, appearance, neatness) _____ Acceptable
(Advisor, please check one) _____ NotAcceptable

*Indicated that grade must be at 75% or higher for each artifact. If any artifact is below 75%, it is the responsibility of the student to re-do outcome/assignment within two weeks of this review and submit to instructor of course for re-assessment. To document this process, complete and submit the *Outcome Re-Submission Form*.

NOTE: Access to Internships I & II is based upon completion of all performance outcomes (artifacts) and program benchmarks during Block I and II at a satisfactory level.

Self-Selected Artifacts:	Course	Title of Artifact
1.	_____	_____
2.	_____	_____
Advisor Comments:	_____	
Advisor Signature:	_____	Date: _____
<small>(Signature indicates successful Intern Developmental Teaching Portfolio Assessment)</small>		
Intern Signature:	_____	Date: _____

**Block Two Evening Program Benchmarks
(Advisor, Please check one)**

Evidence of *Service Learning Project* Identified and hours Completed: _____ Yes _____ No

Semester Three – Block 3

Performance-Based Program & Developmental Outcomes/Benchmarks for Evening Students

Program/Developmental Benchmark #2 (Completed during Block 2)	Course(s) Assigned to Outcomes	Block 3 READ 3323 // READ 3325 // EDBE 4304
<p>Program Benchmarks</p> <ul style="list-style-type: none"> •Developmental Portfolio Review* •Portfolio Seminar Attendance •11 hrs. completed in Service Learning Project (must be documented in intern portfolio) •Core Courses meet 2 "C" rule: <p>Developmental Benchmarks</p> <ul style="list-style-type: none"> •Research parent involvement • Complete and intervention checklist • Implements a Language Arts lesson with modifications • Use instructional multimedia for development of instructional material • Conduct a read-Aloud with small group using Mult. book 	<p>READ 3323 READ 3323 EDBE 4304 READ 3325</p> <p>READ 3323 READ 3323</p>	<p>Block Three Field-Based Outcomes/Benchmarks</p> <p>Planning/Teaching/Managing</p> <ul style="list-style-type: none"> •Implements a shared reading lesson •Implements an LEA Lesson •Develops parent workshop •Develops/Teaches DRTA lesson incorporating multimedia <p>Assessment</p> <ul style="list-style-type: none"> • Assesses shared reading lesson • Assesses an LEA lesson

*To be assessed by Block Two faculty: Successful completion of Portfolio Review required to continue on to next block.

Note: All outcomes are graded on a 100 point scale and included in Intern Developmental Teaching Portfolio. For any outcome grade below 75, student is given one opportunity to re-do during the semester. The highest grade possible for the re-submission of any outcome is a 75.

Assignments to Achieve Successful Completion of Field-Based Outcomes for Block 3

#	Core Course Outcome	Semester Week Assigned by Instructor
1	<p>Parent Workshop As phase two initiated during block one, students further develop a parental workshop that reflects a target area of interest for parents, i.e., how to involve children in science or social studies ideas in the home environment, and then explain it in class presentation.</p>	EDBE 4304
2	<p>Implements Shared Reading/Dialogic Reading Strategies: Each student will teach lessons to individual, small group and whole groups of students focused on shared/dialogic reading using big books based on demonstrations, peer-teaching/self and peer assessments using the following instructional planning format:</p> <ul style="list-style-type: none"> •specific instructional objective •connections to TEKS objectives and TExES domains and obj. •required step-by-step procedure for the lesson from initiating the lesson to reader responses •self-assessment of lesson by responding the specified questions •reflections on teaching and learning •kid-watching •assessment by instructor (when scheduled) 	READ 3323

