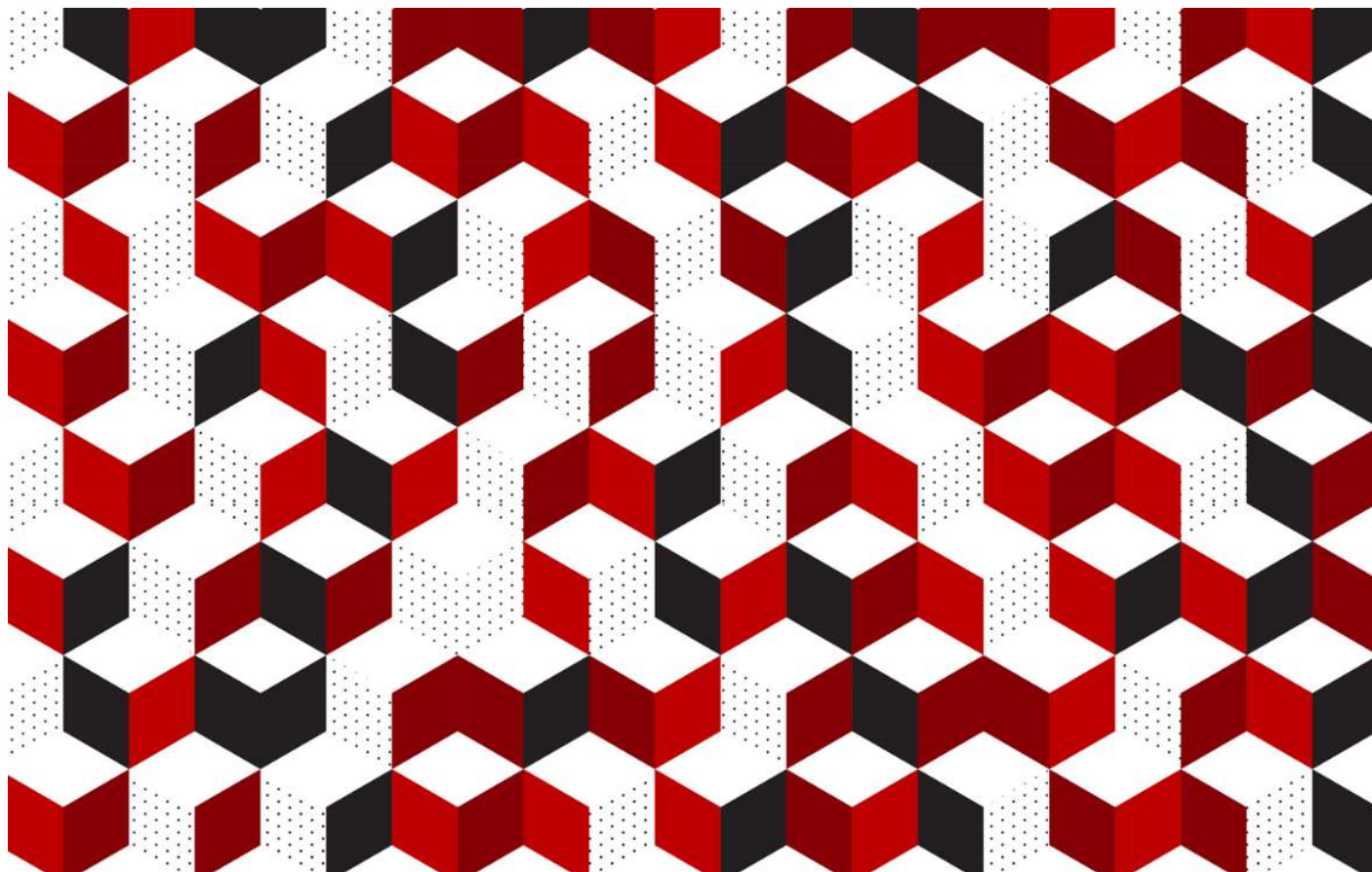




**URBAN INSTITUTE FOR TEACHER EDUCATION**

# **TEACHER LICENSURE HANDBOOK**

**2026-2027**



THE UNIVERSITY OF UTAH  

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College of Education

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# WELCOME TO THE 2026-2027 ACADEMIC YEAR!

Dear Teacher Candidates, Site Teacher Educators, and University Supervisors:

Within the context of 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 as you complete the final requirements for licensure or assist Teacher Candidates in doing so.

All members of the licensure year team (Teacher Candidate, Site Teacher Educator, and University Supervisor) are expected to read and become familiar with the content of this handbook. We strongly encourage Teacher Candidates and Site Teacher Educators to review all requirements in the handbook together. After reading, Teacher Candidates must print and sign the Contract Agreement found in the handbook and return the signed form to their Cohort Leader at the beginning of the semester. Throughout the coming year, Cohort Leaders and Academic Advisors will provide additional information regarding program procedures and requirements.

If you have any questions or concerns after reading this handbook, please reach out to your assigned Cohort Leader and/or Dr. Kerry Herman ([Kerry.herman@utah.edu](mailto:Kerry.herman@utah.edu)), the UITE Associate Director for Field Experiences. If you have additional concerns that they are unable to address, feel free to reach out to me at the contact information below.

Sincerely,

Connor K. Warner, Ph.D.

Director of the Urban Institute of Teacher Education  
College of Education, University of Utah  
[connor.warner@utah.edu](mailto:connor.warner@utah.edu)

# HANDBOOK ACKNOWLEDGEMENT

***Teacher Candidates: You will receive the following form via Docusign for you to complete. This acknowledges that you have read and understood this handbook.***

I attest that 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 three statements below):

\_\_\_\_I have read and agree to follow the conditions in the Teacher Candidate Handbook.

\_\_\_\_I understand and will adhere to the standards indicated in the Standards Library, including all Utah State Standards.

\_\_\_\_I have read and will comply with the policies outlined in the Core Policy Library.

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.*

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

Name: \_\_\_\_\_

UNID: \_\_\_\_\_

Signature: \_\_\_\_\_

# GLOSSARY

## **Associate Educator License (AEL)**

A Utah State Board of Education license that allows interns to serve in specific teaching roles while completing licensure requirements.

## **Cohort**

A group of teacher candidates who progress through a licensure program together.

## **Cohort Leader (CL)**

University faculty member who serves as an instructor and primary contact for a cohort of teacher candidates. The Cohort Leader may also serve as a University Supervisor.

## **Practicum**

A supervised school-based clinical experience completed before student teaching that allows Teacher Candidates to observe, assist, teach, and receive feedback while developing professional teaching skills.

## **Student Teaching Evaluation Rubric (STER)**

A statewide performance assessment rubric used to evaluate teacher candidate effectiveness and growth during clinical experiences.

## **Site Teacher Educator (STE)**

A school-based educator who mentors, supports, and evaluates teacher candidates during clinical experiences and student teaching. Sometimes referred to as a cooperating teacher or mentor teacher.

## **Student Teaching**

The culminating clinical experience in which a teacher candidate assumes responsibility for classroom instruction under supervision.

## **Teacher Candidate (TC)**

A student enrolled in a UITE licensure program who is preparing to become a licensed educator.

## **University Supervisor (US)**

A university representative who observes teacher candidates, provides feedback, facilitates conferences, and participates in evaluations during clinical experiences.

## **Utah Effective Teaching Standards (UETS)**

The professional teaching standards adopted by the Utah State Board of Education and used to guide educator preparation and evaluation.

## **Utah Foundations of Reading Assessment (UFORA)**

A state-required examination for elementary licensure candidates that measures knowledge of evidence-based reading instruction.

