Teacher Candidate Handbook

Urban Institute for Teacher Education

2016-2017

Dear Teacher Candidates:

Welcome to the 2016-2017 academic year!

On behalf of the faculty and staff in the Urban Institute for Teacher Education (UITE), we congratulate you as you commence with the licensure year of your education program. The UITE's emphasis on diverse classrooms and schools instills research-based preparation that links directly to teachers' work in K-12 settings. You experiences on campus and in the classroom will provide the skills, knowledge, and dispositions for exceptional teaching in the 21st century!

In this handbook you will find important information regarding program goals and expectations, program standards, student teaching evaluations, and general policies and procedures. The handbook will serve as a useful resource and answer many of your questions.

Each Teacher Candidate is expected to read and become familiar with the content of this handbook. After reading, please print and sign the Contract agreement found below and return the signed form to your Cohort Leader at the beginning of fall semester. Throughout the coming year, your Cohort Leader and Academic Advisor will provide additional information regarding program procedures and requirements.

Many people contribute to the success of future teachers. We extend special thanks to those who support teacher preparation including teachers, principals, and community members. The generosity in sharing time and talent is greatly appreciated!

We look forward to working with you during the coming year. Please feel free to contact any member of the UITE team regarding questions you may have.

Sincerely,

Faculty and Staff of the Urban Institute for Teacher Education (UITE)

Urban Institute for Teacher Education
College of Education, University of Utah

Contract to Adhere to the Handbook

I attest that I have obtained a copy of the Teacher Candidate Handbook, in its paper and/or electronic form. I have read this document and I understand all its terms and conditions. I have indicated my willingness to adhere to the key sections with my initials (please sign your initials next to each of the four statements below):

_____   I recognize and accept the Professional Standards

_____   I understand and consent to the USBE Administrative Rules
           (R277-514, -515, and -516)

_____   I endorse and agree to the Roles and Responsibilities

_____   I have read and will comply with the Policies and Procedures

I understand that any violation of these guidelines will place my pursuit of a degree and/or teaching credential in jeopardy; may result in disciplinary actions against me; and may constitute violation of the University rules and/or State laws, including the Utah Professional Practices Advisory Commission (UPPAC) of the Utah State Board of Education. Furthermore, policies existing within school systems are not superseded by the conditions described here: Teacher Candidates must adhere to district policies and standards as well. I hereby release and hold harmless the University and its employees, from any and all claims and damages of any nature from my failure to abide by any of the conditions described within the Teacher Candidate Handbook.

Note: This signed and dated agreement will be placed in the student's permanent file in the Urban Institute for Teacher Education.

Student Name (please print)   _____

University ID Number   _____

Student Signature   _____

Today's Date   _____

After reading the entire Handbook, sign this form and give a copy to your cohort leader. Please also retain a copy for your own records.

FIELD VISITS MAY ONLY BE MADE <u>AFTER</u> THIS FORM HAS BEEN SIGNED AND RETURNED TO YOUR COHORT LEADER.

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STANDARDS

FRAMEWORK FOR THE TEACHER LICENSURE PROGRAMS

A common thread to almost every dimension of American education is accountability. School districts are accountable to parents, superintendents are accountable to boards of education, teachers are accountable to students and colleges of education are accountable to their education majors. Close on the heels of any system of accountability are the standards which identify the key features and underlying philosophy of the program.

The two licensure emphases in the Urban Institute for Teacher Education include the Elementary and Secondary licensure programs. Even though these programs cover a wide span of student ages, they are uniformly organized around a particular framework. We have selected PRAXIS as our framework for several reasons: it has a sound research foundation, it provides a comprehensive description of a teaching professional, and it charts a trajectory for ongoing professional growth.

On a more practical level, the INTASC/PRAXIS framework also provides the structure for the PRAXIS II PLT Test (Principles of Learning & Teaching test). Satisfactory PRAXIS content performance, along with associated field and course requirements leads to a recommendation to the Utah State Board of Education (USBE) for a Level I license. The Utah State Board of Education requires that all candidates pass this test in order to obtain a Level II teaching license. The College of Education encourages all Teacher Candidates (TC) to take this test prior to being recommended for a teaching license. In addition, local school districts are planning to use some version of the INTASC/PRAXIS frameworks for their teacher induction and mentoring programs.

The INTASC/PRAXIS framework has been organized along five domains. These are intended to describe the full range of teacher competencies.