3	<p>Implements Language Experience Approach Lesson: Each student will teach lessons to small groups utilizing the Language Experience Approach (LEA) strategy based on demonstrations, peer-teaching/self and peer assessments using the following instructional planning format:</p> <ul style="list-style-type: none"> •specific instructional objective •connections to TEKS objectives and TExES domains and obj. •required step-by-step procedure for the lesson from initiating the lesson to reader responses •self-assessment of lesson by responding the specified questions •reflections on teaching and learning •kid-watching •assessment by instructor (when scheduled) 	READ 3323
4	<p>Develops/Teaches DRTA Incorporating Multimedia: Each student will teach lessons to small group and/or whole groups of students a Directed Reading-Thinking Approach lesson based on demonstrations, peer-teaching/self and peer assessments using the following instructional planning format:</p> <ul style="list-style-type: none"> •specific instructional objective •connections to TEKS objectives and TExES domains and obj. •required step-by-step procedure for the lesson from initiating the lesson to reader responses •self-assessment of lesson by responding the specified questions •reflections on teaching and learning •kid-watching 	READ 3325



**UTPA Elementary EC-4th Field-Based Teacher Preparation
Program &
Developmental Benchmarks Verification Sheet**

Intern: _____

Student ID #: _____

Academic Major: _____ **Bachelor of Interdisciplinary Studies**

Academic Specialization: _____

Degree Plan Advisor: _____

This completed form must be placed in front of Block Three (semester three) artifacts in the student's *Intern Developmental Teaching Portfolio* for program review. This form documents satisfactory performance by student for both Program and Developmental Benchmarks as designated in Block One for access to Block Four.

Course	Block Three Developmental Benchmarks	Grade*
EDBE 4304	1. Develops Parent Workshop	
READ 3323	2. Implements a Shared Reading/Dialogic Reading Strategies	
READ 3323	3. Implements a Language Experience Approach Lesson (LEA)	
READ 3325	4. Develops/Teaches a DRTA Lesson	

Quality of *Intern Developmental Teaching Portfolio* (artifacts, captions, appearance, neatness) _____ Acceptable
(Advisor, please check one) _____ Not Acceptable

*Indicated that grade must be at 75% or higher for each artifact. If any artifact is below 75%, it is the responsibility of the student to re-do outcome/assignment within two weeks of this review and submit to instructor of course for re-assessment. To document this process, complete and submit the *Outcome Re-Submission Form*.

NOTE: Access to Internships I & II is based upon completion of all performance outcomes (artifacts) and program benchmarks during Block I and II at a satisfactory level.

Self-Selected Artifacts:	Course	Title of Artifact
1.	_____	_____
2.	_____	_____

Advisor
Comments: _____

Advisor Signature: _____ Date: _____
(Signature indicates successful *Intern Developmental Teaching Portfolio* Assessment)

Intern Signature: _____ Date: _____

**Block Three Evening Program Benchmarks
(Advisor, Please check one)**

Evidence of *Service Learning Project* Identified and hours Completed: _____ Yes _____ No

Semester Four – Block 4
Performance-Based Program & Developmental Outcomes/Benchmarks for Evening Students

Program/Developmental Benchmark #3 (Completed during Block 3)	Course(s) Assigned to Outcomes	Block 4 - Internship I EDCI 4306 and Specialization Courses Bilingual: EDBE 3315, 3316, EDBE 3324 Early Childhood: EDEC 4314**, 4392, 4394 Special Education: SPED 4300, 4301, 4309
<p><u>Program Benchmarks</u></p> <ul style="list-style-type: none"> •Developmental Portfolio Review* •15 hrs. completed in Service Learning Project (must be documented in intern portfolio) •Core Courses meet 2 "C" rule: <p><u>Developmental Benchmarks</u></p> <ul style="list-style-type: none"> •Develop an Interdisciplinary Unit • Implement a Mathematics Lessons • Implement a Language Arts Lesson in Spanish • Implement a Language Arts Lesson in English •Implement a Social Studies Lesson •Implement a Science lesson •Develop an Interdisciplinary Unit 	<p style="text-align: center;">EDCI 4306</p> <p style="text-align: center;">EDBE 3316</p> <p style="text-align: center;">EDEC 4392</p> <p style="text-align: center;">EDEC 4394/EDBE 3315</p> <p style="text-align: center;">EDEC 4394/EDBE 3315</p> <p style="text-align: center;">EDEC 4394/EDBE 3315</p>	<p style="text-align: center;">Block Four Field-Based Outcomes/Benchmarks</p> <p><u>Planning</u></p> <ul style="list-style-type: none"> •Develops an Interdisciplinary Unit (LA., SS, Science, Math) <p><u>Teaching</u></p> <p><i>Teaches the following lessons from the Interdisciplinary Unit and <u>one lesson</u> is formally evaluated by university faculty, while remaining lessons by mentor teachers:</i></p> <ul style="list-style-type: none"> •Teaches a Language Arts lesson from Interdisciplinary Unit in <u>Spanish</u> •Teaches a Language Arts lesson from Interdisciplinary Unit in <u>English</u> •Teaches a Social Studies lesson from Interdisciplinary Unit •Teaches a Science lesson from Interdisciplinary Unit •Teaches a Mathematics lesson from Interdisciplinary Unit