**Utah Professional Practices Advisory Commission (UPPAC)**

A state committee that is responsible for promoting and maintaining high standards of professional conduct and ethics among Utah educators.

**Utah State Board of Education (USBE)**

The state agency that establishes educator licensure requirements and awards educator licenses in Utah.

# CONTACT UITE

## We're Here to Help!

The Urban Institute for Teacher Education (UITE) is committed to supporting teacher candidates, site teacher educators, university supervisors, faculty, and school partners throughout the licensure process.

If you are unsure where to direct your question, start with the contact information below and we will help connect you with the appropriate person or office.

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### UITE Advising

Contact: Sara Hatch Southwick

Email: [sara.hatch@utah.edu](mailto:sara.hatch@utah.edu)

Phone: 801- 581- 6818

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### UITE Director

Contact: Dr. Connor Warner

Email: [connor.warner@utah.edu](mailto:connor.warner@utah.edu)

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### Field Experiences Associate Director

Contact: Dr. Kerry Herman

Email: [kerry.herman@utah.edu](mailto:kerry.herman@utah.edu)

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### Licensure Coordinator

Contact: Kristen Lindsay

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Phone: 801-581-8221

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### Office Information

#### Urban Institute for Teacher Education (UITE)

College of Education  
University of Utah

#### Address

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Salt Lake City, Utah 84112

#### Main Email

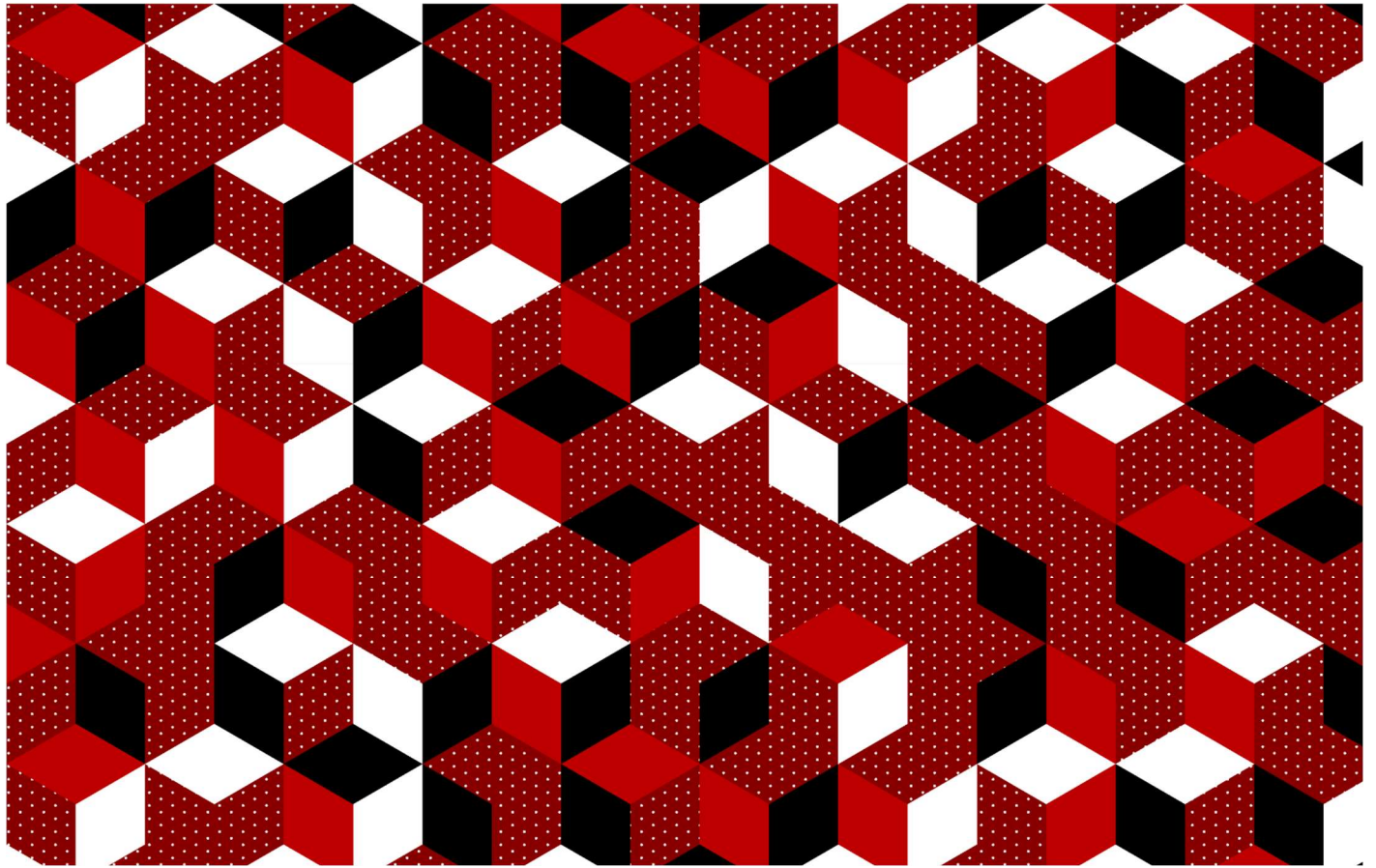
[uite@utah.edu](mailto:uite@utah.edu)

#### Main Phone

801-581-8221

#### Website

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# TEACHER CANDIDATE HANDBOOK

# STUDENT TEACHING OVERVIEW

Student teaching is the culminating clinical experience in UITE's teacher licensure programs. During this experience, teacher candidates apply the knowledge, skills, and professional dispositions developed throughout their coursework in authentic school settings under the guidance of Site Teacher Educators and University Supervisors.

Student teaching is designed to support your transition from university student to professional educator by providing opportunities to plan instruction, work with students, collaborate with educators, reflect on practice, and gradually assume responsibility for teaching and learning.

The student teaching experience differs across licensure programs. Please select the pathway that applies to you for detailed information about requirements, timelines, expectations, and milestones.

## **Elementary Teacher Candidates**

Candidates pursuing elementary licensure complete a year-long clinical experience that includes a pre-student teaching practicum followed by a full-time student teaching experience.

## **Secondary Teacher Candidates**

Candidates pursuing secondary licensure complete a pre-student teaching practicum and a full-time student teaching experience in a secondary school setting.

## **Elementary Intern Candidates**

Candidates serving as teachers of record through the Internship Program complete licensure requirements while employed by a partner school district.

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## PURPOSE OF STUDENT TEACHING

Student teaching provides opportunities to:

- Apply instructional knowledge in real classrooms
- Develop effective classroom management practices
- Strengthen instructional decision-making
- Build professional relationships with students, families, and colleagues
- Demonstrate proficiency in the Utah Effective Teaching Standards
- Receive coaching and feedback from experienced educators
- Prepare for recommendation for licensure

Throughout the experience, teacher candidates are expected to demonstrate professionalism, ethical conduct, collaboration, and a commitment to continuous growth.

---

## STUDENT TEACHING TIMELINE

While exact dates vary by program and cohort, most student teaching experiences include the following phases:

### Pre-Student Teaching Practicum

During the practicum semester, candidates:

- Become familiar with school routines and expectations
- Observe instruction and classroom management strategies
- Teach individual lessons and small learning segments
- Receive formative feedback from supervisors and mentors
- Prepare for full teaching responsibilities

### Student Teaching

During the student teaching semester, candidates:

- Assume increasing instructional responsibility
- Participate fully in school activities and professional responsibilities
- Engage in observations and conferences
- Complete required assessments and evaluations
- Demonstrate readiness for licensure recommendation

### Program Completion

Candidates who successfully complete clinical experiences, evaluations, coursework, and required assessments may be recommended for licensure.