Evaluation Domains

A. Organizing Content Knowledge for Student Learning
B. Teaching for Student Learning
C. Assessment
D. Creating an Environment for Student Learning/Classroom Management
E. Teacher Professionalism

Domain A addresses the planning and preparation for instruction. It describes the manner in which a teacher goes about designing her/his teaching. Domain A includes subject matter expertise awareness of students' background, the process by which instructional goals are identified, the facility with which the teacher makes use of resources, and the application of effective means for assessing student learning.

Domain B addresses the ways in which the teacher organizes the classroom. It defines the atmosphere of the room as well as the more tangible elements of the instructional setting. Elements within this domain include issues of equity, quality of interpersonal communication, establishing performance goals, managing student behavior, and the physical arrangement of the classroom space.

Domain C addresses the range of methods and goals for assessment and measurement of student performance and growth over time.

Domain D speaks to teaching competencies that engender student learning. The criteria outline the components of the teaching act that are critical aspects of a lesson's success. The factors emphasized within this domain include the clear communication of information, making the subject matter accessible to students, supporting higher level thinking by students, attending to students' comprehension, making instructional adjustments, and efficient use of time.

Domain E emphasizes the role of the teacher that extends beyond instructional events. The category descriptors illustrate the parameters that encompass the true meaning of professional. Components of this domain include reflection on teaching, demonstrations of teaching confidence, quality of interactions with educational colleagues, and the transmission of information to parents/guardians about the learning accomplishments of students.

The five domains of the framework are infused throughout the teacher licensure programs. Courses in the programs make use of the framework and the particulars of the framework are the centerpiece of significant assignments, and serve as the criteria for judging performances in the classroom.

EXPECTATIONS FOR TEACHER CANDIDATES KNOWLEDGE, SKILLS & PROFESSIONAL CHARACTER
Key Components for Program Success

TCs 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 must 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, local school districts, and the University of Utah.
    c. Recognizing and respecting diversity in all its forms.
    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, faculty, 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 is 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 ongoing 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 a 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 standards regarding appropriate dress and grooming at school and school-related events;

(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 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.

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 professional development days, teacher work days, etc.).

Each 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. TCs will be evaluated on the ability to organize subject matter for student learning, on aptitude in creating an environment conducive to student learning, in skill at providing instruction to students, and in effectiveness as a professional educator. The series of evaluations accompanying the licensure year will be based upon the Program Framework (p. 5 of this document).

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: *Knowledge of Subject Matter*	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	• 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: *Knowledge of Human Development and Learning*	Understands how students learn and develop; provides learning opportunities that support their intellectual, social, and personal development.	A4 B4	• 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: *Adapting Instructions for Individual Needs*	Understands how students differ in their approaches to learning; creates instructional opportunities that are adapted to diverse learners.	B1 B3	• Creating a climate that promotes fairness. • Communicating challenging learning expectations to each student.
Principle 4: *Multiple Instructional Strategies*	Understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	C1 C3 C4	• 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 AND PROFESSIONALISM 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 <u>formative</u> 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.

programs.

Standard 1: Learner Development

The teacher understands cognitive, linguistic, social, emotional and physical areas of student development.

The Teacher:	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

The teacher understands individual learner differences and cultural and linguistic diversity.

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

	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.

The Teacher:	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.

		Manages schedules, pacing, and transitions to maximize learning time. Proactively gains and maintains student attention through active participation.	Fosters each student's ability to manage their own learning time. Selects engagement strategies that align with individual student learning patterns and goals.
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.

The Teacher:	**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

	Practicing	Effective	Highly Effective
			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.

The Teacher:	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.

The Teacher:	**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.

The Teacher:	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

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

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.

The Teacher:	**Practicing**	**Effective**	**Highly Effective**
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.	Advocates for and models compliance with law and rules governing ethical conduct of educations.	Knows which laws, rules, policies, and directives guide legal, moral, and ethical educators and where to access them.	Adheres to and upholds laws, rules, policies, and directives, and holds other accountable to do the same.

b. is responsible for compliance with all requirements of State Board of Education Rules R277-530 at all levels of teacher development.	• 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).

EVALUATION OF FIELD EXPERIENCES

While all TCs from the University of Utah's Teacher Licensure programs complete their programs at a practicing or effective level, we believe that teachers continue their professional development over the course of their career. Distinguished performance is an on-going process.