*To be assessed by Block Three faculty: Successful completion of Portfolio Review required to continue on to next block.

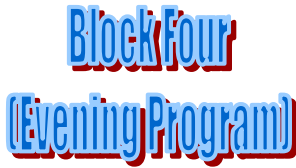
**Denotes that EDEC 4314 must be completed during the Summer II session (part of minor in ECE, but not part of Block 4)

Note: All outcomes are graded on a 100 point scale and included in Intern Developmental Teaching Portfolio. For any outcome grade below 75, student is given one opportunity to re-do during the semester. The highest grade possible for the re-submission of any outcome is a 75.

Assignments to Achieve Successful Completion of Field-Based Outcomes for Block 4

#	Core Course Outcome	Semester Week Assigned by Instructor
1	<p>Mathematics Lesson: As a component of the partial interdisciplinary thematic unit to be completed in EDCI 4306, students should adhere to the following:</p> <ul style="list-style-type: none"> • Congruency between assessment to TEKS objectives • Use of work processing or PowerPoint to create instructional materials such as handouts and transparencs • Consistency with multicultural principles, learning styles and cultural heritage • Evidence of classroom management strategies, including managing cooperative learning groups, hands on activities, as well as connection to personal experience 	EDEC 4394/EDBE 3315

2	<p>Language Arts (Spanish): As a component of the partial interdisciplinary thematic unit to be completed in EDCI 4306, students should adhere to the following:</p> <ul style="list-style-type: none"> • Congruency between assessment to TEKS objectives • Use of work processing or PowerPoint to create instructional materials such as handouts and transparencies • Consistency with multicultural principles, learning styles and cultural heritage • Evidence of classroom management strategies, including managing cooperative learning groups, hands on activities, as well as connection to personal experience 	EDBE 3316
	<p>Language Arts (English): As a component of the partial interdisciplinary thematic unit to be completed in EDCI 4306, students should adhere to the following:</p> <ul style="list-style-type: none"> • Congruency between assessment of TEKS objectives • Use of work processing or PowerPoint to create instructional materials such as handouts and transparencies • Consistency with multicultural principles, learning styles and cultural heritage • Evidence of classroom management strategies, including managing cooperative learning groups, hands on activities, as well as connection to personal experience 	EDEC 4314
3	<p>Social Studies Lesson: As a component of the partial interdisciplinary thematic unit to be completed in EDCI 4306, students should adhere to the following:</p> <ul style="list-style-type: none"> • Congruency between assessment to TEKS objectives • Use of work processing or PowerPoint to create instructional materials such as handouts and transparencies • Consistency with multicultural principles, learning styles and cultural heritage • Evidence of classroom management strategies, including managing cooperative learning groups, hands on activities, as well as connection to personal experience 	EDEC 4394/EDBE 3315
4	<p>Science Lesson: As a component of the partial interdisciplinary thematic unit to be completed in EDCI 4306, students should adhere to the following:</p> <ul style="list-style-type: none"> • Congruency between assessment to TEKS objectives • Use of work processing or PowerPoint to create instructional materials such as handouts and transparencies • Consistency with multicultural principles, learning styles and cultural heritage <p>Evidence of classroom management strategies, including managing cooperative learning groups, hands on activities, as well as connection to personal experience</p>	EDEC 4394/EDBE 3315
5	<p>Develops an Interdisciplinary Unit: As a phase three thematic interdisciplinary unit, each student will develop four linked lessons, which are horizontally aligned in each of the content areas. Each student will develop an interdisciplinary unit consisting of lesson plans in language arts, social studies, science and math. Lesson plans in each subject area will be sequenced and based on TEKS objectives thematically linked. Classroom Management Plan: Based on their classroom observation, students will develop their own classroom management plan. This plan should be based on developmentally appropriate principles and include:</p> <ul style="list-style-type: none"> • classroom rules and procedures • classroom routines • classroom organization and organization and arrangement • group management procedures • discipline practices <p>classroom climate</p>	EDCI 4306



