



Site Teacher Educator Handbook

Urban Institute for Teacher Education

2016-2017

2016-2017 Academic Year

Dear Site Teacher Educators:

Welcome to the 2016-2017 academic year in your work with Teacher Candidates from the University of Utah!

The beginning of each academic year brings new opportunities as we welcome students back to our classrooms and schools.

As we begin our eighth year as the operating arm for the teacher licensure programs in the College of Education, the faculty and staff in the Urban Institute for Teacher Education (UITE) look forward to another successful year. The UITE reflects an interdisciplinary collaboration with linkages to the College of Education, partners across the University of Utah, and partnerships with schools and communities.

In addition to a college-wide core curriculum, future teachers acquire the knowledge and skills for quality 21st century teaching. Key areas of study include: school-family partnerships, multicultural education, educational law, assessment, special education, classroom management, and educational research. Classroom and community experiences through practica and service learning focus on issues of equity, access, and social justice for contemporary students, teachers, and families. A hallmark of teacher preparation at the University of Utah is our focus on the preparation of teachers who understand all learners, with specific attention to the unique assets and needs of children learning English.

While course work in teacher preparation is essential, the time spent in classrooms working with students, educators, and families is tantamount. Your contributions provide our students with the essential support for work in classrooms. Your dedication to teacher education is critical to the preparation of tomorrow's teachers. We value your contributions as Site Teacher Educators and look forward to our opportunities to work in your schools during the coming year.

On behalf of the Urban Institute for Teacher Education, we thank you for your roles as site teachers. Your willingness to orchestrate all that is involved in hosting preservice teachers reflects your commitment to teacher education.

The Site Teacher Educator Handbook will provide important reference materials this year. Please do not hesitate to ask for suggestions, advice or support, and equally important, please know that we welcome your feedback.

Best wishes for a successful year!

The Urban Institute for Teacher Education Faculty & Staff

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STANDARDS

EXPECTATIONS FOR TEACHER CANDIDATES KNOWLEDGE, SKILLS & PROFESSIONAL CHARACTER

Key Components for Program Success

Teacher Candidates preparing to work in schools as teachers must know and demonstrate both the professional content and pedagogical knowledge and skills necessary to help **all students**¹ learn. TCs shall also develop and exhibit the interpersonal skills, attitudes, and professional character required of educators.

Any TC who, during the course of their university education, demonstrates an inability, or unwillingness, to develop the knowledge, skills, attitudes and professional character necessary to be an effective educator, may be placed on academic probation and/or dismissed from the teacher licensure programs. Before any TC is approved for student teaching placement, the faculty in the Urban Institute for Teacher Education must determine that the TC possesses the knowledge, skills, attitudes and professional character necessary to be an effective educator. The faculty may summarily remove a TC from a student teaching placement if the candidate's actions and behaviors during the placement are inconsistent with the knowledge, skills, attitude and professional character expected of TCs.

¹**(All students includes those with exceptionalities and of different ethnic, racial, gender, language, religious, socioeconomic, and regional/diverse origins).**

For the purposes of the teacher licensure programs in the Urban Institute for Teacher Education, knowledge, skills, and professional character are defined in the following ways:

Content Knowledge	An in-depth knowledge of the content matter one plans to teach. An understanding of major concepts, assumptions, debates, processes of inquiry and ways of knowing that are central to the discipline(s) she/he teaches.
Pedagogical Knowledge	An understanding of learning theory, curriculum development, student development, motivation and the various ways and means available to make ideas accessible to students. A consideration of how students' prior experiences and current contexts impact the ways students learn and influence the ways teachers teach.
Skills	The ability to create learning opportunities, encourage students' development of critical thinking, establish classroom climate, and assess student learning using a variety of instructional strategies which can be adapted or are specifically developed to meet the needs of all students.

Professional Character The “non-academic” attributes; the tendency to act in particular ways. Three “non-academic” attributes are described below and include: professional behavior, professional respect, and professional conduct.

1. **Professional Behavior** encompasses appropriate behavior specific to field-based experiences. Behaviors consistent with this standard include but are not limited to:
 - a. Maintaining communication with university Cohort Leader/supervisor, faculty, parents/guardians, students, Site Teachers and other site personnel.
 - b. Complying with policies, statutes and rules established by UPPAC and local school districts.
 - c. Recognizing and respecting diversity.
 - d. Creating and maintaining a safe learning environment for students.
 - e. Working cooperatively with other professionals.
 - f. Helping to develop and maintain positive and accurate perceptions towards all students.
2. **Professional Respect** encompasses one’s ability to demonstrate a respectful attitude for all students, colleagues, Cohort Leader/Supervisor, faculty, and site personnel and to avoid personal prejudice and bias. Professional respect reflects a TC’s ability to address differences in personalities, backgrounds, and behaviors.
3. **Professional Conduct** encompasses one’s willingness to fully participate in the learning process, and demonstrative personal suitability for the profession. In other words, a TC must demonstrate a desire to know and the willingness to act as a professional. Behaviors consistent with this standard include but are not limited to:
 - a. Accepting constructive suggestions from other students, Cohort Leader/supervisor, Site Teachers, etc. A hostile, resistant attitude toward learning and/or one’s associates is considered unprofessional conduct.
 - b. Attending classes, meetings, and field assignments. Failure to keep commitments and chronic absenteeism or tardiness in either class or field is considered unprofessional conduct.
 - c. Demonstrating appropriate professional behavior. Consistent displays of disrespect (e.g., screaming, insulting, ignoring, being indifferent, intimidating, bullying, etc.) toward faculty, Cohort Leader/supervisor, colleagues, students, and site personnel are considered unprofessional conduct.
 - d. Developing appropriate professional relationships. Developing a friendship that conflicts with professional responsibilities or developing a romantic and/or sexual relationship with current students, instructors, colleagues, Cohort Leaders/supervisor, and/or site personnel is considered unprofessional conduct.

The following includes a list of dispositions viewed as crucial by a national teacher accreditation body (INTASC).

INTASC Standards
Dispositions Stated for Each Standard

Source: Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue (1992). Interstate New Teacher Assessment and Support Consortium, Council of Chief State School Officers

The Utah Effective Teaching Standards are informed by the INTASC standards. The UETS may be found at the USBE website at:

<http://www.schools.utah.gov/CURR/educatoreffectiveness/Standards/Teaching/TeachingStandards.aspx>

Standard #1: The TC understands the central concepts, tools of the discipline(s) and structures of the discipline(s) he/she teaches and can develop learning experiences that make these aspects of subject matter meaningful for students.

- 1.1 The TC realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. He/she seeks to keep abreast of new ideas and understandings in the field.
- 1.2 The TC appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower.
- 1.3 The TC demonstrates enthusiasm for the discipline(s) he/she teaches and sees connections to everyday life.
- 1.4 The TC is committed to continuous learning and engages in professional discourse about subject matter knowledge and students' learning of the discipline.

Standard #2: The TC understands how students learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

- 2.1 The TC appreciates individual variation within each area of development, shows respect for diverse talents of all learners, and is committed to helping students develop self-confidence and competence.
- 2.2 The TC is disposed to use students' strengths as a basis for growth and errors as opportunities for learning.

Standard #3: The TC understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

- 3.1 The TC believes that all students can learn at high levels and persists in helping all students achieve success.
- 3.2 The TC appreciates and values human diversity, shows respect for students' varied talents and perspective, and is committed to the pursuit of "individually configured evidence."
- 3.3 The TC respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.
- 3.4 The TC is sensitive to community and cultural norms.
- 3.5 The TC creates an environment where students feel valued for their potential as people and helps them to learn to value each other.

Standard #4: The TC understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

- 4.1 The TC values the development of students' critical thinking, independent problem solving, and performance capabilities.
- 4.2 The TC values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.

Standard #5: The TC uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

- 5.1 The TC takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as a whole.
- 5.2 The TC understands how participation supports commitment and is committed to the expression and use of democratic values in the classroom.
- 5.3 The TC values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
- 5.4 The TC recognizes the value of intrinsic motivation to students' life-long growth and learning.
- 5.5 The TC is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student.

Standard #6: The TC uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interactions in the classroom.

- 6.1 The TC recognizes the power of language for fostering self-expression, identity development, and learning.
- 6.2 The TC values the many ways in which people seek to communicate and encourages many modes of communication in the classroom.
- 6.3 The TC is a thoughtful and responsive listener.
- 6.4 The TC appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class.

Standard #7: The TC plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

- 7.1 The TC values both long-term and short-term planning.
- 7.2 The TC believes that plans must always be open to adjustment and revision based up student needs and changing circumstances.
- 7.3 The TC values planning as a collegial activity.

Standard #8: The TC understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

- 8.1 The TC values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.
- 8.2 The TC is committed to using assessment to identify student strengths and promotes student growth rather than to deny students access to learning opportunities.

Standard #9: The TC is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (e.g., parents, students, and other professionals in the learning community) and who actively seeks opportunities to grow professionally.

- 9.1 The TC values critical thinking and self-directed learning as habits of mind.
- 9.2 The TC is committed to reflection, assessment, and learning as an on going process.
- 9.3 The TC is willing to give and receive help.
- 9.4 The TC is committed to seeking, developing, and refining practices that address the individual needs of students.
- 9.5 The TC recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.

Standard #10: The TC fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

- 10.1 The TC values and appreciates the importance of all aspects of a student's experiences.
- 10.2 The TC is concerned about all aspects of a student's well-being (e.g., cognitive, emotional, social, and physical development), and is alert to signs of difficulties.
- 10.3 The TC is willing to consult with other adults regarding the education and well-being of his/her students.
- 10.4 The TC respects the privacy of students and confidentiality of information.
- 10.5 The TC is willing to work with other professionals to improve the overall learning environment for students.