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## KEY MILESTONES

Most candidates should expect to complete the following milestones during the licensure year:

- ✓ Clinical orientation
- ✓ Placement assigned
- ✓ Pre-student teaching practicum
- ✓ Formative observations

- ✓ Practicum summative evaluation
  - ✓ Student teaching
  - ✓ Formative observations
  - ✓ Final summative evaluation
  - ✓ Licensure application process
- 

## **ATTENDANCE AND PROFESSIONAL RESPONSIBILITIES**

Attendance during student teaching is an essential professional responsibility. Candidates are expected to follow school schedules and fulfill all required clinical obligations.

If you anticipate missing time during your placement, notify your Site Teacher Educator and University Supervisor as soon as possible.

Additional information can be found in:

- ➡ Attendance & Clinical Participation Policy (p. 90)

# ELEMENTARY STUDENT TEACHING EXPERIENCE

The Elementary Student Teaching Experience is the culminating clinical component of the Elementary Teacher Licensure Program. During this experience, teacher candidates gradually transition from observing and assisting in classrooms to planning, teaching, assessing, and reflecting on instruction while working alongside experienced educators.

Student teaching is designed to provide authentic opportunities to apply coursework, strengthen instructional decision-making, develop professional confidence, and demonstrate readiness for recommendation for licensure.

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## OVERVIEW OF THE ELEMENTARY LICENSURE YEAR

The Elementary licensure year consists of two connected experiences:

### **Fall Semester: Pre-Student Teaching Practicum**

During the fall semester, teacher candidates participate in:

- Methods coursework
- School-based field experiences
- Guided instructional practice
- Observation and reflection activities
- Formative feedback from University Supervisors and Site Teacher Educators

Candidates typically spend 2-3 days a week in methods courses and two full days a week in elementary classroom settings.

The purpose of the practicum is to help candidates:

- Learn school routines and expectations
  - Understand instructional planning processes
  - Practice teaching in supportive environments
  - Build relationships with students and educators
  - Prepare for full-time student teaching
- 

### **Spring Semester: Student Teaching**

During the spring semester, candidates participate in a full-time student teaching placement.

As the semester progresses, candidates gradually assume increasing responsibility for:

- Planning instruction
- Delivering lessons
- Assessing student learning
- Managing classroom routines
- Collaborating with colleagues
- Communicating professionally

By the conclusion of the experience, candidates are expected to demonstrate the knowledge, skills, and professional dispositions associated with effective beginning teachers.

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## WHAT TO EXPECT DURING STUDENT TEACHING

Throughout the experience, teacher candidates work closely with:

### **Site Teacher Educators (STEs)**

Your Site Teacher Educator serves as your mentor and classroom guide.

Site Teacher Educators:

- Model effective teaching practices
- Provide feedback and coaching
- Support professional growth
- Collaborate with University Supervisors and Cohort Leaders regarding candidate progress

### **University Supervisors**

University Supervisors provide support through:

- Classroom observations
- Feedback conferences
- Evaluation processes
- Professional guidance

University Supervisors work collaboratively with both the candidate and Site Teacher Educator throughout the placement.

### **Cohort Leaders**

Cohort Leaders provide support through:

- Targeted instruction in weekly coursework
- Classroom observations
- Feedback conferences
- Professional guidance

Cohort Leaders also work collaboratively with both the candidate and Site Teacher Educator throughout the placement.

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## ELEMENTARY STUDENT TEACHING TIMELINE

While specific dates vary by cohort and school district, most candidates will progress through the following stages.

### Early Semester

- Establish relationships with students and staff
- Observe instruction and routines
- Assist with classroom activities
- Begin planning and teaching small lessons

### Mid-Semester

- Increase instructional responsibilities
- Teach larger learning segments
- Participate in formal observations
- Engage in reflection and goal setting

### Full Teaching Responsibility

Candidates gradually assume responsibility for the classroom under the guidance of the Site Teacher Educator.

Responsibilities include:

- Daily lesson planning
- Teaching across content areas
- Classroom management
- Assessment and grading
- Family communication (when appropriate)

### Semester Conclusion

- Complete final evaluations
  - Participate in summative conferences
- 

## PROFESSIONAL EXPECTATIONS & ATTENDANCE

Teacher Candidates are expected to comply with all UITE Professional Conduct and Teacher Candidate Responsibility requirements.

Additional information can be found in:

➔ Teacher Candidate Responsibilities (p. 39)

➔ Professional Conduct Policy (p. 79)

---

## EVALUATIONS AND FEEDBACK

The Elementary Student Teaching Experience includes multiple opportunities for feedback and professional growth.

Candidates participate in:

### Formative Observations

These observations are intended to:

- Identify strengths
- Support growth
- Provide coaching and feedback

### Midsemester Conferencing

Midsemester conferences help candidates evaluate progress and identify goals for continued development.

### Summative Evaluations

Summative evaluations are completed near the conclusion of the experience and are used as part of determining readiness for licensure recommendation.

---

## UTAH FOUNDATIONS OF READING ASSESSMENT

Elementary teacher candidates must meet current state requirements related to the Foundations of Reading Assessment in order to be recommended for licensure.

Candidates are encouraged to review assessment requirements early in the licensure year.

Additional information can be found in:

 Utah Foundations of Reading Assessment (UFORA) (p. 36)

---

The Elementary Student Teaching Experience is an opportunity to develop the confidence, skills, and professional identity needed to begin a successful career as an educator. We encourage candidates to approach the experience with curiosity, professionalism, and a commitment to continuous growth.

# SECONDARY STUDENT TEACHING EXPERIENCE

The Secondary Student Teaching Experience is the culminating clinical component of the Secondary Teacher Licensure Program. During this experience, teacher candidates apply the knowledge and skills developed through coursework in authentic middle and high school classroom settings while working alongside experienced educators.

The experience is designed to help candidates transition from university students to beginning professionals by developing instructional expertise, classroom management skills, professional confidence, and the ability to positively impact student learning.

---

## OVERVIEW OF THE SECONDARY LICENSURE YEAR

The secondary licensure year is a two-semester experience consisting of:

### **Fall Semester: Pre-Student Teaching Practicum**

During the fall semester, teacher candidates participate in a pre-student teaching practicum while completing coursework designed to prepare them for full-time student teaching during Spring.

Candidates typically spend:

- 3-5 hours each week in a secondary classroom placement
- Time observing instruction and school operations
- Time assisting with instructional activities
- Time developing and practicing teaching strategies

The practicum provides opportunities to:

- Understand school culture and expectations
- Build relationships with students and educators
- Develop instructional planning skills
- Gain classroom experience before assuming full teaching responsibilities of four classes during Spring
- Teach lessons, receive feedback from assigned university supervisor and mentor teacher
- Develop reflective skills to revise lessons in response to feedback received from university supervisor and mentor teacher.

## SPRING SEMESTER: STUDENT TEACHING

The spring semester consists of a full-time student teaching experience that begins when the teacher candidates' school begins after Winter Break. During this experience, candidates gradually assume responsibility for the classroom and work toward functioning as a beginning professional educator. Candidates are required to assume complete teaching responsibilities of four classes from the start of quarter 3 in their respective districts.