**UTPA Elementary EC-4th Field-Based Teacher Preparation
Program &
Developmental Benchmarks Verification Sheet**

Intern: _____

Student ID #: _____

Academic Major: _____ Bachelor of Interdisciplinary Studies

Academic Specialization: _____

Degree Plan Advisor: _____

This completed form must be placed in front of Block Three (semester three) artifacts in the student's *Intern Developmental Teaching Portfolio* for program review. This form documents satisfactory performance by student for both Program and Developmental Benchmarks as designated in Block One for access to Block Four.

Course	Block Four Developmental Benchmarks	Grade*
EDEC 4394 or EDBE 3315	1. Teaches Mathematics Lesson	
EDEC 4392 or EDBE 3316	2. Teaches Language Arts Lesson	
EDEC 4394 or EDBE 3315	3. Teaches Social Studies Lesson	
EDEC 4394 or EDBE 3315	4. Teaches Science Lesson	
EDCI 4306	5. Develops Interdisciplinary Unit	

Quality of *Intern Developmental Teaching Portfolio* (artifacts, captions, appearance, neatness) _____ Acceptable
(Advisor, please check one) _____ Not Acceptable

*Indicated that grade must be at 75% or higher for each artifact. If any artifact is below 75%, it is the responsibility of the student to **re-do outcome/assignment within two weeks of this review** and submit to instructor of course for re-assessment. To document this process, complete and submit the *Outcome Re-Submission Form*.

NOTE: Access to Internships I & II is based upon completion of all performance outcomes (artifacts) and program benchmarks during Block I and II at a satisfactory level.

Self-Selected Artifacts:	Course	Title of Artifact
1.	_____	_____
2.	_____	_____

Advisor
Comments: _____

Advisor Signature: _____ Date: _____
(Signature indicates successful *Intern Developmental Teaching Portfolio* Assessment)

Intern Signature: _____ Date: _____

**Block Four Evening Program Benchmarks
(Advisor, Please check one)**

Evidence of *Service Learning Project* Identified and hours Completed: _____ Yes _____ No

**The University of Texas Pan American
College of Education - Internship I
Mentor Teacher - Intern Observation Form**

Intern _____ Date _____

Mentor Teacher _____ School _____

University Supervisor _____ Grade Level/Area _____

Subject/Lesson Observed _____

Note: Please indicate yes or no and make comments as appropriate.

Domain I-Active Successful Student Participation in the Learning Process:

_____ Effective student-teacher interaction

_____ Learning at a high cognitive level

Domain II-Learner-Centered Instruction:

_____ Effective use of instructional resources

_____ Directions clearly stated

_____ Instruction aligned with objective

_____ Grouping activities appropriate

Domain III-Evaluation and Feedback on Student Progress:

_____ Monitors/reinforces student's work

_____ Assessment strategies aligned with objective

Domain IV-Management of Student Discipline, Instructional Strategies, Time, and Materials:

_____ Redirects off-task behavior

_____ Reinforces desired behavior

Domain V-Professional Communication:

_____ Accurate verbal communication

_____ Accurate written communication

Overall Comments:

**The University of Texas Pan American-College of Education
Elementary/Secondary Field-Based Evening Program - Blocks 2, 3 & 4
University Student Performance-Based Progress Report Submitted by Mentor Teacher**

Student _____ SID# _____ - -

Mentor Teacher _____ School/District _____

Block # and Section # _____ Grade Level/Area _____

Date @ 4 weeks: _____ Date @ 4 weeks: _____

Mentor Teachers: Please rate items demonstrated by your student using the following scale: 1 = fair 2 = good 3 = excellent
Please provide feedback below.