PROFESSIONAL PRACTICE AND CONDUCT FOR UTAH EDUCATORS

The teacher licensure programs at the University of Utah are legally compelled by and ethically bound to the Utah Professional Practices Advisory Commission (UPPAC) policy, and the USBE Administrative Rules. These policies are designed to establish the moral and ethical conduct of educators largely for the purpose of protecting children and establishing a non-threatening educational environment. As a TC you are required to adhere to the specifics as detailed on the USBE's UPPAC website at <http://www.schools.utah.gov/UPPAC/>. Please review all UPPAC (R686-100 through -105) and USBE Administrative Rules (R277-514, -515, -516). Please pay particular attention to USBE Administrative Rule R277-515-6 Professional Educator Conduct:

Rule 515-6 Professional Educator Conduct:

- (1) A professional educator exhibits integrity and honesty in relationships with an LEA administrator or personnel.
- (2)(a) Failure to adhere to this Subsection (2) may result in licensing discipline.
- (b) A penalty shall be imposed most readily, if an educator has received a previous documented warning from the educator's employer.
- (c) The professional educator:
 - (i) shall communicate professionally and with civility with a colleague, school and community specialist, administrator and other personnel;
 - (ii) shall maintain a professional and appropriate relationship and demeanor with student, colleague and school community member and parent;
 - (iii) may not promote a personal opinion, personal issue, or political position as part of the instructional process in a manner inconsistent with law;
 - (iv) shall express a personal opinion professionally and responsibly in the community served by the school;
 - (v) shall comply with an LEA policy, supervisory directive, and generally-accepted professional standard regarding appropriate dress and grooming at school and school-related event;
 - (vi) shall work diligently to improve the educator's own professional understanding, judgment, and expertise;
 - (vii) shall honor all contracts for professional services;
 - (viii) shall perform all services required or directed by the educator's contract with the LEA

- with professionalism consistent with LEA policy and rule; and
- (ix) shall recruit another educator for employment in another position only within a LEA timeline and guideline.

Date of Enactment or Last Substantive Amendment: October 8, 2015

Notice of Continuation: November 15, 2012

Authorizing, Implemented, or Interpreted Law: Art X Sec 3; 53A-1-402(1)(a); 53A-6; 53A-1-401(3)

For questions regarding the content or application of rules under Title R277, please contact the promulgating agency (Education, Administration). A list of agencies with links to their homepages is available at <http://www.utah.gov/government/agencylist.html> or from <http://www.rules.utah.gov/contact/agencycontacts.htm>.

PROGRAM DESCRIPTIONS & REQUIREMENTS

THE STUDENT TEACHING EXPERIENCE

Elementary Cohort Students. Student teaching in the Elementary program is a two-semester experience in which the TC spends 2-3 days in methods courses and 2 full days in the public school classroom experience during Fall semester. During Spring semester, the experience culminates in a full-time teaching experience wherein the TC has full responsibility for the direction of the students and the classroom followed by 4 weeks of professional development seminar and other professional activities. Candidates are required to keep the full contract hours at their respective student teaching site(s).

Secondary Cohort Students. Student teaching in the Secondary program is a two-semester experience in which the TC spends 9 hours a week in a public school classroom experience during fall semester in conjunction with course work designed to prepare candidates for student teaching the subsequent semester. During spring semester, the licensure experience culminates in a full-time teaching opportunity where the TC has full responsibility for 4 classes, or course equivalents, that typically include two content preparations with one required in the Candidate's content major. Candidates are required to keep the full contract hours at their respective student teaching site(s).

Following an intensive fall semester practicum, TCs begin student teaching at the beginning of the public school schedule in January. Candidates are required to keep the full contract hours at their respective student teaching site. It is expected that following a one to two week phase in period that the TC will take over all responsibilities of the regular classroom teacher. While the phase in period may vary to some degree, the time period will be determined through collaboration with the Cohort Leader, the TC, and the Site Teacher Educator (STE). The TC should assume full teaching responsibilities by no later than the third week.

Finally, although TCs only teach a portion of an entire teaching load, they are required to be in attendance the full day (e.g., teacher contract hours) and at the school every day that contract teachers are in attendance (this includes career ladder days, teacher work days, etc.).

Each Elementary and Secondary TC is encouraged to become involved in her/his school's extracurricular activities, but cautioned to do so only with permission and under STE supervision. Once in the school, TCs are expected to conform to all school rules for teachers paying particular attention to dress codes, smoking regulations, parking rules, and administrative procedures. If the rules and expectations for teachers are unclear, Candidates should contact her/his STE.

There is substantial variation in student teaching assignments, yet we believe that it is possible to standardize performance requirements. You will be evaluated on your ability to organize subject matter for student learning, on your aptitude in creating an environment conducive to student learning, in your skill at providing instruction to students, and in your effectiveness as a professional educator. The series of evaluations accompanying the licensure year will be based upon the Program Framework (p. 4 of this document).

ROLES & RESPONSIBILITIES

TEACHER CANDIDATE ROLES & RESPONSIBILITIES

While at their student teaching sites, TCs are expected to be cognizant and involved in the routine of the school in which they are placed. To the students they are another teacher; and they should take on that role. They should follow the lead of other teacher. Expectations of TCs include but are not limited to:

1. Notifying STEs and university Cohort Leader/Supervisor of an absence. Missed time will need to be made up during an agreed upon time with the STE and University supervisor. Excessive absence will be grounds for dismissal from the program.
2. Keeping contract hours which means arriving at school 20 minutes before and after the official school hours. Although candidates may not have the benefits of a teaching contract (e.g., no payment) they are held to the same work schedule as contract teachers.
3. Seeking feedback from STE, Cohort Leader/Supervisor, and peers. Candidates should be direct, specific, and to the point with question (e.g., "Did my directions seem clear? Was my voice strong enough? Was the pace of my lesson appropriate? Did I attend to the academic needs of all learners?") For TCs, they should decide where they need assistance and then ask others to provide constructive criticism. For STEs, guide, mentor, and evaluate.
4. TCs will benefit from guidance on their roles as positive role models for their students – key qualities include: appearance, attitude, work, and actions.
5. Form a collaborative and cooperative cohort by becoming a colleague. Professional actions include being supportive, helpful and holding personal information in confidence. Building trust is an important part of creating a team of professionals.

SITE TEACHER EDUCATOR ROLES & RESPONSIBILITIES

The STE is undoubtedly one of the most important people to the TC. Besides being a model of teaching excellence, the STE is an important source of ideas, materials and suggestions. In

addition, the STE will support the TCs and help them think through their aims and means with an eye toward helping them develop as a professional educator.

To further these objectives, the STE and TC should consult with each other on a daily basis. The STE will schedule weekly conferences to discuss specific aspects of the TC's work. The feedback should be constructive and helpful. In turn, the TC should feel free to ask questions and seek advice; after all, a good STE is a resource! The STE should be in continuous contact with the university Cohort Leader/Supervisor so that, together, they might better support the TC.

Effective communication suggestions:

1. Communicate clearly with your TC and Cohort Leader/Supervisor.
2. Set aside time each week that is uninterrupted so you may plan with your TC and review her/his lesson plans and/or units.
3. Be willing to let your TC try various approaches to curriculum and teaching strategies.
4. Provide constructive written feedback.
5. Find a desk for your TC so she/he has a place for books, lesson plans, and other materials.
6. Demonstrate content lessons prior to asking your TC to assume teaching responsibilities in that area.
7. Observe weekly and provide both written and oral feedback.
8. Keep a file on your TC with copies of lesson evaluations. Ensure that documentation is clear regarding efforts to support or remediate problems, should they occur.
9. Make each TC in your school feel as if she/he are part of the faculty.
10. In case of poor TC performance, contact your Cohort Leader/Supervisor immediately at 801-581-7158.

SITE TEACHER EDUCATOR CRITERIA FORM:

In accordance with state and national accreditation criteria, each Site Teacher Educator will be asked by a University Cohort Leader to complete an electronic profile. The questions are designed to capture qualifications in the following areas: education, teaching, and mentoring experiences. Form completion should take approximately 15 minutes to complete. If you are uncomfortable with the online format, please request a paper copy from the University Cohort Leader. You will only need to fill out this form once per year. See form below:

University of Utah, College of Education
Site Teacher Educator/Cooperating Professional Selection Criteria

	Date	Comments /Notes	Other
Content Area			
Degree			
Graduate Degree			
Specialized Course Work			
Years of Teaching			
Number of Years at Current Site			
Endorsement Specializations			
Teaching Status (i.e., Provisional/Career Status)			
General Experience as a Mentor			
Years as Mentor			
School			
Number of Student Teachers			
Commendations			
Leadership Roles Dept. Chair Grade-Level Chair Committee Work			
Specialized Training SIOP AVID REACH AP National Board Certification			
Willingness to Participate in University- Site Teacher/Cooperating Professional Training			

 Administrator Signature

 School

 District

 Date

ASPECTS OF AN EFFECTIVE SITE TEACHER EDUCATOR/TEACHER CANDIDATE PLACEMENT

1. **Communication**
 - a. The STE and TC will have planned pre-arranged times to communicate each other's expectations, concerns, responsibilities, teaching arrangements, etc.
 - b. STEs are encouraged to provide opportunities where TCs work as members of the school's faculty with all of the rights and responsibilities that includes.
2. **Planning**
 - a. The STE and TC will plan together. The TC and the STE should have pre-arranged times when both parties agree to and are aware of and when specific content will be taught.
 - b. The STE and TC should share ideas and work together as a team to plan appropriate curriculum for the students.
3. **Feedback**
 - a. Weekly *written feedback* from the STE will include encouragement and constructive feedback of the TC's teaching/learning progress.
4. **University Involvement**
 - a. STEs and/or TC will communicate with University personnel when concerns arise using such methods as a phone call, e-mail, fax, or in-person conversations.
 - b. University personnel will be present in classrooms and schools on a consistent basis. This is a program where University personnel are often in the classroom.
5. **Progressive Role Modeling**
 - a. STEs should demonstrate current teaching and learning research in their classroom and should willingly share their expertise on how children learn and develop.
 - b. STEs should exhibit evidence of continued professional development.
 - c. TCs should share insights and research on effective teaching and learning with their STE.

MENTOR ROLES

1. **Role Model**
 - a. A standard that exemplifies excellence. The mentor demonstrates strong professional qualities that the protégée aspires to duplicate. The mentor encouraged the TC to act as a professional.
2. **Confidant**
 - a. One with whom mutual trust can be developed. Establishing an environment that allows for a free exchange of ideas, concerns, suggestions, etc. Professional boundaries between TCs and STEs should be maintained at all times.
3. **Teacher**
 - a. One who instructs and imparts knowledge by communicating, correcting/evaluating, and offering feedback of subject matter to children, parents/guardians, and colleagues.
4. **Talent Developer**
 - a. One who coaches and challenges while providing opportunities. That is, someone who makes "things" happen for the protégée.
5. **Leader**
 - a. One who sets standards by specifying high expectations and demonstrating them.