Student teachers are expected to:

- Follow teacher contract hours, typically arriving at school 20 minutes before the start of school and leaving 20 minutes after the end of school.
  - Participate fully in school responsibilities.
  - Attend faculty meetings, professional learning community meetings, and other professional development activities under the direction of the mentor teacher.
  - Engage in observations, evaluations, and conferences between the University Supervisor and Site Teacher Educator(s).
  - Collaborate with Site Teacher Educators and University Supervisors in scheduling formal observations, post-observation meetings and mid-term evaluation meetings.
- 

## TEACHING RESPONSIBILITIES

Following a brief transition period at the beginning of the semester, candidates assume responsibility for instruction

All secondary teacher candidates are required to:

- Teach four classes
  - Teach at least one course within their major content area. If Teacher Candidates have minors, they can teach 1-2 courses in their minor.
  - Plan, instruct, assess, and reflect on student learning and revise lessons based on data.
- 

## PROFESSIONAL EXPECTATIONS & ATTENDANCE

Teacher Candidates are expected to comply with all UITE Professional Conduct and Teacher Candidate Responsibility requirements.

Additional information can be found in:

 Teacher Candidate Responsibilities (p. 39)

## PARTICIPATION BEYOND THE CLASSROOM

Candidates are encouraged to become involved in appropriate school activities outside of their assigned classes.

Examples may include:

- School events
- Academic activities
- Clubs and organizations
- Athletics and extracurricular programs

Participation should occur only:

- With Site Teacher Educator's approval
- Under appropriate supervision
- In accordance with school and district policies

These experiences help candidates understand the broader responsibilities of professional educators.

**Important Note:** TCs may be involved in the above-mentioned school activities; however, none of these activities may count toward the four classes that the TC is required to take over during student teaching, and none of these activities may conflict with the class meeting time that the TC is required to attend as part of their licensure requirements.

## EVALUATIONS AND FEEDBACK

The Secondary Student Teaching Experience includes multiple opportunities for coaching, feedback, and professional growth.

Candidates participate in:

### Formative Observations

These observations provide:

- Constructive feedback
- Coaching support
- Opportunities for growth and reflection

### Conferences

Candidates meet regularly with:

- Site Teacher Educators
- University Supervisors
- Cohort Leaders (when applicable)

### **Summative Evaluations**

The student teaching experience concludes with formal evaluations that assess candidate performance across program standards and professional expectations.

Evaluations focus on a candidate's ability to:

- Organize content for student learning
  - Examples include alignment to standards and learning targets, chunking lessons according to student learning, and using instructional tools effectively
- Create effective learning environments
  - Examples include setting clear expectations for effective learning, creating a respectful, safe climate, and facilitating positive collaboration between students
- Provide high-quality instruction
  - Examples include explicit modeling and think-alouds, guided and independent practice, active learning strategies, and giving timely, specific feedback
- Demonstrate professional competence
  - Examples include positive communication with students, families, and colleagues, clear communication with mentor teachers and university supervisors, ongoing reflection and professional learning

---

The Secondary Student Teaching Experience is an opportunity to develop the instructional expertise, professional judgment, and confidence necessary to begin a successful career as a professional educator.

# ELEMENTARY INTERNSHIP EXPERIENCE

The Elementary Internship pathway is a unique option within the Elementary Teacher Licensure Program that allows qualified teacher candidates to serve as the teacher of record in a classroom while completing licensure requirements. Interns are employed by a partnering school district and assume the responsibilities of a classroom teacher while receiving support from UITE, University Supervisors, and school-based mentors.

The internship provides an opportunity for candidates to gain full-time teaching experience while working toward recommendation for licensure.

---

## WHAT IS AN ELEMENTARY INTERNSHIP?

Unlike the traditional student teaching pathway, elementary interns are hired by a school district and serve as the classroom teacher throughout the licensure year.

As an intern, you are responsible for:

- Planning and delivering instruction
- Managing the classroom environment
- Assessing student learning
- Communicating with families
- Participating in school activities and professional responsibilities
- Meeting district expectations as an employee

At the same time, you continue to complete licensure coursework and UITE program requirements.

---

## ELIGIBILITY FOR THE INTERNSHIP PROGRAM

Internship placements are competitive and depend on several factors, including:

- Meeting UITE internship eligibility requirements
- School district hiring needs
- Available internship positions
- Successful completion of district interviews
- Approval by partnering school districts

Meeting minimum eligibility requirements does not guarantee an internship placement.

---

## ASSOCIATE EDUCATOR LICENSE REQUIREMENT

All Elementary Interns must obtain an **Associate Educator License (AEL)** before beginning the licensure year.

The AEL must be obtained **by July 1** prior to the start of the internship year.

Information about the Associate Educator License is provided:

- During the Elementary Internship Orientation
  - Through UITE advising and licensure support resources
- 

## PROFESSIONAL RESPONSIBILITIES

Interns are expected to fulfill all responsibilities associated with being a classroom teacher.

This includes:

- Following district and school policies
- Maintaining professional communication
- Participating in faculty meetings and professional development
- Completing lesson planning and assessment responsibilities
- Collaborating with colleagues and administrators
- Demonstrating professional and ethical conduct

Because interns serve as teachers of record, they are held to the same professional expectations as other classroom teachers.

---

## SUPPORT DURING THE INTERNSHIP

Although interns are classroom teachers, they are not expected to navigate the experience alone.

Support is provided through:

*Site-Based Intern Coaches*

Experienced educators who provide full-time guidance, feedback, and professional support.

*University Supervisors*

University Supervisors conduct observations, provide coaching, and support professional growth throughout the internship year.

#### *UITE Faculty and Staff*

Faculty, advisors, and UITE personnel assist interns with coursework, licensure requirements, and program expectations.

---

## **EVALUATIONS AND FEEDBACK**

Throughout the internship year, interns participate in the same evaluation and support processes used within UITE licensure programs.

These include:

- Formative observations
- Professional conferences
- Reflection and goal setting
- Summative evaluations

Evaluations are based on program expectations and the Utah Effective Teaching Standards.

---

The Elementary Internship pathway offers a unique opportunity to develop professionally while serving as a classroom teacher. Interns are encouraged to approach the experience with confidence, professionalism, and a commitment to continuous learning and growth.

# EVALUATION PROCESS

Evaluation is an important part of the teacher licensure experience. The evaluation process is designed to support professional growth, provide meaningful feedback, document progress, and help teacher candidates develop the knowledge, skills, and professional dispositions expected of beginning educators.

Throughout the licensure year, teacher candidates receive ongoing feedback and participate in both formative and summative evaluations. These evaluations are grounded in UITE program expectations and the Utah Effective Teaching Standards (UETS).

The evaluation process is intended to be a collaborative experience involving the teacher candidate, Site Teacher Educator, and University Supervisor.

---

## PURPOSE OF EVALUATIONS

Evaluations are designed to:

- Support continuous professional growth
- Identify strengths and areas for improvement
- Provide meaningful coaching and feedback
- Document candidate progress over time
- Assess readiness for professional practice
- Determine eligibility for licensure recommendation

Evaluations should be viewed as opportunities for learning, reflection, and development rather than simply as ratings or scores.

---

## TYPES OF EVALUATIONS

Teacher candidates participate in two primary types of evaluations throughout the licensure year.

### Formative Evaluations

Formative evaluations are designed to support growth during the learning process.

These evaluations:

- Occur throughout the practicum and student teaching experiences
- Focus on professional growth and improvement
- Include observation feedback and coaching conversations

- Help candidates establish goals and identify next steps

Formative evaluations do not represent a final determination of performance. Instead, they are opportunities to strengthen skills and improve practice.

---

## SUMMATIVE EVALUATIONS

Summative evaluations occur at key points during the licensure experience and are used to assess overall performance.