Proficiency #1 - Learner-Centered Knowledge

The university student I am mentoring...

@ 4 weeks @ 4 weeks

_____	_____	does not convey false subject matter to students
_____	_____	attempts to collaborate with me and other professionals
_____	_____	attempts to guide students to construct understanding through experiences
_____	_____	shows patience with student learning
_____	_____	helps students connect learning to life experiences

Proficiency #2 - Learner-Centered Instruction

The university student I am mentoring...

_____	_____	demonstrates trust in students
_____	_____	shows/models respect for students
_____	_____	shows initiative in solving own problems
_____	_____	demonstrates an ability to modify instruction to positively affect learning
_____	_____	helps students make connections to their prior knowledge
_____	_____	understands assessment as vital to teaching and learning
_____	_____	engages students' interest in developmentally appropriate activities
_____	_____	allows students to work cooperatively and independently
_____	_____	challenges students to learn at a high cognitive level
_____	_____	encourages students to be responsible for their own learning
_____	_____	involves students in decisions regarding their own learning
_____	_____	takes risks by attempting innovative ideas for learning
_____	_____	effectively/efficiently manages time and materials

Proficiency #3 - Equity in Excellence for All Learners

The university student I am mentoring...

_____	_____	acknowledges differences in cultural backgrounds of students
_____	_____	models and encourages appreciation of students' cultural heritage
_____	_____	designs learning experiences that incorporate cultural aspects of students
_____	_____	makes connections between the curriculum and community cultures
_____	_____	verbalizes/supports positive attitude that fosters cultural unity and equity

Proficiency #4 - Learner-Centered Communication

The university student I am mentoring...

_____	_____	demonstrates effective communication (verbal/non-verbal) with students & colleagues
_____	_____	demonstrates advocacy for all students and the school
_____	_____	shows understanding of the mission and rules of the school
_____	_____	demonstrates high levels of proficiency in listening, speaking, reading and writing skills
_____	_____	uses technology as a resource for teaching and communicating

Proficiency #5 - Learner-Centered Professional Development

The university student I am mentoring...


_____	_____	is self-directed/self initiated
_____	_____	demonstrates effective interaction with me and other colleagues
_____	_____	is eager to learn and welcomes suggestions and ideas
_____	_____	observes instruction conducted by me and others
_____	_____	welcomes and takes action based on feedback from me, other colleagues and students
_____	_____	is able to work in a collaborative team to make decisions and solve problems
_____	_____	is highly ethical, responsible and respects laws that govern the profession

Overall Comments:

University Student Signature _____ Mentor Teacher Signature _____

The University of Texas Pan American
Elementary/Secondary Teacher Preparation Program
Assessment of Learner-Centered Instruction (AL-CI)

Intern Observation Form


 Date _____ 15D _____ Grade Level _____
 Check all that applies: Campus _____
 Internship I Internship II Subject Area _____
 University Instructor _____
 Mentor Teacher _____
 Obs. #1 Obs. #2 Obs. #3 Obs. #4 Obs. #5 Day Program
 US- Unsatisfactory EP- Emerging Proficient P- Proficient Evening Program
 US- Unsatisfactory EP- Emerging Proficient P- Proficient Evening Program

Domain 1-Student Participation

Evaluation Criteria

1. Students are actively engaged in learning
2. Students are successful in learning
3. Students' behaviors indicate learning is at a high cognitive level
4. Students are self-directed/self-motivated as appropriate in lesson
5. Students are connecting learning to work and life applications