MENTORING SUGGESTIONS

One of the most challenging goals for Site Teachers is to foster confidence and self-esteem in the less experienced teacher. In order to encourage this growth and independence, the TC must be allowed to identify and solve her/his own problems. Dropping the role of expert is not an easy task. Experienced teachers are insatiable advice givers who have many answers, which they offer easily.

Many experienced teachers need to relearn how to be active listeners whose purpose is to help beginning teachers develop self-confidence. **Mentor teachers need to allow beginning teachers to become independent, self-reliant problem solvers.** Once mentors have freed themselves from giving advice, their primary goal then becomes helping new teachers set their own goals and solve their own problems.

Listening Tips for Mentor Teachers:

1. Ensure that you have at least 20 minutes of uninterrupted time, each week, to listen to your TC. Schedule time and create an environment that fosters partnership.
2. Most importantly, be genuinely interested in allowing the TC to develop her/his own plans.
3. Focus on the TC's message or meaning, not necessarily the words. Listen for what is not being said.
4. You do not need to agree with what is being said, but you must be willing to accept an alternative point of view without feeling compelled to state your opinions.
5. Help your beginning teacher by paraphrasing what you have heard.
6. Ask questions about what is being done. This simple act of questioning helps clarify the situation and enables the TC to focus her/his own ideas.
7. Reflect on what you hear without judging.
8. Respond without evaluating either positively or negatively. This allows the TC to assess the value of her/his own ideas.

URBAN INSTITUTE FOR TEACHER EDUCATION'S SUPERVISION POLICY

The role of the Cohort Leader/Supervisor in the Urban Institute for Teacher Education's licensure programs serves TC in the early childhood, elementary, and secondary program.

Role of Supervision

In order to systematically link the reciprocal relationship between theory and practice, TC supervision provided through the University of Utah facilitates the process of making theory-practices linkage explicit. University appointed supervisors (i.e., STE s) facilitate the process of learning to teach in a manner that challenged preservice teachers to critically reflect on their own practice and to make connections between practice and broader social and educational research-based issues.

In order to provide TCs with supervisory support that extends beyond traditional methods of mentoring, the Urban Institute for Teacher Education seeks a substantive mentoring model that capitalizes on the insights and expertise of teachers and administrators in contemporary classrooms and schools. By moving to a collaborative, standards-based model of supervision, TCs experience

mentoring based upon linkages between their university experiences and life in classrooms (University of Santa Cruz, 2002).

Site Teacher Educators

Site Teachers serve a critical role in the education of novice teachers. The benefits are both professional and personal. STE s provide feedback and guidance to the TCs in alignment with the goals and mission of the Urban Institute for Teacher Education. That is, Site Teachers are conversant in the standards and evaluation criteria associated with the review process conducted through the Utah State Board of Education.

Specifically, STEs are able to articulate and successfully evaluate TCs’ performance in alignment with INTASC/PRAxis standards for performance. STE s may complete training in mentoring and supervision through workshops and university course work.

Benefits for Veteran Teachers

- Expanded repertoire of teaching experience and teaching strategies.
- Increased appreciation for collaboration.
- Professional efficacy.
- Commitment to the teaching profession.

The following list delineates the expertise of our STE s:

Teaching Content	Mentoring and evaluation criteria are standards based and are articulated to TCs and STEs.
Teaching Practice	Teachers as professionals where publicly articulated goals are addressed in collaborative manner.
Program Accountability	Public and prominent discussions and evaluations of performance utilizing standards-based assessments.
Student Accountability	Public and prominent discussions and evaluations of performance utilizing standards-based assessments.
Collaborative Assessment	Educators who are members of professional communities committed to teaming, sharing insights, and growing professionally.

During student teaching, we ask all Site Teacher Educators to be responsible for the following:

1. Providing weekly written feedback and discussing the content with the TC regarding their progress.
2. Providing notes on lesson plans.
3. Reviewing and offering insights on TC’s action research project.
4. Sharing with TC the professional development expectations required of STEs.

A copy of the documentation shared under each of the categories listed above should be provided to the Candidate on a weekly basis and to University Cohort Leaders on a monthly basis.

Under the tutelage of seasoned professionals, Teacher Candidates are welcomed into the profession.

Benefits for Teacher Candidates

Understanding the trajectory of teacher development by:

1. Developing a common language related to classroom practice.
2. Using a variety of instructional strategies and resources in order to respond to students' diverse needs.
3. Promoting self-directed learning.
4. Creating environments that promote effective teaching and learning.
5. Developing professionally.

Professional Development for Site Teacher Educators

As partners in mentoring and evaluation, STEs are recognized professionally through the following:

1. Eligibility to Apply for an Exemplary Mentor Scholarship
2. Annual Site Teacher conference attendance at the University of Utah
3. Access to Teacher Resources through the UITE web site

Site Teachers are also able to choose one (1) option from the following menu:

1. \$100.00 honorarium
2. Participation in a professional development course through the UITE. Participation for university credit will be available at a nominal fee of \$100.00

University Cohort Leader Role

University cohort leaders include university faculty and graduate assistants who are trained as facilitators in the supervision of preservice teachers. The duties of Cohort Leaders/Supervisors include:

1. Conducting formal and informal observations of TCs.
2. Conferencing with TCs to provide guidance, feedback, and assistance.
3. Communicating regularly with STE.
4. Completing mid-term and final evaluations of TC's performance.

Observations

While there are variations in the supervisory schedules across the elementary and secondary emphasis areas, a typical 12-week student teaching experience includes a **minimum of four full lesson visits to each candidate's classroom**. Informal evaluations **may** include planned, "touch base" visits designed to update cohort leaders on the progress of TCs' work in the classroom and video observations. Formal observations involve a deliberate pre-conference, the observation of a

full lesson, and a formal post-conference. Written and verbal feedback is provided in order to document students' progress and to provide a narrative of development over time.

PROGRAM POLICIES & PROCEDURES

FORMAL EVALUATION PROCEDURES

Formal evaluation procedures are defined as those assessments that occur during the student teaching experience. There are two primary evaluation periods for TCs. All evaluations will now be completed electronically. A sample copy of the evaluation form used for these formal evaluations is provided on page 38 of this handbook.

Formative (mid-term) Evaluation Report

A formative evaluation occurs midway through the student teaching experience with specific timelines varying across the elementary and secondary licensure programs. Three-way conferences are conducted between the TC, STE(s) and University Cohort Leader/Supervisor for the purpose of discussing performance. The Cohort Leader will then return all Formative Evaluations to the advising offices. Please note: some school districts may require copies of the midterm evaluations in addition to the final evaluations, as part of their application process. However, the UITE only retains copies for Institute purposes.

The formative evaluation period is the time when each TC should make sure she/he clearly understands her/his own teaching performance level and recommended areas for improvement. The information should be clearly communicated among the candidate, STE(s), and University Cohort Leader/Supervisor. If there are any questions, concerns should be addressed immediately and the TC, STE or University Cohort Leader/Supervisor should seek clarification from appropriate sources.

Summative (Final) Evaluation Report

This report is completed at the end of the student teaching experience. The university Cohort Leader/supervisor and each STE should complete a separate final evaluation form. Final evaluations are stored in the Urban Institute for Teacher Education's advising offices and TCs are provided with a copy to be used as part of their personal placement files.

If the TC strongly disagrees with the STE's and/or Cohort Leader/Supervisor's evaluation, the TC should refer to "Academic Appeals" in the Policies & Procedures section of their handbook, with specific references to university policy and procedure requirements for an appeal of a decision based upon course requirements (e.g., student teaching evaluations).

The Utah State Board of Education will be provided with the names of those individuals who failed to successfully complete the K-12 licensure requirements from the University of Utah.

Correlation of INTASC with the PRAXIS Framework

The Interstate New Teacher Assessment and Support Consortium (INTASC) is an organization that has established a set of standards for teacher preparation. The Urban Institute for Teacher

Education at the University of Utah has structured its teacher licensure programs around the PRAXIS framework. Despite some semantic differences, the overlaps between the two sets of standards can be seen by consulting the chart below. Practically speaking, the standards are essentially interchangeable.

INTASC	Description of Teacher Performance	PRAXIS	Description of Praxis Criteria
Principle 1: <i>Knowledge of Subject Matter</i>	Understands the central concepts, tools of inquiry, and structure of the discipline(s) taught; creates learning experiences to make them meaningful to students.	A2 A3 C2	<ul style="list-style-type: none"> • Articulating learning goals for the lesson that are appropriate for the students. • Demonstrating an understanding of the connections between the content that was learned previously, the current content, and content that remains to be learned in the future. • Making content comprehensible to students.
Principle 2: <i>Knowledge of Human Development and Learning</i>	Understands how students learn and develop; provides learning opportunities that support their intellectual, social, and personal development.	A4 B4	<ul style="list-style-type: none"> • Creating or selecting teaching methods, learning activities, and instructional materials or other resource that are appropriate for the students and that are aligned with the goals of the lesson. • Establishing and maintaining consistent standards of classroom behavior.
Principle 3: <i>Adapting Instructions for Individual Needs</i>	Understands how students differ in their approaches to learning; creates instructional opportunities that are adapted to diverse learners.	B1 B3	<ul style="list-style-type: none"> • Creating a climate that promotes fairness. • Communicating challenging learning expectations to each student.
Principle 4: <i>Multiple Instructional Strategies</i>	Understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	C1 C3 C4	<ul style="list-style-type: none"> • Making learning goals and instructional procedures clear to students. • Encouraging students to extend their thinking. • Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.