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 to think consider for improvement**

1. Learning Development	**2. Learning Differences**	**3. Learning Environments**	**4. Content Knowledge**	**5. Assessment**
___creates developmentally appropriate and challenging learning experiences ___Collaborates with families, colleagues, and other professionals to promote student growth	___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	___ 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	___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	___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
6. Instructional Planning	**7. Instructional Strategies**	**8. Reflection and Continuous Growth**	**9. Leadership and Collaboration**	**10. Professional and Ethical Behavior**
___plans instruction based on core ___selects and creates effective instruction ___differentiates instruction ___creates opportunities for students to generate original work ___integrates curriculum	___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	___uses a variety of data to evaluate outcomes ___seeks support ___reflects on biases ___investigates educational policy and research ___develops professional learning plan	___team member ___participates in PLC ___advocate ___works with other school professionals ___engages in professional learning	___complies with federal and state laws ___complies with State Board rules R277-530

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

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Secondary Student Observation Feedback Form

Teacher Candidate: _____

Site Teacher Educator: _____

School: _____

Date and Time: _____

Observation: _____

University Supervisor: _____

Standards	Comments and Suggestions
1: Learner Development • Students' background knowledge and experience • Learning expectations • Make content comprehensible • Communication with parents or guardians	
Conference Questions	**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?**
2: Learning Differences • Learning Goals • Connections with the content knowledge • Teaching methods and learning activities • Extend thinking	
Conference Questions	**How did this lesson address diverse learning strengths and needs (i.e. needs of language learners, students of color, special ed, gifted, etc.)?**
3: Learning Environments • Fairness • Rapport with students • Physical environment (e.g., proximity, cuing, desists, routines). • Instructional time • Learning Goals	
Conference Questions	**What routines do you use to maximize instructional time?**
4: Content Knowledge • Connections with the content knowledge • Extend thinking • Clear learning goals and instructional procedures • Make content comprehensible	

Conference Questions	
5: Assessment • 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 • Learning Goals • Make content comprehensible • Clear learning goals and instructional procedures	
Conference Questions	
7: Instructional Strategies • 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: C*onvey 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 you beliefs regarding students' potential? How are these beliefs manifest?*
- Communication with parents or guardians: C*onvey 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 you 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 C*onvey 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.*

Urban Institute for Teacher Education

College of Education, University of Utah

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

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	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.

ROLES AND RESPONSIBILITIES

TEACHER CANDIDATES

Strive to communicate clearly with everyone – clear messages are the best way to prevent misunderstandings; this need to send consistently clear messages includes the students, STE, other teachers, Cohort Leader/supervisor, instructors, administrators, parents, and community members.

Be cognizant and involved in the routine of the school in which you are placed. To the students you are another teacher; take on that role. Follow the lead of other teachers.

1. Notify your STE and University Cohort Leader/supervisor in the event you will be absent from school. Do this as soon as you know that you will be absent. Realize that missed time will need to be made up during an agreed upon time with your STE and your University supervisor. Excessive absence will be grounds for dismissal from the program.
2. Be on time to class and to the field. You are expected to be in the field during "contract hours." That means you must be in the school in advance of the time the students are there and after school as well. Although you may not have the benefits of a teaching contract (and no pay) you are still held to the same work schedule.
3. Seek feedback from your STE, your Cohort Leader/supervisor, and your peers. Be as specific as you can in those requests. Don't ask, "How'd I do?" but instead ask, "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?" Decide where you think you need assistance and then ask others to provide constructive criticism.
4. Be a positive role model for your students – this includes your appearance, your attitude, your work, and your actions. Be aware that students are noting everything about you.
5. Work to form a collaborative and cooperative cohort by becoming a colleague: be supportive, be helpful, and hold personal information in confidence. Building trust is an important part of creating a team of professionals.

SITE TEACHER EDUCATORS

STE s are a vital link in teacher preparation as they assist candidates in making the transition from college student to teaching professional. They provide a physical and intellectual setting where TCs begin translating university coursework into effective teaching. Criteria for selection of STEs are indicated on the following form.

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

STE responsibilities include:

1. Communicating clearly with the TC, Cohort Leader and University Supervisor.
2. Setting aside time each week that is uninterrupted for planning purposes (e.g., reviewing TC's lesson plans).
3. Supporting TC as she/he tests various approaches to curriculum and teaching.
4. Providing constructive feedback, identify strengths, and suggest alternatives for areas in which they seem less strong.
5. Finding a desk for the TC so she/he has a place for their books, lesson plans, and other materials.
6. Demonstrating content lessons prior to asking the TC to assume teaching responsibilities in that area.
7. Providing written and oral feedback as soon as possible after each practice teaching event.
8. Maintaining a file on the TC with copies of lesson evaluations.
9. Helping the TC feel as if they are part of the school faculty.
10. If problems in the TC's performance surface, consulting with the Cohort Leader/Supervisor immediately.