These evaluations:

- Measure progress toward program expectations
- Document readiness for licensure recommendation
- Evaluate candidate performance across multiple standards
- Include input from both Site Teacher Educators and University Supervisors

Summative evaluations provide a comprehensive picture of candidate performance at specific points in the program.

---

## WHO PARTICIPATES IN EVALUATIONS?

Evaluation is a collaborative process involving several individuals.

### Teacher Candidate

Candidates are expected to:

- Participate actively in the evaluation process
- Reflect on feedback
- Ask questions when clarification is needed
- Implement strategies for growth
- Engage in professional goal setting

### Site Teacher Educator

Site Teacher Educators:

- Observe candidate performance regularly
- Provide written and verbal feedback
- Support instructional growth

- Participate in formal evaluations

### **University Supervisor**

University Supervisors:

- Conduct observations
  - Facilitate evaluation discussions
  - Provide coaching and support
  - Complete evaluation documentation
  - Collaborate with Site Teacher Educators regarding candidate progress
- 

## **FEEDBACK AND CONFERENCES**

Following observations, teacher candidates participate in conferences designed to encourage reflection and professional growth.

These conversations may focus on:

- Strengths observed during instruction
- Areas for growth
- Progress toward established goals
- Instructional decision-making
- Strategies for future improvement

Candidates are encouraged to actively participate in these discussions and use feedback to guide ongoing development.

---

## **TRIAD CONFERENCES**

At key points during the licensure year, candidates may participate in conferences that include:

- Teacher Candidate
- Site Teacher Educator
- University Supervisor

These meetings provide opportunities to:

- Review progress
- Discuss successes and challenges

- Establish goals
  - Address questions or concerns
  - Plan next steps
- 

## IF CONCERNS ARISE

Occasionally, concerns may emerge regarding candidate performance, professionalism, or progress.

In most situations, concerns are addressed through:

- Feedback
- Coaching
- Goal setting
- Additional support and monitoring

When concerns require additional intervention, established UITE support and intervention procedures will be followed.

Additional information can be found in:

[!\[\]\(60e47655fb197d54441c05dfe4d601ea\_img.jpg\) Support & Intervention Policy \(p. 98\)](#)

---

The evaluation process is intended to support your development as an educator. By engaging actively in observations, feedback conversations, and reflective practice, you can make the most of these opportunities for growth and preparation for your future career.

# FORMATIVE OBSERVATION PROCESS

Formative observations are an important part of the teacher licensure experience. Their purpose is to support professional growth through coaching, reflection, and constructive feedback. Unlike summative evaluations, formative observations are designed to help teacher candidates develop their instructional practice and improve their effectiveness in the classroom over time.

Formative observations should be viewed as learning opportunities. They provide candidates with regular feedback about strengths, areas for growth, and next steps for continued development as educators.

---

## PURPOSE OF FORMATIVE OBSERVATIONS

Formative observations help candidates:

- Strengthen instructional practices
- Develop classroom management skills
- Improve lesson planning and delivery
- Increase confidence as educators
- Reflect on professional practice
- Demonstrate growth over time
- Prepare for summative evaluations and licensure recommendation

These observations are intended to support development, not simply measure performance.

---

## WHAT HAPPENS DURING A FORMATIVE OBSERVATION?

A formative observation generally involves four stages:

### 1. Preparation

Before the observation, candidates should:

- Prepare lesson plans and instructional materials
- Review lesson objectives and learning goals
- Discuss any specific areas where feedback would be helpful
- Ensure the University Supervisor has any required lesson documentation

Candidates are encouraged to identify specific questions they would like feedback on, such as:

- Were my instructions clear?

- Did students remain engaged?
  - Was the lesson pacing appropriate?
  - Did I check for understanding effectively?
- 

## **2. Classroom Observation**

During an observation, the University Supervisor gathers evidence related to the knowledge, skills, and professional dispositions expected of beginning educators. Observations are conducted using the Student Teacher Evaluation Rubric (STER). Observation may include an entire lesson or a significant instructional segment.

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## **3. Post-Observation Conference**

Following the observation, the University Supervisor meets with the Teacher Candidate to discuss the lesson.

The purpose of the conference is to:

- Celebrate strengths
- Discuss areas for improvement
- Encourage reflection
- Establish goals for future teaching

Candidates should be prepared to reflect on questions such as:

- What went well?
- What challenges emerged?
- How did students respond?
- What might you change next time?

These conversations are intended to be collaborative and supportive.

---

## **4. Written Feedback**

After the conference, the University Supervisor provides written observation feedback.

Feedback typically includes:

- Observed strengths
- Growth opportunities

- Suggested next steps
- Professional goals

Written feedback may also be shared with the Site Teacher Educator to ensure continuity of support and communication.

 See Formative Observation Form (pg. 165) for an example

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## WHO PARTICIPATES IN FORMATIVE OBSERVATIONS?

### Teacher Candidate

The Teacher Candidate is responsible for:

- Preparing for observations
- Participating actively in conferences
- Reflecting on feedback
- Implementing recommendations
- Seeking clarification when needed

### University Supervisor

The University Supervisor is responsible for:

- Scheduling observations
- Providing objective feedback
- Supporting professional growth
- Facilitating conferences
- Documenting observation outcomes

### Site Teacher Educator

The Site Teacher Educator supports the process by:

- Providing ongoing feedback
  - Reinforcing growth goals
  - Participating in conversations when appropriate
  - Collaborating with the University Supervisor
-

## USING FEEDBACK FOR GROWTH

Effective teacher candidates actively use observation feedback to improve their practice.

After each observation:

- ✓ Review observation notes carefully
- ✓ Reflect on strengths and challenges
- ✓ Identify one or two actionable goals
- ✓ Discuss questions with your supervisor or mentor
- ✓ Apply feedback in future lessons

Growth over time is an important part of the evaluation process.

---

Formative observations are one of the most valuable opportunities for professional growth during the licensure year. By approaching observations with openness, curiosity, and a willingness to learn, candidates can make significant progress toward becoming effective and reflective educators.

# SUMMATIVE EVALUATIONS

Summative evaluations are formal assessments completed at key points during the licensure year to determine a teacher candidate's progress toward meeting program expectations and readiness for recommendation for licensure. Unlike formative observations, which focus primarily on growth and coaching, summative evaluations measure overall performance against professional standards and program competencies.

Summative evaluations provide candidates, Site Teacher Educators, University Supervisors, and UITE faculty with a comprehensive picture of a candidate's development as an educator.

---

## PURPOSE OF SUMMATIVE EVALUATIONS

Summative evaluations are designed to:

- Assess progress toward program expectations
- Measure competence as a beginning educator
- Document growth over the licensure year
- Identify strengths and areas for continued development
- Inform licensure recommendation decisions
- Ensure candidates are prepared to enter the teaching profession

Summative evaluations are one part of a larger process that includes coursework, clinical experiences, observations, feedback, and professional growth throughout the licensure program.

 See Summative Evaluation Form (pg. 166) for an example

---

## WHEN DO SUMMATIVE EVALUATIONS OCCUR?

Most teacher candidates participate in summative evaluations at key points during their licensure year.

### **Pre-Student Teaching Practicum Evaluation**

This evaluation occurs at the conclusion of the practicum experience and provides a checkpoint before full student teaching responsibilities.

The evaluation helps candidates understand:

- Areas of strength
- Areas that require continued growth
- Expectations for student teaching

## Final Student Teaching Evaluation

The final summative evaluation occurs at the conclusion of student teaching and documents a candidate's overall performance across program competencies.