Field Participation & Professional Evaluations

The **Utah Effective Teaching Standards** are a description of highly effective teaching as adopted by the Utah State Board of Education (R277-530). They also represent the knowledge and skills necessary to teach the Utah Common Core and align with national teaching standards (INTASC, 2011) and current research on effective teaching practice. The categories indicated on the rubrics describe phases of the development of teaching skills from the most basic to the highest levels of attainment and form a continuum of teaching practices. The indicators vary in their levels of complexity; therefore, some may be met at the Effective level. It is expected that the level of an individual teacher’s practice will increase across the continuum through experience and study. In some situations, the level of practice may decrease when, for example, a teacher takes on a new teaching assignment or attempts a new skill. The continuum is intended for use as a formative tool as part of self-reflection and self-assessment of teaching practice. It may be used for the purposes of mentoring coaching, intervention, professional development, and remediation.

The **Utah Educator Evaluation Framework** (R277-531) is aligned with this document and is accompanied by evaluation tools which are intended for use in summative educator evaluation programs.

Standard 1: Learner Development			
<i>The teacher understands cognitive, linguistic, social, emotional and physical areas of student development.</i>			
<i>The Teacher:</i>	Practicing	Effective	Highly Effective
a. creates developmentally appropriate and challenging learning experiences based on individual students’ strengths, interests, and needs.	Creates whole – class learning experiences.	Creates developmentally appropriate and challenging learning experiences based on student needs.	Uses data from multiple measures to create appropriate and challenging learning experiences based on identified learning needs.
b. collaborates with families, colleagues, and other professionals to promote student growth and development.	Interacts with families and colleagues related to student growth and development.	Collaborates with families and colleagues to support learner growth and development.	Takes initiative to engage families and colleagues in supporting students’ individual growth and development.

Standard 2: Learning Differences			
<i>The teacher understands individual learner differences and cultural and linguistic diversity.</i>			
<i>The Teacher:</i>	Practicing	Effective	Highly Effective

<p>a. understands individual learner differences and holds high expectations of students.</p>	<p>Understands that students differ and holds generally high expectations for students.</p>	<p>Ensures inclusive learning environments that allow each student to reach learning goals.</p>	<p>Develops and maintains a positive and nurturing learning environment that values contributions of students across all backgrounds and abilities.</p>
<p>b. designs, adapts, and delivers instruction to address students' diverse learning strengths and needs.</p>	<p>Identifies diverse learning strengths and needs. Uses teaching materials</p>	<p>Designs, adapts, and delivers instruction to honor individual</p>	<p>Uses learner differences as an asset to design effective</p>

	that represent diverse cultures and learner differences.	differences and learning strengths and needs. Evaluates and selects materials and lessons that counteract stereotypes and uses culturally responsive instruction.	instruction for all students. Scaffolds support for diverse learners in the classroom and matches resources and strategies to individual student needs.
c. allows students different ways to demonstrate learning sensitive to their multiple experiences and diversity.	Provides few methods for students to demonstrate learning.	Allows multiple ways for students to demonstrate learning, and demonstrates sensitivity to students' experiences and diversity.	Encourages students to demonstrate learning based on understandings of individual learning characteristics.
d. Creates a learning culture that encourages individual learners to persevere and advance.	Recognizes that individual experiences and cultures shape student learning.	Applies understanding of student diversity to encourage each learner to reach full potential.	Bridges school and community cultures by connecting multiple perspectives and encourages students to learn from each other.
e. incorporates tools of language development into planning and instruction for English language learners, and supports development of English proficiency.	Uses available program materials for English language instruction.	Incorporates tools of language development into planning and instruction, including strategies for the development of English proficiency. Uses strategies, visuals, and regular modeling to augment auditory directions and information and adapts instruction accordingly.	Incorporates knowledge of English language development and English learners' strengths and assessed needs into English language and content instruction. Engages English learners in assessment of their progress in English language development in ways that meet content standards.

Standard 3: Learning Environments

The teacher works with learners to create environments that support individual and collaborative learning, social interactions, active engagement in learning, and self-motivation.

<i>The Teacher:</i>	Practicing	Effective	Highly Effective
a. develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures.	Implements a daily schedule.	Establishes and maintains routines, expectations, and procedures that support student learning.	Collaborates with students in establishing and reflecting on classroom procedures to improve the learning environment.
b. collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry.	Promotes a positive and respectful learning climate. Provides opportunities for students to work in teams.	Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry. Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	Models positive learning interactions and guides students to consistently refine interactions through self-reflection. Supports students to create and manage learning teams to meet learning goals.
c. uses a variety of classroom management strategies to effectively maintain a positive learning environment (e.g., proximity, cuing, desists, routines).	Uses a variety of classroom management strategies.	Uses research- based strategies to reinforce positive learning interactions. Consistently responds to classroom disruptions in an appropriate and timely manner to maintain a positive learning environment.	Collects and analyzes classroom based data and makes modifications to facilitate a positive learning environment. Encourages learner involvement in maintaining and monitoring their own contribution to a positive learning environment.
d. equitably engages students in learning by organizing, allocating, and managing the resources of time, space, and attention.	Organizes the physical environment and schedule.	Maintains a functional and organized physical environment, conducive to thought and interactions.	Coordinates time, materials, and space to design various learning patterns and multiple learning activities.

		<p>Manages schedules, pacing, and transitions to maximize learning time.</p> <p>Proactively gains and maintains student attention through active participation.</p>	<p>Fosters each student's ability to manage their own learning time.</p> <p>Selects engagement strategies that align with individual student learning patterns and goals.</p>
e. extends the learning environment using technology, media, and local and global resources.	Knows and applies basic technology skills.	Incorporates a variety of technology tools and media on the learning environment; uses local and global resources.	Actively and consistently incorporates technology and media; regularly integrates local and global resources.
f. encourages students to use speaking, listening, reading, writing, analysis, synthesis, and decision-making skills in various real-world contexts.	Links skills learned in school to real-world contexts.	Provides a classroom that supports the acquisition of learning skills, and incorporates authentic real-world experiences.	Models and expects students to transfer skills and content knowledge to real-world and work-place contexts.

Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline.

<i>The Teacher:</i>	Practicing	Effective	Highly Effective
a. knows the content of the discipline and conveys accurate information and concepts.	Knows the content of the assigned area.	Knows the content of the disciplines taught and conveys accurate information.	Pursues opportunities to learn new developments in the discipline and continually deepens content knowledge.
b. demonstrates an awareness of the Utah Common Core/Core Curriculum and references it in short and long term planning.	References the Utah Common Core/Core curriculum in the preparation of lessons plans.	Bases instructions on approved content standards and current research to create rigorous and relevant learning activities.	Continually updates knowledge in the discipline(s) taught and connects concepts across disciplines

			to support student understanding.
c. engages students in applying methods of inquiry and standards of evidence within the discipline.	Understands methods and standards in a specific academic area.	Teaches methods of inquiry, problem-solving, and critical thinking consistent with the standards of the academic discipline.	Develops opportunities for self-directed student inquiry and problem-solving across multiple disciplines.
d. uses multiple representations and explanations of concepts that capture key ideas.	Teaches key concepts of discipline.	Uses multiple representations and explanations to convey concepts of discipline.	Regularly adapts various methods and materials to convey key ideas of discipline.
e. supports students in learning and using academic language accurately and meaningfully.	Uses a vocabulary of the discipline.	Incorporate academic vocabulary to enhance learning.	Expects students to use academic language accurately and meaningfully.

Standard 5: Assessment

The teacher uses multiple methods of assessment to engage learners in their own growth, monitors learner progress, guides planning and instruction, and determines whether the outcomes described in content standards have been met.

<i>The Teacher:</i>	Practicing	Effective	Highly Effective
a. designs and/or selects pre-assessments, formative, and summative assessments in a variety of formats that match learning objectives and engages the learner in demonstrating knowledge and skills.	Selects assessments to match learning objectives.	Designs or selects pre-assessments, formative, and summative assessments in a variety of formats that match learning objectives.	Selects and integrates varied assessment types and involves learners in demonstrating knowledge and skills.
b. engages students in understanding and identifying the elements of quality work and provides them with timely and descriptive feedback to guide their progress in producing that work.	Encourages students to do quality work. Provides feedback on student work.	Engages students in understanding and identifying the elements of quality work. Provides students with feedback to guide their progress in	Engages students in regularly producing quality work and supporting students in self-assessment and goal-setting.

		producing quality work.	Provides students with timely and descriptive feedback to guide their progress in producing quality work.
c. adjusts assessment methods and makes appropriate accommodations for English Language Learners, students with disabilities, advanced students, and students who are not meeting learning goals.	Modifies formative assessments.	Adjusts assessment methods to meet various student learning needs.	Modifies assessment methods and makes appropriate accommodations for English Language Learners, students with disabilities, advanced students, and students who are not meeting learning goals.
d. uses data to assess the effectiveness of instruction and to make adjustments in planning and instruction.	Evaluates student learning as part of instruction.	Uses multiple sources of data to gauge the effectiveness of instruction and makes adjustments in planning and instruction.	Uses formative and summative inputs to reflect on and make ongoing modifications in instruction that result in increased learner achievement.
e. documents student progress and provides descriptive feedback to students, parents, and other stakeholders in a variety of ways.	Shares assessment feedback with students, parent/guardian at required reporting periods.	Documents student progress and provides feedback to students, parents, guardians, and other stakeholders in a variety of ways.	Selects or designs a variety of effective formats to document and provide feedback on student progress.
f. provides opportunities for students to understand, question, and analyze information from multiple and diverse sources and perspectives to answer questions and solve real-world problems.	Uses various sources to inform instruction.	Systematically includes a variety of perspectives and sources to stimulate questioning, analysis, and increase understanding.	Provides opportunities for students to understand, question, and analyze information from multiple and diverse sources and perspectives in order to answer questions and solve real-world problems.

Standard 6: Instructional Planning

The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, core curriculum standards, instructional best practices, and the community context.