POLICIES AND PROCEDURES

Academic Progress, Program Standing, and Licensure Recommendation

The University policy on academic progress states that students must be making satisfactory progress in all of their coursework. The general University policy requires that all undergraduate students maintain a minimum cumulative GPA of 2.0. However the requirements through the Urban Institute are much more stringent.

The Urban Institute for Teacher Education requirement for retention in the licensure programs delineates that once at TC is admitted to the program, he/she must maintain a 3.0 GPA. If the TC fails to maintain a 3.0 GPA, then the TC will be referred to the Director of the Urban Institute for Teacher Education by the academic advisor and placed on scholastic probation and may not register for any licensure year courses. The education advisors assume responsibility for the continued tracking of the TC. The probation period shall last until the GPA is raised to 3.0 or above.

Furthermore, TCs will be placed on scholastic probation when they receive a grade below a C in any education course. TCs will be referred to the Director of the Urban Institute for Teacher Education. TCs placed on scholastic probation will not be allowed to student teach until: 1) their GPA is above 3.0, and 2) grades in all education courses have been raised to a C or higher. TCs who fall below this GPA will not be recommended for a teaching license or will not be able to register for student teaching, depending on the time of scholastic probation.

Once the education advisor determines that the TC is off scholastic probation, then she/he will inform the Director of the Urban Institute for Teacher Education of the candidate's progress. The TC cannot begin student teaching and/or may not continue student teaching until a letter from the

Director of the Urban Institute for Teacher Education verifies that said TC is making satisfactory progress towards degree completion, and thus is off scholastic probation.

A TC receiving an "incomplete" grade in any education course is unable to begin student teaching until a passing grade is achieved.

The program policy states that TCs may not repeat an education course, leading to degree or licensure, more than one (1) time. If a TC fails to successfully complete a course after the second opportunity, the TC will be terminated from the Teacher Licensure program.

Dismissal from a student teaching or field practicum placement by school-based or university personnel will result in immediate removal from a school site and will prompt a review for continuation in the Teacher Licensure program.

Within 10 business days a review of the dismissal will take place by the Director of the Urban Institute for Teacher Education to determine continuation in the licensure program. A student appeal should follow the procedures referenced in the University's Policy and Procedures Manual.

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

Licensure recommendations are based upon a student's approved program of study at the time of graduation. These requirements include course work, field work (e.g., student teaching) and testing requirements (e.g., Praxis tests).

PRAXIS II Exam

The Urban Institute for Teacher Education at the University of Utah requires that all TCs **take and pass** the appropriate content knowledge tests in their major and minor content areas in which they wish to be recommended for a teaching license, including ESL. Additionally, all candidates are encouraged to take the corresponding pedagogical knowledge test.

You may register online at www.ets.org/praxis. Registration and payments must be received by ETS by the registration deadline.

Content Tests

You will only be recommended for licensure in the areas for which you have taken and passed the appropriate content knowledge tests. If your content area does not have an established test, you are not required to take a Praxis content test.

You should take the appropriate test(s) as soon as you complete your major/minor coursework (for secondary students), or at the completion of your pre-cohort coursework (for elementary students).
Elementary Content Test #5001

English to Speakers of Other Languages Test: #5361

Secondary Content Tests:

Art –5134	ESL – 5361	Math –5161
Biology –5235	French – 5174	Physics –5265
Chemistry –5245	Geography – 5921	Spanish – 5195
Chinese (Mandarin) – 5665	German – 5183	Theatre – 5641
Earth & Space Science –5571	Health –5551	
English – 5039	History –5941	

Language teaching majors and minors are also required to pass a formal Oral Proficiency Interview from the American Council on Teaching of Foreign Languages (ACTFL) administered by Language Testing International. Please contact the secondary education advisor for more information.

Praxis PLT Tests:
It is recommended that TCs take the corresponding PLT test during or immediately following their student teaching experience. Test dates are available online at www.ets.org/praxis.

Elementary, grades K-6: #5622
Secondary, grades 7-12: #5624

You must submit copies of your full score reports for all Praxis II content knowledge tests, PLT test scores if taken, and OPI ratings certificate if applicable, to the Urban Institute for Teacher Education in order to be recommended for your teaching license.