The evaluation provides evidence used as part of the recommendation process for licensure.

---

## WHO COMPLETES THE EVALUATION?

Summative evaluations are completed by:

### Site Teacher Educators

Site Teacher Educators provide insight based on daily interactions with the candidate and observations throughout the placement.

### University Supervisors

University Supervisors contribute evidence gathered during:

- Classroom observations
- Conferences
- Evaluation meetings
- Documentation reviews

Together, these evaluations provide a comprehensive view of candidate performance.

---

## REVIEWING YOUR EVALUATION

Candidates are encouraged to:

- ✓ Review evaluation results carefully
- ✓ Discuss questions with their Site Teacher Educator, University Supervisor, or Cohort Leader
- ✓ Reflect on feedback provided
- ✓ Identify areas for continued professional growth
- ✓ Celebrate progress made throughout the licensure year

The goal of the evaluation process is not only to assess performance but also to support ongoing professional development.

---

## WHAT IF I HAVE CONCERNS ABOUT MY EVALUATION?

Candidates who have questions or concerns regarding an evaluation should first discuss the matter with their University Supervisor and Site Teacher Educator.

Additional university procedures may be available if concerns cannot be resolved through discussion.

Additional information can be found in:

 [Support & Intervention Policy \(p. 98\)](#)

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Summative evaluations provide an opportunity to reflect on your development as an educator and demonstrate your readiness to begin your professional career. Candidates are encouraged to approach the process as both an assessment and a valuable opportunity for continued growth.

# UTAH FOUNDATIONS OF READING ASSESSMENT (UFORA)

The Utah Foundations of Reading Assessment (UFORA) is a state-required assessment for Elementary and Early Childhood K-3 Teacher Candidates seeking recommendation for licensure. The assessment measures a candidate's knowledge of evidence-based reading instruction and the skills necessary to support literacy development in elementary classrooms.

Successful completion of the UFORA is one component of eligibility for licensure recommendation.

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## WHO MUST COMPLETE THE ASSESSMENT?

The UFORA is required for candidates pursuing Elementary and Early Childhood K-3 Teacher Licensure.

Candidates should review current state requirements and program guidance to ensure they understand any testing expectations and scoring requirements that apply to their cohort.

---

## WHY IS THIS ASSESSMENT REQUIRED?

The assessment is intended to ensure that beginning teachers possess the foundational knowledge needed to support literacy development.

Topics assessed may include:

- Reading development
- Phonological awareness
- Phonics and word recognition
- Vocabulary development
- Reading comprehension
- Assessment and intervention
- Evidence-based literacy instruction

The assessment aligns with state expectations for elementary educators and supports the goal of improving literacy outcomes for students.

---

## WHEN SHOULD I TAKE THE ASSESSMENT?

Candidates are strongly encouraged to plan ahead and complete the assessment early enough to allow time for score reporting and, if necessary, retesting.

Most candidates find it beneficial to complete the assessment before the conclusion of Fall Practicum semester.

Specific deadlines and recommendations may vary by cohort.

---

## REGISTERING FOR THE ASSESSMENT

Before registering, candidates should:

- ✓ Review current testing requirements
- ✓ Verify registration procedures
- ✓ Confirm applicable deadlines
- ✓ Review available fee assistance or voucher opportunities

Candidates should carefully follow all testing instructions and ensure they register for the correct assessment. When registering, candidates **MUST** note that their scores be sent directly to the Utah State Board of Education. Visit the UFORA website for further information.

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## PREPARING FOR THE ASSESSMENT

Successful candidates often prepare by:

- Reviewing literacy coursework
- Studying reading development concepts
- Reviewing assessment frameworks and study guides
- Practicing with sample questions
- Participating in available review opportunities

Because preparation needs vary from person to person, candidates are encouraged to develop a study plan that reflects their individual strengths and areas for growth.

---

## SCORE REPORTING

Candidates are responsible for ensuring that required score information is received by the appropriate offices and agencies.

Keep copies of:

- Test registration information
- Score reports
- Relevant documentation

If questions arise regarding score reporting, contact your advisor as soon as possible.

---

## IF YOU DO NOT PASS THE UFORA

Candidates who do not earn the required passing score on the UFORA have several options to meet the literacy assessment requirement:

- Retake the UFORA after additional preparation. Retesting costs are the responsibility of the candidate.
- If your UFORA score is within ten points of the passing score, you may be eligible to complete a Utah FLEX Foundations of Reading Assessment instead of retaking the exam. Successfully completing a FLEX assessment satisfies the requirement.
- Complete the Elementary Literacy Microcredential Pathway, which consists of three required literacy microcredentials. Successful completion of all three microcredentials fulfills the UFORA requirement.

Candidates with a documented hearing disability may be eligible for an alternative pathway through a USBE licensing appeal process.

For current requirements and eligibility information, consult your UITE advisor and the Utah State Board of Education.

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The Utah Foundations of Reading Assessment is an important milestone in the Elementary Licensure Program and an opportunity to demonstrate your readiness to support literacy development in elementary classrooms. Early planning and preparation can help ensure a smooth path toward licensure recommendation.

# TEACHER CANDIDATE RESPONSIBILITIES

As a teacher candidate, you are a developing professional educator and an important member of the school community. Throughout your field experiences, practicum placements, and student teaching, you are expected to demonstrate the knowledge, skills, dispositions, and professionalism associated with effective educators.

Teacher candidates represent both the University of Utah and the teaching profession. Teacher Candidates are expected to engage in reflection, seek feedback, and participate actively in their professional growth.

The responsibilities outlined below are intended to help candidates succeed in clinical experiences while developing the habits and practices of reflective, professional educators.

---

## ATTENDANCE AND PARTICIPATION

Teacher candidates are expected to fully participate in all assigned coursework, field experiences, practicum placements, and student teaching assignments.

Candidates are responsible for:

- Arriving on time
- Being prepared for classes and field experiences
- Following school and university schedules
- Attending required meetings and seminars
- Completing assigned responsibilities

Student teaching and clinical experiences are professional commitments. Excessive absences, repeated tardiness, or failure to participate fully may affect program standing.

If an absence is unavoidable:

1. Notify your Site Teacher Educator as soon as possible.
2. Notify your University Supervisor.
3. Follow school and district procedures.
4. Work with supervisors regarding any required make-up experiences.

Additional information can be found in:

 Attendance & Clinical Participation Policy (p. 90)

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## COMMUNICATION

Clear and professional communication is one of the most important responsibilities of an educator.

Teacher candidates are expected to communicate effectively with:

- Students
- Families
- Site Teacher Educators
- University Supervisors
- Faculty
- School personnel
- Fellow candidates

Professional communication includes:

- Responding to emails in a timely manner
- Using respectful and professional language
- Seeking clarification when needed
- Communicating concerns promptly
- Maintaining confidentiality

When challenges arise, early communication is strongly encouraged.

---

## PROFESSIONAL EXPECTATIONS

Teacher Candidates are expected to comply with the Professional Conduct Policy, Legal Responsibilities Policy, Utah Professional Practice Standards, and all school, district, university, and state requirements. This includes following all confidentiality and study privacy policies.

When UITE expectations and district procedures both apply, Teacher Candidates are expected to comply with both. Candidates must follow the policies, procedures, schedules, and professional expectations of their placement school and district in addition to UITE requirements.

Additional information can be found in:

-  Legal Responsibilities (p. 124)
-  Professional Conduct Policy (p. 79)

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## COHORT EXPECTATIONS

UITE policies, university requirements, state requirements, and district expectations apply to all Teacher Candidates. However, implementation procedures may vary among cohorts. Cohort Leaders may establish additional expectations, norms, timelines, communication procedures, and assignment processes to support candidate success and program operations.