The Teacher:	Practicing	Effective	Highly Effective
a. plans instruction based on the approved state curriculum.	Uses the Utah Common Core/Content Standards to inform learning activities.	Systematically plans instruction based on approved standards.	Develops short and long-term instructional plans including a content-based scope and sequence based on approved standards.
b. individually and collaboratively selects and creates learning experiences that are appropriate for reaching content standards, relevant to learners, and based on principles of effective instruction.	Selects learning activities based on content standards.	Adapts learning experiences based on content standards and learner needs.	Creates learning experiences that are appropriate for reaching content standards, are relevant to learners, and based on principles of effective instruction.
c. differentiates instruction for individuals and groups of students by choosing appropriate strategies and accommodations, resources, materials, sequencing, technical tools, and demonstrations of learning.	Uses various methods and materials.	Differentiates instruction by choosing appropriate strategies to meet individual student needs.	Differentiates instruction for both individuals and groups by choosing appropriate strategies, accommodations, resources, sequencing, and demonstrations of learning.
d. creates opportunities for students to generate and evaluate new ideas, seeks inventive solutions to problems, and creates original work.	Provides opportunities for creative work.	Provides opportunities for students to use complex thinking skills when organizing and generating original work.	Creates opportunities for students to generate and evaluate new ideas, seeks inventive solutions to

			problems, and creates original work.
e. integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge.	Provides opportunities for students to use knowledge in various ways.	Introduces cross-disciplinary concepts to support the understanding of content.	Integrates into instructional plans, cross-disciplinary skills that purposefully engage learners in their applications of content knowledge.

Standard 7: Instructional Strategies

The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections, and build skills to apply and extend knowledge in meaningful ways.

<i>The Teacher:</i>	Practicing	Effective	Highly Effective
a. understands and practices a range of developmentally, culturally, and linguistically appropriate instructional strategies.	Uses a variety of instructional strategies.	Appropriately uses a variety of developmentally, culturally, and linguistically appropriate instructional strategies.	Adapts a variety of pedagogical strategies to meet the assessed needs of individual students.
b. uses appropriate strategies and resources to adapt instruction and varies his or her role to meet the needs individual and groups of learners.	Uses various instructional formats.	Adapts instruction and varies his or her role as appropriate to particular content and concepts.	Continuously checks for student understanding and draws from a wide range of strategies, resources, and roles to meet individual and group learning needs.
c. analyzes student errors and misconceptions in order to redirect, focus, and deepen learning.	Adjust instructions based on student response.	Analyzes student learning and responds to errors and misconceptions.	Analyzes student errors and misconceptions in order to redirect, focus, and deepen learning.

d. uses a variety of instructional strategies to support and expand learners' communication skills.	Provides opportunities for students to articulate thoughts and ideas.	Uses a variety of strategies to support and expand learners' communication skills.	Encourages and supports students in learning and using multiple forms of communication to convey ideas.
e. provides multiple opportunities for students to develop higher order and meta-cognitive skills.	Provides opportunities for students to identify and use complex thinking skills.	Provides multiple opportunities for students to remember, understand, analyze, evaluate, and create. Uses questions to engage students in meta-cognitive thinking.	Guides students to think creatively and critically and to apply thinking skills to test ideas, draw conclusions, make complex choices, and solve problems. Consistently embeds opportunities for students to reflect on their learning.
f. provides opportunities for students to understand, question, and analyze information from multiple and diverse sources and perspectives to answer questions and solve real-world problems.	Uses various sources to inform instruction.	Systematically includes a variety of perspective and sources to stimulate questioning, analysis, and increase understanding.	Provides opportunities for students to understand, question, and analyze information from multiple and diverse sources and perspectives in order to answer questions and solve real world problems.
g. supports content and skill development by using multiple media and technology resources and knows how to evaluate these resources for quality, accuracy, and effectiveness.	Uses technology to support instruction.	Assesses and uses various technologies to support content and skills development.	Uses technology to foster student engagement in higher level content and skill development.
h. uses a variety of questioning strategies to promote engagement and learning.	Asks questions to assess student learning.	Uses a variety of questioning strategies to promote engagement in learning.	Purposely selects questioning strategies aligned with learning goals.

Standard 8: Reflection and Continuous Growth

The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

The Teacher:	Practicing	Effective	Highly Effective
a. independently and in collaboration with colleagues, uses a variety of data to evaluate the outcomes of teaching and learning to reflect on and adapt planning and practice.	Adjusts instruction based on student outcomes.	Assesses student progress and adapts strategies based on past student performance. Collaborates with colleagues to evaluate learning outcomes and identify and meet learning needs.	Uses multiple data sources to evaluate the outcomes of teaching and learning in order to reflect on and adapt planning and instruction. Understands the roles of and collaborates with a full range of colleagues and support specialists to meet the unique needs of all students.
b. actively seeks professional, community, and technological learning experiences within and outside the school, as supports for reflection and problem-solving.	Participates in professional learning experiences.	Applies professional learning to classroom practice, and evaluates the use of new approaches based on student outcomes.	Actively seeks professional learning within and outside the school setting to refine professional practices based on feedback and reflection.
c. recognizes and reflects on personal and professional biases and accesses resources to deepen understanding of differences to build stronger relationships and creates more relevant learning experiences.	Acknowledges that everyone has biases based upon their knowledge and experience.	Identifies own background and experiences that impact teaching and learning relationships.	Identifies and accesses resources that support the development of a broader understanding of differences.
d. actively investigates and considers new ideas that improve teaching and learning and draws on current education policy and research as sources of reflection.	Participates in professional development opportunities and considers new ideas to improve teaching.	Actively investigates and considers new ideas, drawing upon current research and policy as sources of reflection.	Seeks new ideas and participates in dialogue regarding new research, regulations, and requirements and the subsequent implications for classroom

			teaching and learning.
f. develops a professional learning plan based on individual needs and the needs of learners, schools, and educational communities.	Participates in learning experiences as they arise.	Consults with supervisor to develop a standards-based professional learning plan.	Develops a professional learning plan based on standards, individual needs, the needs of learners, and the needs of the school.

Standard 9: Leadership and Collaboration

The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.

<i>The Teacher:</i>	Practicing	Effective	Highly Effective
a. prepares for and participates actively as a team member in decision-making processes and building a shared culture that affects the school and larger educational community.	Knows school- wide policies and practices and displays awareness of the school improvement plan.	Establishes positive working relationships and participates in the school's decision-making process as required. Participates in developing and/or implementing the school improvement plan.	Takes initiative to participate in developing and implementing policies and practices that improve instruction. Collaborates with colleagues on school improvement issues.
b. participates actively as part of the learning community, sharing responsibility for decision-making and accountability for each student's learning, and giving and receiving feedback.	Participates in the professional learning community as required.	Actively participates with colleagues to support the goals of the learning community.	Assumes a leadership role in his or her area of assignment that includes a shared responsibility for student work, examinations of problems or practice, and the identification of improvement strategies.
c. advocates for the learners, the school, the community, and the profession.	Contributes to student success.	Advocates for all students to be prepared for high	Actively communicates the vision of college

		<p>school graduation and future school and/or work success.</p> <p>Seeks opportunities to positively impact teaching quality, school improvement, and student achievement.</p>	<p>and career readiness to students.</p> <p>Actively participates, promotes, and provides support for initiatives in the school and community to impact student success.</p>
<p>d. works with other school professionals to plan and jointly facilitate learning to meet diverse needs of learners.</p>	<p>Develops positive relationship with colleagues.</p>	<p>Works with colleagues to plan and jointly facilitate learning to meet diverse needs.</p>	<p>Implements, reflects on, and improves joint plans to re-teach, enrich, and reinforce learning.</p>
<p>e. engages in professional learning to enhance knowledge and skills, to contribute to the knowledge and skills of others and to work collaboratively to advance professional practice.</p>	<p>Recognizes colleagues as resources to enhance knowledge and skill.</p>	<p>Engages in professional learning with colleagues to enhance professional practice.</p>	<p>Participates in professional dialogue, peer observation and feedback, peer coaching, and other collegial learning activities.</p>

Standard 10: Professional and Ethical Behavior

The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515.

<i>The Teacher:</i>	Practicing	Effective	Highly Effective
<p>a. is responsible for compliance with federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives.</p>	<p>Advocates for and models compliance with law and rules governing ethical conduct of educators.</p>	<p>Knows which laws, rules, policies, and directives guide legal, moral, and ethical educators and where to access them.</p>	<p>Adheres to and upholds laws, rules, policies, and directives, and holds other accountable to do the same.</p>

<p>b. is responsible for compliance with all requirements of State Board of Education Rules R277-530 at all levels of teacher development.</p>	<ul style="list-style-type: none"> • Avoids actions which may adversely affect ability to perform assigned duties and carry out the responsibilities of the profession. • Takes responsibility to understand professional requirements, to maintain a current Utah Educator License, and to complete license upgrades, renewals and additional requirements in a timely way. • Maintains accurate instructional and non-instructional records. • Maintains integrity and confidentiality in matters concerning student records and collegial consultation. • Develops appropriate student-teacher relationships as defined in rule, law, and policy. • Maintains professional demeanor and appearance as defined by the Local Education Agency. (LEA).
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Evaluation of Field Experiences

While all TCs from the University of Utah’s Teacher Licensure programs complete their programs at a basic or proficient level, we believe that teachers continue their professional development over the course of their career. Distinguished performance is an on-going process. Following are descriptions useful for writing student teacher evaluations.

For an Outstanding, Strong, or Satisfactory Performance:

- | | |
|---|---|
| <p>Excellent command of...
 Proficient in using...
 Ambitious
 Highly motivated
 Flexible in dealing with...
 Dependable...
 Prompt...
 Well-organized...
 Efficient...
 Pleasure to work with...
 Competent...
 Creative...
 Participates in
 Courteous
 An example of...
 With-it-ness
 Engaging
 Confident</p> | <p>Caring
 Committed
 Respected
 Professional
 Conscientious
 Amiable
 Dedicated
 Enthusiastic
 Exemplary
 Powerful
 Recommended
 Reflective
 Assertive
 Leadership
 Levelheaded when...
 Facilitates
 Caring
 Shows initiative</p> |
|---|---|

For a Satisfactory, Marginal, or Unacceptable Performance:

Improvement...	supervision
Struggles with...	Still has difficulty...
Worked toward...	(TC) has been assisted in planning...
(TC) needs work...	Shows potential
If (TC) will, then...	Shows growth
Met minimum requirements asked	Shows increasing effectiveness
Has tried a few...	(TC)'s weakness seems to be...
With effort, could become...	I would like to see her/him...
Lesson plans sometimes lack...	Shows an increased awareness...
(TC) completed experience under careful	Shows increasing willingness

The following include multiple evaluation tools used to evaluate teaching proficiencies throughout the licensure program:

1. Elementary observation form, used during a minimum of 4 required formal, full-lesson observations during student teaching.
2. Secondary student observation feedback form, used during a minimum of 4 required formal, full-lesson observations during student teaching.
3. Student Teaching Evaluation form, the official evaluation tool during student teaching. Used at both the mid-term and final evaluation period.