Comments: _____

	US	BE	EP	P
1				
2				
3				
4				
5				
Total				

Domain 2-Learner-Centered Instruction

Evaluation Criteria

1. Obj./goals include basic knowledge/skills/themes/concepts
2. Instructional content is learner-centered (student-centered class)
3. Instructional strategies promote critical thinking/prob. solving
4. Instructional strategies include successful motivational teaching
5. Instructional strategies aligned w/obj./activities/strat./char./etc.
6. Varied activities, appropriately maintains pacing/sequencing
7. Emphasizes the value and importance of activity/content
8. Uses appropriate questioning/inquiry techniques to challenge
9. Appropriately/affixative use of technology as part of instruction

Comments: _____

	US	BE	EP	P
1				
2				
3				
4				
5				
6				
7				
8				
9				
Total				

Domain 3-Evaluation/Feedback on Student Progress

Evaluation Criteria

1. Academic progress of students is monitored/assessed
2. Assessment/feedback aligned w./goals/obj./instr. strategies
3. Assessment strategies appropriate to varied charac. of students
4. Student learning is reassessed
5. Students receive constructive feedback
6. Provides opportunities for relearning/re-evaluation of material

Comments: _____

	US	BE	EP	P
1				
2				
3				
4				
5				
6				
Total				

Domain 4-Management of Discipline/Strategies/Time/Materials

Evaluation Criteria

1. Effectively implements discipline management procedures
2. Classroom environment encourages self-discipline/self-learning
3. Interacts with students in an equitable manner/ep/plus rules fairly
4. Specifies expectations for desired behavior
5. Inquiries/addresses off-task/inappropriate/detractive behavior
6. Reinforces desired behavior when appropriate
7. Instruct. materials equitable/acknowledge varied student charac.
8. Eff. actively/efficiently manages time and materials

Comments: _____

	US	BE	EP	P
1				
2				
3				
4				
5				
6				
7				
8				
Total				

Domain 5-Professional Communication

Evaluation Criteria

1. Appropriate/accurate written communication w./students
2. Appropriate/accurate verbal/non-verbal comm. w./students
3. Encourages/supports students reluctant/having difficulty
4. Interactions supportive/commensal/respectful w./students

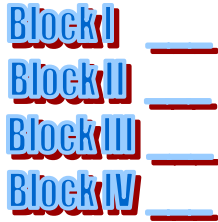
Comments: _____

	US	BE	EP	P
1				
2				
3				
4				
Total				

GRAND TOTAL: _____
 32 Evaluation Criteria
 Legend:
 - Excellent
 - Good
 - Fair
 - Poor
 - Very Poor

Signature of Intern: _____ Date: _____
 Signature of University Instructor: _____ Date: _____

Developed by Dr. Leo Cowan, UT-Pan American (Revised 1999)



**UTPA Elementary EC-4th Field-Based Teacher Preparation Program
-Outcome Re-Submission Form**

Intern: _____

Student D#: _____

Check One that Corresponds to Outcome(s)

Academic Major: Bachelor of Interdisciplinary Studies

Academic Specialization: _____

Degree Plan Advisor: _____

This form documents the re-submission of an outcome/assignment (artifact) deemed unsatisfactory at any given block (semester). Complete this form and submit to instructor of course for re-assessment.

Please complete the following, attach revised outcome/assignment (artifact), and submit to course instructor no later than two (2) weeks after you portfolio review.

Course (s)	Title of Outcome/Assignment (artifact) Re-Submitted	Grade (Original Assessment)	Grade* (Re-Assessment)
	1.		
	2.		
	3.		

(Enter title of artifact to be re-submitted and attach documentation)

**Indicated that re-assessment grade must be at 75% or higher for each artifact re-submitted.*

Instructor Comments:

Date Submitted to Instructor: _____

Intern Signature: _____

Instructor Signature: _____
 (Signature indicates intern has submitted outcome(s) as indicated)

Date Re-assessment Completed: _____

Instructor Signature: _____
 [Signature indicates student has successfully completed outcome(s)]

Note: Instructor, if this process results in successful re-assessment of outcome/assignment(s), document in intern developmental portfolio and submit a copy of this form to the COE-Office of Field Experiences as soon as possible.