When a topic is not specifically addressed in this handbook or another official policy, candidates should follow guidance provided by their Cohort Leader.

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## PARTICIPATION IN SCHOOL ACTIVITIES

Teacher candidates are encouraged to become active members of the school community.

This may include participation in:

- School events
- Faculty meetings
- Professional development opportunities
- Student activities
- Extracurricular events

Participation should occur in consultation with your Site Teacher Educator and within school and district guidelines.

---

## ADDRESSING CONCERNS

If concerns arise during a placement, candidates should communicate promptly with appropriate individuals.

In most situations, concerns should be addressed in the following order:

1. Cohort Leader
2. University Supervisor
3. Site Teacher Educator
4. UITE personnel

Early communication often prevents small concerns from becoming larger challenges.

Additional information can be found in:

Your success as a teacher candidate depends not only on developing effective instructional skills, but also on demonstrating professionalism, collaboration, ethical conduct, and a commitment to continuous growth. These responsibilities are intended to support your development into an effective and reflective educator.

# APPLYING FOR LICENSURE

Congratulations! Applying for licensure is the final step in your journey toward becoming a licensed educator. After successfully completing your UITE program requirements, clinical experiences, required assessments, and state licensure requirements, UITE may recommend you to the Utah State Board of Education (USBE) for licensure. Note that candidates who determine that they will not pursue licensure should consult with their academic advisor regarding alternative degree completion options.

This page provides an overview of the licensure process and resources to help you prepare for recommendation and application.

---

## BEFORE YOU APPLY

Before applying for licensure, candidates must successfully complete all required program components.

Most candidates will need to:

- ✓ Complete all required coursework
- ✓ Successfully complete student teaching or internship requirements
- ✓ Complete required evaluations
- ✓ Meet applicable assessment requirements
- ✓ Maintain good academic and professional standing
- ✓ Meet state licensure requirements

Specific requirements may vary by program, endorsement area, and state regulations.

- ➔ [Academic Progress, Standing, & Retention Policy \(p. 84\)](#)
- 

## LICENSURE RECOMMENDATION

The Utah State Board of Education (USBE) issues educator licenses. UITE does not grant teaching licenses; rather, UITE recommends eligible candidates for licensure after all program requirements have been successfully completed.

A recommendation for licensure indicates that a candidate has:

- Successfully completed an approved licensure program
- Demonstrated competence through coursework and clinical experiences
- Satisfied required assessments

- Met university and state requirements
- 

## LICENSURE APPLICATION PROCESS

The exact process may change as state requirements are updated, but most candidates can expect to complete the following steps.

### Step 1: Complete Program Requirements

Successfully complete:

- Required coursework
  - Clinical experiences
  - Student teaching or internship requirements
  - Program evaluations
  - The Educator Ethics Review online
- 

### Step 2: Complete Required Assessments

Depending on your licensure area, you may be required to complete assessments such as:

*Elementary Candidates*

- Utah Foundations of Reading Assessment

*World Language Candidates*

- Oral Proficiency Interview (OPI)

Additional assessment requirements may apply based on licensure area and state requirements.

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### Step 3: Verify Background Check Requirements

Candidates must meet current background check requirements established by the Utah State Board of Education. Background check clearances should be maintained throughout the licensure process.

Additional information can be found in:

[!\[\]\(d4ec72aa1569103665b802a7deca0de5\_img.jpg\) Background Check Requirements \(p. 47\)](#)

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### Step 4: Receive UITE Recommendation

Once all requirements have been completed and verified, UITE will review eligibility for licensure recommendation.

This review may include:

- Program completion verification
  - Assessment verification
  - Clinical evaluation review
  - Academic standing review
- 

### **Step 5: Submit Your License Application**

After recommendation, candidates complete the licensure application process via UITE Advising. Current application instructions and links should always be obtained from UITE Advisors.

Because state procedures may change, candidates should use current application resources and guidance.

---

## **EARLY CHILDHOOD K-3 LICENSURE**

The University of Utah Early Childhood K-3 Licensure Program prepares candidates for teaching elementary school grades K–3. This program is offered jointly through the UITE and the Department of Family & Consumer Studies.

For information regarding endorsements, specialization areas, or additional credentialing opportunities, contact a UITE Advisor.

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## **ELEMENTARY LICENSURE**

The University of Utah Elementary Licensure Program prepares candidates for grades K–6 as part of a K–8 licensure recommendation through the Utah State Board of Education. Candidates who complete endorsement or specialization requirements may be eligible for additional teaching opportunities within K–8 settings.

For information regarding endorsements, specialization areas, or additional credentialing opportunities, contact a UITE Advisor.

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## **SECONDARY LICENSURE**

Secondary licensure candidates are recommended in their approved content area after successfully completing all program and state requirements.

Candidates should consult with advisors regarding:

- Content-area requirements
  - Endorsement options
  - State testing requirements
  - Additional credentials
- 

Applying for licensure is the final step in preparing to enter the teaching profession. We encourage candidates to plan early, stay informed, and reach out for assistance whenever questions arise. UITE is committed to supporting you throughout the process and congratulates you on reaching this important milestone.

# BACKGROUND CHECK REQUIREMENTS

All teacher candidates seeking recommendation for licensure must meet current background check requirements established by the Utah State Board of Education (USBE). Background checks help ensure the safety and well-being of students and are required for participation in clinical experiences, student teaching, internships, and licensure recommendation.

Candidates are responsible for understanding and completing background check requirements in a timely manner and for maintaining any required clearances throughout their licensure program.

---

## WHEN SHOULD I COMPLETE MY BACKGROUND CHECK?

Teacher candidates should complete all required background check procedures as early as possible.

Current UITE expectations require candidates to have a cleared background check prior to student teaching.

Delays in completing background check requirements may affect:

- Clinical placements
- Student teaching eligibility
- Internship eligibility
- Licensure recommendation timelines

Candidates are encouraged to monitor expiration dates and maintain current documentation throughout the licensure process.

---

## WHAT DOES THE PROCESS INCLUDE?

Requirements may change over time, but the process typically includes:

### **Fingerprinting**

Candidates must complete required fingerprinting procedures through approved processes.

### **Criminal Background Review**

State agencies review criminal history information and other records required for licensure consideration.

### **Clearance Verification**

Candidates may be required to provide documentation confirming that requirements have been completed and approved.

Because state processes occasionally change, candidates should always use current UITE and USBE guidance when completing requirements.

---

## **MAINTAINING YOUR BACKGROUND CHECK**

Some background clearances may expire over time.

Candidates are responsible for:

- ✓ Monitoring expiration dates
- ✓ Responding promptly to requests for information
- ✓ Completing renewals if required
- ✓ Keeping records and confirmations

If your background check expires before licensure recommendation, you may be required to complete additional steps and fees to renew your clearance.

---

## **WHAT IF I HAVE A CRIMINAL HISTORY?**

Having a criminal history does not automatically prevent an individual from pursuing teacher licensure.

Licensure eligibility decisions are reviewed by the appropriate state authorities. Certain circumstances may require additional review before a determination can be made regarding licensure eligibility.

Candidates with questions about individual circumstances are encouraged to seek guidance as early as possible. If you have questions regarding your background check eligibility, please contact UPPAC.