ELEMENTARY OBSERVATION FORM

Lesson Plan yes no

Name: _____ Date: _____ Subject: _____ Observer: _____

Not all standards will be observed during every observation. Complete appropriate standards only.

Areas or practices that are going well		Areas or practices for consideration		
<p>1. Learning Development</p> <p>___creates developmentally appropriate and challenging learning experiences ___Collaborates with families, colleagues, and other professionals to promote student growth</p>	<p>2. Use of Instructional Materials and Techniques</p> <p>___understands individual learners and holds high expectations ___designs, adapts and delivers instruction that address diverse needs ___allows different ways to demonstrate learning ___incorporates language development</p>	<p>3. Learning Environments</p> <p>___ develops learning experiences that engage self-directed learners ___establishes positive learning climate ___uses variety of classroom management strategies (e.g., proximity, cuing, desists, routines). ___engages students in learning ___extends learning environment using technology ___real world connections</p>	<p>4. Content Knowledge</p> <p>___conveys accurate information ___awareness of core ___engages in methods of inquiry ___uses multiple representations of concepts ___supports students in learning using academic language accurately and meaningfully</p>	<p>5. Assessment</p> <p>___ designs or selects pre-assessment, formative, and summative ___identifies the elements of quality work and provides timely feedback ___uses data to assess instruction ___documents student progress ___analyzes information from multiple and diverse sources</p>
<p>6. Instructional Planning</p> <p>___plans instruction based on core ___selects and creates effective instruction ___differentiates instruction ___creates opportunities for students to generate original work ___integrates curriculum</p>	<p>7. Instructional Strategies</p> <p>___practices appropriate instructional strategies ___adapts instruction ___analyzes student errors ___uses a variety of instructional strategies ___develops higher order skills ___provides opportunities from multiple and diverse sources ___uses multiple media ___uses a variety of questioning strategies</p>	<p>8. Reflection and Continuous Growth</p> <p>___uses a variety of data to evaluate outcomes ___seeks support ___reflects on biases ___investigates educational policy and research ___develops professional learning plan</p>	<p>9. Leadership and Collaboration</p> <p>___team member ___participates in PLC ___advocate ___works with other school professionals ___engages in professional learning</p>	<p>10. Professional and Ethical Behavior</p> <p>___complies with federal and state laws ___complies with State Board rules R277-530</p>

Please use the following scale:
 5-indicates outstanding progress
 4-indicates good progress
 3-indicates satisfactory progress
 2-indicates marginal progress
 1-indicates improvements needed
 NA-not applicable at this time

Secondary Student Observation Feedback Form

Teacher Candidate: _____

Site Teacher Educator: _____

School: _____

Date and Time: _____

Observation: _____

University Supervisor: _____

Standards	Comments and Suggestions
<p>1: Learner Development</p> <ul style="list-style-type: none"> • Students' background knowledge and experience • Learning expectations • Make content comprehensible • Communication with parents or guardians 	
<p>Conference Questions</p>	<p>How did your lesson build on students' prior knowledge? How did you adapt your lesson for language learners? What communication have you had with parents?</p>
<p>2: Learning Differences</p> <ul style="list-style-type: none"> • Learning Goals • Connections with the content knowledge • Teaching methods and learning activities • Extend thinking 	
<p>Conference Questions</p>	<p>How did this lesson address diverse learning strengths and needs (i.e. needs of language learners, students of color, special ed, gifted, etc.)?</p>
<p>3: Learning Environments</p> <ul style="list-style-type: none"> • Fairness • Rapport with students • Physical environment (e.g., proximity, cuing, desists, routines). • Instructional time • Learning Goals 	
<p>Conference Questions</p>	<p>What routines do you use to maximize instructional time?</p>
<p>4: Content Knowledge</p> <ul style="list-style-type: none"> • Connections with the content knowledge • Extend thinking • Clear learning goals and instructional procedures 	

<ul style="list-style-type: none"> • Make content comprehensible 	
Conference Questions	
5: Assessment <ul style="list-style-type: none"> • Evaluation strategies • Monitor understanding of content • Reflection • A sense of Efficacy 	
Conference Questions	What non-verbal feedback do you give to students? How do you adjust assessments for students? How do you use information from assessments to adapt your instruction? How do you incorporate multiple and diverse sources into your instruction?
6: Instructional Planning <ul style="list-style-type: none"> • Learning Goals • Make content comprehensible • Clear learning goals and instructional procedures 	
Conference Questions	
7: Instructional Strategies <ul style="list-style-type: none"> • Teaching methods and learning activities • Evaluation strategies 	
Conference Questions	How do you adjust instruction based on student responses?
8: Conference Questions	How do you use reflection to inform your instruction? What is your professional learning plan? In what ways do you collaborate with colleagues?
9: Conference Questions	In what ways do you participate in your school? How do you contribute to student success overall? How are you improving your knowledge and skill base?
10: Conference Questions	Are you familiar with laws and requirements for teachers?
Strengths	1) 2) 3)
Goals	1) 2)

Class Procedures

Standards and Rubric

Standard 1: Learner Development

- Students' background knowledge and experience: *Take into account the prior knowledge of your students before you teach any new concept.*
- Learning expectations: *Setting out clear goals that need to be achieved by the end of the lesson or by the end of the unit/topic.*
- Make content comprehensible: *Especially for English language learners and students receiving special education support.*
- Communication with parents or guardians: *Convey student performance to parents/caregivers. May be accomplished through phone calls, conferences notes home, community participation.*

Standard 2: Learning Differences

- Learning Goals: *Develop objectives for every class. Describe these objectives to students at the beginning of the lesson.*
- Connections with the content knowledge: *Discuss how content is applied broadly.*
- Teaching methods and learning activities: *include a range of pedagogical approaches (e.g., think-pair-share, group activities, inquiry-based learning).*
- Extend thinking: *Applying concepts to real world scenarios.*

Standard 3: Learning Environments

- Fairness: *All students should be treated with dignity and respect.*
- Rapport with students: *Related to fairness (above); build relationships with each student.*
- Physical environment: *Create an environment that is focused, lacks distractions (side talking and speaking over others) and encourages engagement using myriad tools (e.g., proximity, cuing, desists, routines).*
- Instructional time: *Keep track of the time; your agenda/objectives should not be that widespread that you cannot cover them in a period.*
- Learning Goals: *Set up some objectives for every class that you are going to teach. You may describe these objectives to the students when they enter your class or during the class.*

Standard 4: Content Knowledge

- Connections with the content knowledge: *You may talk about other scenarios where your taught content can be applied.*
- Extend thinking: *Applying concepts to real world scenarios*
- Clear learning goals and instructional procedures: *Related to setting up objectives for each class or a weekly agenda*
- Make content comprehensible: *Especially to English language learners and special education students*

Standard 5: Assessment

- Evaluation strategies: *Some form of assessment that informs you that you accomplished the objectives set out at the start of the class. Examples: exit tickets, KWLA charts*
- Monitor understanding of content: *Related to evaluation strategies in domain A. Examples: asking questions while working on problems, asking students to work on additional problems, asking students to complete the problem, using exit tickets and KWLA charts to monitor understanding.*
- Reflection: *Keeping in mind the questions raised by your students and your instructional style, think about ways you would want to change the lesson both within the context of the lesson and if you plan to teach it in the future.*
- A sense of Efficacy: *What are your beliefs regarding students' potential? How are these beliefs manifest?*

- Communication with parents or guardians: *Convey student performance to parents/caregivers. May be accomplished through phone calls, conferences notes home, community participation.*

Standard 6: Instructional Planning

- Learning Goals: *Set up content and language objectives for every class. Describe these objectives at the beginning of class.*
- Make content comprehensible: *Focus specifically on the needs of English language learners and students receiving special education support.*
- Clear learning goals and instructional procedures: *Related to setting up objectives for each class or a weekly agenda*

Standard 7: Instructional Strategies

- Teaching methods and learning activities: *include a range of pedagogical approaches (e.g., think-pair-share, group activities, inquiry-based learning) that inculcate understanding/reinforcing of concepts in students.*
- Evaluation strategies: *Varied forms of assessment that inform whether you have accomplished daily objectives. Examples: exit tickets, KWLA charts*

Standard 8: Reflection and Continuous Growth

- Reflection: *Keeping in mind the questions raised by your students and your instructional style, think about ways you would change the lesson in the future*
- A sense of Efficacy: *What are your beliefs regarding students' potential? How are these beliefs manifest?*

Standard 9: Leadership and Collaboration

- Professional relationships: *Discussing teaching with your site teacher; asking and receiving feedback.*
- Communication with parents or guardians *Convey student performance to parents/caregivers. May be accomplished through phone calls, conferences notes home, community participation.*

Standard 10: Professional and Ethical Behavior

- Professional relationships: *Discussing teaching with your site teacher; asking and receiving feedback.*



**Student Teaching Evaluation
Form Content across Mid-Term and Final Evaluations**

- Elementary Education Secondary Education

Teacher Candidate: _____ **Date:** _____

Site Teacher Educator(s): _____

School: _____ **District:** _____

Content/Grade Level: _____ **No. of Lessons Observed:** _____

University Supervisor: _____

This form was filled out by: _____

Please rate each are below using the following descriptions and 5 point rating scale:

- 1-2 – Unsatisfactory: Teacher Candidate lacks basic knowledge and an ability to meet performance standards.
- 3 – Practicing: Teacher Candidate possesses developing competencies in his/her knowledge and ability to meet performance standards.
- 4 – Effective: Teacher Candidate displays a general understanding of linkages between knowledge and content and executes sound lessons on a consistent basis.
- 5 – Highly Effective: Teacher Candidate exhibits exemplary performance, beyond that of a novice teacher.