If you have questions about the testing requirements, please contact your advisor. Please note: if you inadvertently take a test not listed above, you will be required to take the correct test as listed, and this will cost you additional money.

FORMAL EVALUATIONS

Formal evaluation procedures are defined as those assessments that occur during the student teaching experience. There are two primary evaluation periods for TCs.

Formative (Mid-Term) Report

This report occurs midway through the student teaching experience. During the student teaching semester, there will be a three-way conference among the TC, STE(s), and Cohort Leader/Supervisor for the purpose of discussing the evaluation. The Cohort Leader will then return all formative evaluations to the Candidate's respective academic advisor. 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 is responsible for addressing her/his own teaching performance level and recommended areas for improvement. The information should be clearly communicated among the TC, STE(s), and University Supervisor. If there are any questions, the TC, Site Teacher or supervisor should ask immediately for clarification from appropriate sources.

Summative Evaluation Report

The summative report occurs at the end of the student teaching experience. The University Cohort Leader/Supervisor and each STE should complete separate final evaluation forms. Although the forms are completed separately, there is a three-way conference, or conference equivalent that reviews the TC's performance. All forms should be collected by the Cohort Leader and given to the appropriate advisor immediately after the completion of the student teaching experience. Electronic and paper copies of the final evaluation are required.

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).

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 patters 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 feedback. 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, one may also wish to give a copy of all notes to the university Cohort Leader.

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, interactions with students, 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.

A complete description of students' rights to appeal may be found at:
www.admin.utah.edu/ppmanual/8/8-10.html.

PROGRAM POSTPONEMENT POLICY

In order to preserve program continuity, facilitate instructor planning, and track TCs, those students who wish to request postponing their experience for *one year* must apply in writing for an extension. The letter requesting an extension and giving reasons for the request must be sent to the Director of the Urban Institute for Teacher Education. If approved, the student's name will be placed along with names of recently admitted students awaiting position in a subsequent cohort. If denied, and the student does not return to the cohort, then she/he must reapply for admission. **Note: Reapplication does not mean automatic admission.**

ALTERNATIVE STUDENT TEACHING PLACEMENT

It is expected that TCs complete the full requirements for student teaching and the affiliated coursework delineated under their respective licensure program. Exceptions, in extremely rare instances, must be made through an appeal to the Director of the Urban Institute for Teacher Education.

The TC should:
1. Direct the letter of request to the Director of the Urban Institute for Teacher Education describing their specific placement request, including a rationale for the request. Contact information should be included (address, telephone, and email).
2. The letter of request should be sent to the Director of the Urban Institute for Teacher Education, 1721 Campus Center Drive, #2260, Salt Lake City, UT 84112.

If an alternative placement request is approved, then:

1. The Director of the Urban Institute for Teacher Education will notify the TC, Cohort Leader, UITE advisor, placement principal, and mentor teacher, and meet for the purpose of confirming placement site, dates, and placement.
2. If the alternative placement can be accommodated during the same semester (i.e., spring semester of the licensure year), the TC will remain registered for the appropriate student teaching experience.
3. If the new placement will take place during a subsequent semester (not to exceed two semesters), then the TC will receive a "No Credit" grade for EDU 5295/6295 or 5495/6495 and then must register for EDU 5195/6195 in the semester(s) that the candidate plans to do her/his student teaching. Attached to that course is a $600 fee for supervision, STE costs, and travel.
    a. The TC will receive a "No Credit" in EDU 5395/6395 or 5495/6495. The TC will receive a "Credit" in EDU 5195/6195 Designated Student Teaching upon successful completion of her/his student teaching experience. However, the grade of "No Credit" in EDU 5395/6395 or 5495/6495 will not be changed, as candidates may not receive credit twice for student teaching.
    b. The TC will receive a grade of "Incomplete" in EDU 5291/6391 or 5491/6491 Professional Development & Teacher Research. A letter grade will be reported

upon successful completion of course requirements in conjunction with the Designated Student Teaching placement.

The supervisor for EDU 5195/6195 will be determined by the UITE Director. The TC should contact the UITE to obtain the permission number required for registration.

The TC must understand that she/he is still responsible for all cohort requirements which include, but are not limited to: teaching a minimum of 4 classes (secondary only), attending all cohort seminars and other cohort functions through the end of the semester, and following all current supervision policies and plans.