SECTION 1: LEARNER DEVELOPMENT

- _____ 1. The Teacher Candidate creates developmentally appropriate and challenging learning experiences based on individual students’ strengths, interests, and needs.
- _____ 2. The Teacher Candidate collaborates with families, colleagues, and other professionals to promote student growth and development.

Comments:

SECTION 2: LEARNING DIFFERENCES

- _____ 3. The Teacher Candidate understands individual learner differences and holds high expectations of students.
- _____ 4. The Teacher Candidate designs, adapts, and delivers instruction to address students' diverse learning strengths and needs.
- _____ 5. The Teacher Candidate allows students different ways to demonstrate learning sensitive to their multiple experiences and diversity.
- _____ 6. The Teacher Candidate creates a learning culture that encourages individual learners to persevere and advance.
- _____ 7. The Teacher Candidate incorporates tools of language development into planning and instruction for English language learners, and supports development of English proficiency.

Comments:

SECTION 3: LEARNING ENVIRONMENTS

- _____ 8. The Teacher Candidate develops learning experiences that engage and support students as self-directed learners, who internalize classroom routines, expectations, and procedures.
- _____ 9. The Teacher Candidate collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry.
- _____ 10. The Teacher Candidate uses a variety of classroom management strategies to effectively maintain a positive learning environment (e.g., proximity, cuing, desists, routines).
- _____ 11. The Teacher Candidate equitably engages students in learning by organizing, allocating, and managing the resources of time, space, and attention.
- _____ 12. The Teacher Candidate extends the learning environment using technology, media, and local and global resources.
- _____ 13. The Teacher Candidate encourages students to use speaking, listening, reading, writing, analysis, synthesis, and decision-making skills in various real-world contexts.

Comments:

SECTION 4: CONTENT KNOWLEDGE

- _____ 14. The Teacher Candidate knows the content of discipline and conveys accurate information and concepts.
- _____ 15. The Teacher Candidate demonstrates an awareness of the Utah Common Core/Core curriculum and references it in short and long term planning.
- _____ 16. The Teacher Candidate engages students in applying methods of inquiry and standards of evidence of the discipline.
- _____ 17. The Teacher Candidate uses multiple representations and explanations of concepts that capture key ideas.
- _____ 18.

_____ The Teacher Candidate supports students in learning and using academic language accurately and meaningfully.

Comments:

SECTION 5: ASSESSMENT

- _____ 19. The Teacher Candidate designs, and/or selects pre-assessments, formative, and summative assessments in variety of formats that match learning objectives and engages the learner in demonstrating knowledge and skills.
- _____ 20. The Teacher Candidate engages students in understanding and identifying the elements of quality work and provides them with timely and descriptive feedback to guide their progress in producing that work.
- _____ 21. The Teacher Candidate adjusts assessment methods and makes appropriate accommodations for English Language Learners, students with disabilities, advanced students, and students who are not meeting learning goals.
- _____ 22. The Teacher Candidate uses data to assess the effectiveness of instruction and to make adjustments in planning and instruction.
- _____ 23. The Teacher Candidate documents student progress, and provides descriptive feedback to students, parents, and other stakeholders in a variety of ways.
- _____ 24. The Teacher Candidate provides opportunities for students to understand, question, and analyze information from multiple and diverse sources and perspectives to answer questions and solve real-world problems.

Comments:

SECTION 6: INSTRUCTIONAL PLANNING

- _____ 25. The Teacher Candidate plans instruction based on the approved state curriculum.
- _____ 26. The Teacher Candidate individually and collaboratively selects and creates learning experiences that are appropriate for reaching content standards, relevant to learners, based on principles of effective instruction.
- _____ 27. The Teacher Candidate differentiates instruction for individuals and groups of students by choosing appropriate strategies and accommodations, resources, materials, sequencing, technical tools, and demonstrations of learning.
- _____ 28. The Teacher Candidate creates opportunities for students to generate and evaluate new ideas, seek inventive solutions to problems, and create original work.
- _____ 29. The Teacher Candidate integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge.

Comments:

SECTION 7: INSTRUCTIONAL STRATEGIES

- _____ 30. The Teacher Candidate understands and practices a range of developmentally, culturally, and linguistically appropriate instructional strategies.
- _____ 31. The Teacher Candidate uses appropriate strategies and resources to adapt instruction and vary his or her role to meet the needs of individual and group learners.
- _____ 32. The Teacher Candidate analyzes student errors and misconceptions in order to redirect, focus, and deepen learning.
- _____ 33. The Teacher Candidate uses a variety of instructional strategies to support and expand learners' communication skills.
- _____ 34. The Teacher Candidate provides multiple opportunities for students to develop higher order and meta-cognitive skills.
- _____ 35. The Teacher Candidate provides opportunities for students to understand, question, and analyze information from multiple and diverse sources and perspectives to answer questions and solve real-world problems.
- _____ 36. The Teacher Candidate supports content and skill development by using multiple media and technology resources and knows how to evaluate these resources for quality, accuracy, and effectiveness.
- _____ 37. The Teacher Candidate uses a variety of questioning strategies to promote engagement and learning.

Comments:

SECTION 8: REFLECTION AND CONTINUOUS GROWTH

- _____ 38. The Teacher Candidate independently and in collaboration with colleagues, uses a variety of data to evaluate the outcomes of teaching and learning and to reflect on and adapt planning and practice.
- _____ 39. The Teacher Candidate actively seeks professional, community, and technological learning experiences within and outside the school, as supports for reflection and problem-solving.
- _____ 40. The Teacher Candidate recognizes and reflects on personal and professional biases and accesses resources to deepen understanding of differences to build stronger relationships and create more relevant learning experiences.
- _____ 41. The Teacher Candidate actively investigates and considers new ideas that improve teaching and learning and draws on current education policy and research as sources of reflection.
- _____ 42. The Teacher Candidate develops a professional learning plan based on individual needs and the needs of learners, schools, and educational communities.

Comments:

SECTION 9: LEADERSHIP AND COLLABORATION

- _____ 43. The Teacher Candidate prepares for and participates actively as a team member in decision-making process and building a shared culture that affects the school and larger educational community.
- _____ 44. The Teacher Candidate participates actively as part of the learning community, sharing responsibility for decision-making and accountability for each student’s learning and giving and receiving feedback.
- _____ 45. The Teacher Candidate advocates for the learners, the school, the community, and the profession.
- _____ 46. The Teacher Candidate works with other school professionals to plan and jointly facilitate learning to meet diverse needs of learners.
- _____ 47. The Teacher Candidate engages in professional learning to enhance knowledge and skill, to contribute to the knowledge and skill of others and to work collaboratively to advance professional practice.

Comments:

SECTION 10: PROFESSIONAL AND ETHICAL BEHAVIOR

- _____ 48. The Teacher Candidate is responsible for compliance with federal and state laws, State Board of Education administrative rules, state assessment policies, and supervisory directives.
- _____ 49. The Teacher Candidate is responsible for compliance with all requirements of State Board of Education Rules R277-530 at all levels of teacher development.

Comments:

_____	_____
Teacher Candidate Signature	Date
_____	_____
Site Teacher Educator/Supervisor Signature	Date

To pass student teaching, following the full student teaching experience, Teacher Candidates must receive a 3 or higher on all evaluation categories.

INSURANCE COVERAGE

While many districts have excellent liability insurance coverage for employees and officials of the district, the policies do not specifically include TCs and other students assigned as observers, tutors, or aides by the teacher education institutions. Because TCs are not generally classified as employees of districts to which they are assigned, they do not automatically accrue insurance benefits normally given to contract teachers. Teacher Education Institutions are concerned that TCs be adequately covered by liability insurance while student teaching. It is recommended that in addition to the persons normally covered in district policies such as members of Governing Boards, any elected or appointed official of the district and any employee of the district, that any student or candidate, observing or teaching within the district schools be included in liability coverage.

According to state policy, in the event that districts do not elect to include TCs in their policies, the teacher education institutions should be notified and initiate coverage for students assigned to districts not providing liability insurance benefits. The institutions should then inform students that liability insurance is not available in the district to which they have been assigned and allow students to decide whether or not she/he wants coverage. If she/he decides they do, then the teacher education institution can help the TC obtain coverage through the Student Education Association or other means (private carrier).

TCs may choose to affiliate with either the Student Utah Education Association or the American Federation of Teachers. Both teacher organizations provide student memberships (estimated cost is \$25-30 per year) that give students group insurance rates. For additional information, contact the Utah Education Association at 801-266-4461 or the American Federation of Teachers at www.aft.org.

LEGAL RESPONSIBILITIES OF TEACHER CANDIDATES

The status of a TC and her/his legal responsibilities and liabilities has not been clearly defined. From a legal perspective, TCs stand somewhere between a school volunteer and an employed school teacher. Still, there is a necessity to define as clearly and accurately as possible the TC's relationship to the STE, to the students she/he works with, and to the school or school district in which she/he serves.

According to Utah law, the State Board of Education...“may issue certificates to persons engaged in student teaching.” It further provides:

- a. “A certificate for student teaching is issued only upon recommendation of a teacher training institution in the state approved and accredited by the State Board.
- b. A TC license authorizes the holder to teach in a specified school or schools under the specific direction of a qualified and regularly certified person.
- c. The license is valid only for the student teaching period.
- d. A person may not engage in student teaching without a current TC license. S3A6-Lol (2) U.C.A. 1953.”

LIABILITY

A teacher's primary duty is to supervise students and protect them from harm or unsafe situations. Generally a duty to exercise reasonable supervision exists whenever students are in school or participating in school activities. Reasonable supervision is required before and after school, during class breaks, recesses and lunch, during periods when students are bussed, or while completing teacher-directed activities or assignments. Negligence, in the educational setting, may be defined as failure to provide adequate supervision of students, or engaging in conduct which involves an unreasonable risk of causing injury or allowing harm to occur.

TCs qualify under the Volunteer Government Workers Act of "liability protection and indemnification normally afforded paid government employees." This affiliation gives teacher immunity from liability should an individual bring suit against the TC for negligence or other unintentional misconduct while performing duties within the scope of the student teaching assignment. A TC is protected unless it is established that the TC's decisions or actions were grossly negligent, not made in good faith, or were made maliciously. A court would examine the TC's actions in the context of the assigned duties to determine whether or not that TC was as prudent as could reasonably be expected from a similarly-assigned person in that particular situation. The nature of what is a reasonable expectation of the Teacher or TC is not identical in all situations. The maturity level of the students, the nature of the activity, the presence of potentially dangerous equipment or circumstances will all have a bearing on the care exercised by the TC. In all schools and classrooms there are situations which are inherently more dangerous than others. The Teacher or TC is required, in more critical situations, to demonstrate greater foresight and exercise greater prudence and supervision.

A TC may be held personally responsible for questionable activities involving students outside of the school setting. Cases in other states have upheld public schools and universities that have dismissed TCs and denied course credit to those whose behavior with or towards students even seemed inappropriate. (Rowe v. Chandler 332 F. Supp. 336)

Teacher negligence is more often declared when there has not been reasonable protection of others against risk or harm. With the possibility of a negligent charge, it has always been essential that the TC understand this rule in protecting her/his pupils. TCs must conduct themselves as a reasonable and prudent person would in like circumstances to avoid the possibility of a charge of negligence. While injury to a student is not evidence that someone is liable, injury to the student places the teacher in a situation which might make them liable if she/he failed to foresee the harmful consequences of her/his action or inaction.

The nature of what is a reasonable expectation of the teacher is not identical in all situations. The maturity level of the students, the nature of the activity, the presence of potentially dangerous equipment or circumstances will all have a bearing on the care which should be exercised by the teacher in all schools. There are situations which are inherently more dangerous than others. The teacher would be required, in more critical situations, to show greater foresight and exercise greater care and supervision.

The following are typical questions and answers related to the legal responsibility of TCs:

Q. Is the TC legally responsible or legally liable as they direct the classroom activities in the presence of the STE?

A. No. There are several cases relating to TC activities in the presence of a STE. In *Clay v. Independent School District of Cedar Falls, Iowa*, the court pointed out that the practice teacher:

“...does no more than render gratuitous, temporary, or incidental assistance to a competent or duly Certified Teacher, who has the room and pupils in her immediate control or charge.”

Q. Is the TC legally responsible or legally liable as they direct the classroom activities in the absence of the STE?

A. Under Certain Conditions. When the TC performs responsibilities in the absence of the STE, and by so doing acts under self-direction and judgment, it would appear that whether or not there was liability would depend upon the particular circumstances just as is the case where this an accident in the classroom during the presence of a site educator.

If the pupil is injured as a result of an accident when a TC is left in charge and the accident is caused through negligence, the TC may be liable. In addition, the regular teacher and/or the principal may be held liable if the court found that leaving the room and placing it in the charge of the TC constituted negligence. STEs and principals in these cases should properly instruct the TC to determine, beyond reasonable doubt, that the TC is competent and will render mature judgment.

Notwithstanding the theory that TCs will profit most from their practice teaching experience if they are sometimes given the complete freedom and responsibility of the class, the STE should not leave the classroom unless she/he has been authorized to do so by the principal.

PROBLEMS AND INTERVENTIONS DURING STUDENT TEACHING

The following are possible problems that may occur during the student teaching experience that would warrant supervisor intervention and additional conferences with the TC and STE (s). If these problems surface and the Cohort Leader/supervisors are not aware of the problems, the TC or STE should immediately bring it to the Cohort Leader's attention. There are a number of problems to avoid, including:

1. Poor communication between TC and STE.
2. Ineffective practices in classroom management, instruction, and/or curriculum development.
3. Inappropriate professional conduct by the TC or STE.
4. Incompatibility between the TC and STE.

It is difficult to give an actual sequence of appropriate steps to be taken; however, at minimum the following events should occur:

1. Immediately contact your Cohort Leader/supervisor to establish a system of communication and contacts.
2. Participate in a three-way conference: The University Cohort Leader/supervisor should convene the conference for the purpose of discussing and clarifying problems, solutions, and consequences of various routes of action. It is important that all parties sign a written agreement that includes problems, solutions, and consequences.
3. Maintain open lines of communication with all parties.
4. For additional consultation contact the Director of the Urban Institute for Teacher Education.

SUBSTITUTE TEACHING POLICY

The institute policy regarding the use of TCs as substitutes is as follows:

1. TCs cannot be paid as a substitute when they are also involved in university/cohort activities or working on University assignments. They may not be used as “unpaid” substitutes in the schools. This issues exploits the TC by the public school personnel (e.g., teacher and/or administrator).
2. During the student teaching experience (which is a full day experience) the TC cannot be paid for substituting. The principle is that the TC is required to participate in a full-time student teaching assignment and therefore, would not have any time to act as a substitute.
3. If TCs want to legally work as paid substitutes during non-university time, they should first make application with the particular district in which they wish to work. The TCs should then follow university and district policies.
4. TCs cannot be required, nor should they be coerced, to substitute for a teacher.
5. TCs can, as part of their cohort activities, substitute briefly for a teacher when the following conditions have been met:
 - a. Coordination of the substitution by the principal, the Site Teacher, and Cohort Leader for the purpose of releasing the teacher to participate in cohort activities.
 - b. When the above have been satisfied, then the principal should assign a neighboring teacher to the Candidate’s room as a resources person on whom the TC can rely on in emergencies.

SUPERVISION AND CONFERENCE GUIDELINES DURING STUDENT TEACHING

Observations

Written comments from each observation should be given to the Teacher Candidate as soon as possible after each visit and must be provided to the Site Teacher Educator to ensure continuity, cohesion and open communication. Copies of observation notes should be kept on file by the supervisor. Verbal feedback provided to Teacher Candidates should be documented and filed by the Supervisor.

Frequency

Teacher Candidates are required to be present at their assigned schools both during fall and spring. During fall, they will be in their classrooms two full days a week for elementary candidates and a minimum of 90 hours for secondary candidates. Any changes in field

requirements will be made in writing, in advance. Teacher Candidates will be formally observed by their Cohort Leader or University Supervisor.

During the 12 weeks of spring student teaching, elementary Cohort Leaders/Supervisors will conduct bi-weekly observations and a series of formal observations and secondary Cohort Leaders/Supervisors will conduct four formal and related supervisory visits with each individual Teacher Candidate. This level of supervision and connection to our students is the minimum needed to achieve our program goals and to provide Teacher Candidates with quality support. See detail below.

Evaluations

Elementary cohort: Along with informal and formal supervisory visits, Cohort Leaders and/or Supervisors will complete formal evaluation documents for each Teacher Candidate. This will happen two times during the course of the Teacher Candidate's fall practicum experience and twice during the Candidate's student teaching experience. These documents are called: Midterm Practicum Evaluation (October), Final Practicum Evaluation (December), Student Teaching Midterm Evaluation (February), and the Final Student Teaching Evaluation (end- March). While the evaluation form content is the same at all four intervals, ratings on the form will indicate a Teacher Candidate's progress during the course of his/her student teaching and areas that need improvement. These evaluations will be completed both by the Teacher Candidate's Cohort Supervisor and Site Teacher Educator. The Candidate must score at least a '3' on each content standard on both **Final** evaluations to be allowed to proceed to completion.

Secondary cohort: Along with informal and formal supervisory visits, Cohort Leaders and/or Supervisors will complete formal evaluation documents for each Teacher Candidate. This will happen once during the course of the Teacher Candidate's fall practicum experience and twice during the Candidate's student teaching experience. These documents are called: Final Practicum Evaluation (December), Student Teaching Midterm Evaluation (February), and the Final Student Teaching Evaluation (end of March). While the evaluation form content is the same on all three forms, ratings will indicate a Teacher Candidate's progress during the course of his/her student teaching and areas that need improvement. These evaluations will be completed by both the Teacher Candidate's Cohort Supervisor and the Site Teacher Educator. The Candidate must score at least a '3' on each item within each content standard on the **Final Student Teaching Evaluation** to be considered for licensure.

Additional Information - University Cohort Leader/Supervisor

In conjunction with the formal observations, conferences between the Cohort Leader/supervisor and TC should follow a general pattern that includes:

1. A conference with the TC before and after each observation.
2. A copy of the written comments from the observation given to the TC immediately after the observation is completed.
3. A written copy kept of the observation results, feedback given to the TC, and TC comments.

Additionally, university Cohort Leaders may complete “touch-base” conferences and may make administrative (touch-base) visits with the STE(s) and TCs when a formal visit is not required for that particular week. Informal, touch-base visits (i.e., partial lesson observations), video tapings, and correspondence will be documented by Cohort Leaders and supervisors.

Finally, Cohort Leaders/supervisors conduct three-way conferences that include the TC, STE(s), and supervisor. The conferences occur at the mid-term and final evaluation periods. Furthermore, conferences may occur when TCs and/or student teaching problems begin to surface. In which case, conferences should continue until the problems are resolved (refer to the Preventing Student Teaching Problems section in this handbook).

Site Teacher Educator

STE observations should occur at least once a week for at least one full lesson and include written evaluation. In conjunction with the observations, conferences between the STE(s) and TCs should follow a general pattern that includes:

1. STE shares (in a written format) observation results and feedback with the TC immediately after the observation is complete.
2. The TC and STE keep a written document of the observation comments.
3. STE keeps a file of all observations.
4. STE makes all suggestions in writing and gives one dated copy to the TC and keeps one dated copy in her/his file. If there are major concerns, a copy of all notes must be provided to the university Cohort Leader.

WORK STOPPAGES IN COOPERATING SCHOOL DISTRICTS

This policy applies to University of Utah students enrolled in approved programs to prepare teachers, administrators, and other school personnel. The policy is intended to cover the situation in which a work stoppage occurs in a school in which a student has been assigned to complete student teaching, a practicum, internship, or other field-based experiences.

1. The University of Utah shall not require students to be physically present at their assigned school sites in the event of a work stoppage.
2. University faculty and staff shall not engage in their normal supervisory activities in school sites during work stoppage actions. For that reason, any field-based experiences accrued during a work stoppage will not be credited by the university. Work stoppages of one week duration or less may not require any special arrangement provided, that the student can successfully meet minimum certification and program requirements without undue stress.
3. When work stoppages of more than one week occur, the University of Utah may make arrangements for an extended student teaching experience, an alternate placement, or an appropriate substitute experience.