If an alternative placement request is <u>NOT</u> approved, then the Director of the Urban Institute for Teacher Education will notify the TC, Cohort leader, and advisor.

APPLICATION FOR TEACHING LICENSE

The Utah State Board of Education grants teaching licenses. Upon successful completion of the Teacher Licensure program, the University of Utah recommends graduates to the Utah State Board of Education for the Utah Basic Teaching License. Course instructors and academic advisors distribute the license applications during spring semester.

Background Check for Initial Licensure

By legislative mandate, applicants for a teaching license in Utah are required to have had a background check including fingerprinting. For further information contact the Urban Institute for Teacher Education or the Utah State Board of Education, 250 East 500 South, Salt Lake City, UT 84111. Background checks must be clear <u>the semester prior</u> to student teaching.

SUBSTITUTE TEACHING POLICY

The institute policy regarding the use of TCs as substitutes is as follows:
1. TCs may not be paid as a substitute when they are also involved in university/cohort activities or working on University assignments.
2. TCs may not be used as "unpaid" substitutes in the schools. This issue exploits the TC by the public school personnel (e.g., teacher and/or administrator).
3. During the student teaching experience (which is a full-day experience) the TC may not 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.
4. If a TCs wants 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.
5. TCs may not be required, nor should they be coerced, to substitute for a teacher.
6. TCs may, 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 may rely in emergencies.

STUDENT FEES

University Fees

All student fees must be approved through appropriate University Committees. The following fees concern TCs:

EDU 5390/6390 (cohort seminar for Elementary TCs) and EDU 5490/6490 (cohort seminar for Secondary TCs) are assigned a $100 fee. Fees are used to pay schools where candidates are placed to offset the cost of school supplies used by TCs during field placements. A portion is also used to offset the cost of mileage for observation and supervision.

EDU 5395/6395 (Elementary student teaching) and EDU 5495/6495 (Secondary student teaching) are each assigned a $150 student fee. Fees are paid to the STE(s) and to offset the cost of mileage for observation and supervision.

EDU 5195/6195 (designated student teaching) is assigned a $600 student fee. This fee pays for the alternative placement supervisor, the STE(s), and to offset the cost of mileage for observation and supervision. The student's request for Alternative Placement must have prior departmental

approval (see "Alternative Student Teaching Placement" in the Policies and Procedures section of this handbook).

Utah State Board of Education Fees

Prior to beginning licensure year field work, all TCs are required to obtain a Student Teacher License ($20) from the Utah State Board of Education.

The final stage of the licensure process requires an application for a license ($40) through the Utah State Board of Education. If the TC's background check expires prior to being recommended for the license, the TC must pay an addition fee of $40 to renew the background check.

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 with whom she/he works, 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 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 were 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. STE s 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.

Criminal Conviction

Teacher licensure through the state of Utah may be denied because of a previous criminal conviction. The Utah Professional Practices Advisory Commission, c/o Executive Secretary, State Board of Education, 250 East 500 South, Salt Lake City, UT 84111, reviews all such cases.

STUDENT RETENTION

Retention policies and procedures for teacher licensure students have been established by the Urban Institute for Teacher Education to insure that students recommended for a state teaching license have demonstrated:

1. Academic Competence
   a. Maintained a cumulative GPA of 3.0 in academic coursework.
   b. Completed academic prerequisites prior to student teaching.
2. Professional Competence
   a. Maintained a cumulative GPA of 3.0 in professional coursework.
   b. Completed professional prerequisites prior to student teaching.
   c. Received a grade of "CR" in student teaching.
   d. Received passing grades in all education courses; passing grades are determined within individual courses of study:
      i. Undergraduate Elementary & Secondary
      ii. Graduate Elementary
      iii. Graduate Secondary
3. Non-discrimination toward public school students.
4. Standards for professional behavior.
   a. All students admitted to the Urban Institute for Teacher Education are expected to become familiar with and abide by the UPPAC and USBE Administrative Rules, the TC Handbook's Standards, Roles Responsibilities, Policies and Procedures, and the Student Code of Ethics at the University of Utah.

Teacher licensure candidates should demonstrate the ability to interact with students in a fair and impartial manner, to wit:

The TC will not subject a Public School student to any form of discrimination, harassment, or prejudicial treatment, because of race, color, religion, national origin, sex, country of citizenship, age, political beliefs, or status as a handicapped person. (From the University of Utah Student Bill of Rights, University-Regulations-Chapter 10, Code of Students' Rights and Responsibilities, Section II E.)

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.