---

## **PROFESSIONAL RESPONSIBILITY**

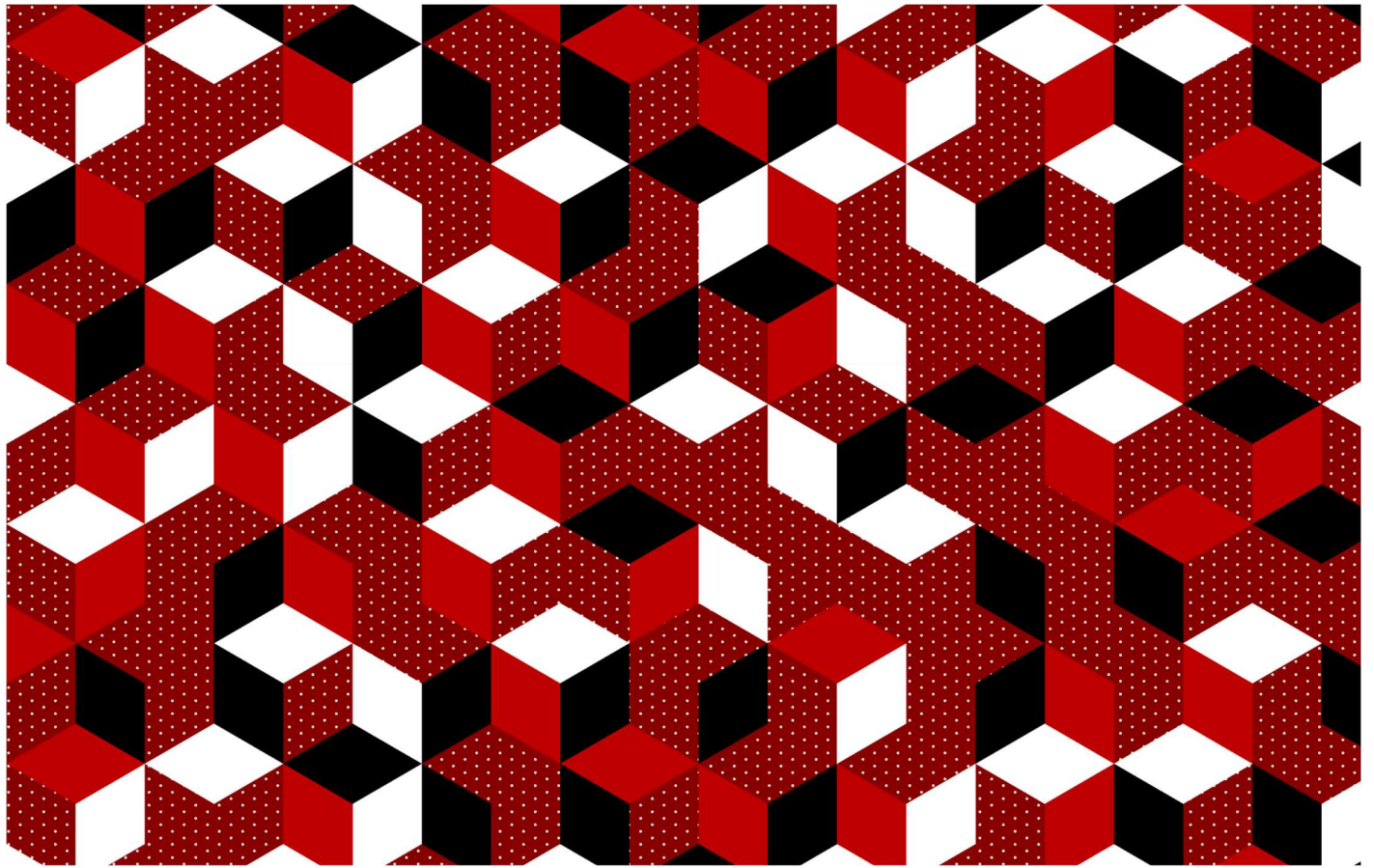
Teacher candidates are expected to:

- Provide accurate information during the background check process
- Report changes in status when required
- Follow university, district, and state requirements
- Maintain professional and ethical conduct throughout their program

Failure to comply with background check requirements may affect participation in clinical experiences, student teaching, internships, and licensure recommendation.

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Completing background check requirements is an important step toward becoming a licensed educator. We encourage candidates to begin the process early, maintain current clearances, and seek assistance whenever questions arise.



# SITE TEACHER EDUCATOR HANDBOOK

# SITE TEACHER EDUCATOR RESPONSIBILITIES

Site Teacher Educators (STEs) play a critical role in preparing future educators. By opening your classroom, sharing your expertise, and mentoring teacher candidates, you help bridge the gap between university coursework and professional practice. The guidance, feedback, and support you provide throughout a placement are among the most influential factors in a teacher candidate's development as an educator.

The Site Teacher Educator serves as a mentor, coach, role model, and collaborator who supports candidates as they develop the knowledge, skills, and professional dispositions needed for success in the teaching profession.

---

## BEFORE THE PLACEMENT

Prior to the start of a placement, Site Teacher Educators help establish a successful learning environment for teacher candidates.

Typical responsibilities include:

- Becoming familiar with UITE expectations and program requirements
- Communicating with the Teacher Candidate before or shortly after placement begins
- Preparing classroom resources and workspace when possible
- Reviewing school policies, procedures, and routines
- Helping the Teacher Candidate understand expectations for professionalism and conduct
- Coordinating with the University Supervisor as needed

Early communication and planning help establish a positive and productive mentoring relationship.

---

## DURING THE PLACEMENT

Throughout the placement, Site Teacher Educators provide ongoing guidance, support, and opportunities for professional growth.

Responsibilities typically include:

- Welcoming the Teacher Candidate as a member of the school community
- Modeling effective teaching practices
- Sharing instructional planning and decision-making processes

- Gradually increasing teaching responsibilities
- Encouraging reflection and professional growth
- Providing opportunities to participate in the full life of the classroom and school

Teacher Candidates should be given opportunities to observe, practice, teach, reflect, and grow within a supportive learning environment.

---

## **COMMUNICATION EXPECTATIONS**

Strong communication is essential to a successful placement.

Site Teacher Educators are encouraged to:

- Communicate regularly with the Teacher Candidate
- Schedule consistent planning and feedback conversations
- Share expectations clearly and early
- Discuss concerns promptly
- Maintain open communication with the University Supervisor
- Participate in conferences and evaluation conversations

When concerns arise, early communication is often the most effective way to support candidate success.

---

## **EVALUATION RESPONSIBILITIES**

Site Teacher Educators contribute important information to the evaluation process.

Responsibilities include:

- Participating in formative evaluations
- Completing summative evaluations
- Providing evidence of candidate performance
- Participating in conferences with the Teacher Candidate and University Supervisor
- Discussing progress toward professional expectations

Because Site Teacher Educators observe candidates over an extended period of time, their feedback provides valuable insight into candidate growth and readiness for the profession.

---

## SUPPORTING PROFESSIONALISM

Teacher Candidates are developing professional educators and should be encouraged to adopt professional habits from the beginning of their placement.

Site Teacher Educators can support professionalism by:

- Modeling professional conduct
- Discussing ethical responsibilities
- Reinforcing attendance expectations
- Encouraging professional communication
- Helping candidates understand school culture and expectations
- Demonstrating collaboration with colleagues and families
- Modeling effective student privacy and confidentiality practices

Professional behavior is an important component of teacher preparation and evaluation.

---

Thank you for partnering with UITE to prepare the next generation of educators. Your mentorship, expertise, and commitment make a lasting impact on future teachers and the students they will serve.

# OBSERVATION AND FEEDBACK RESPONSIBILITIES

Observation and feedback are among the most important responsibilities of a Site Teacher Educator. Through regular observation, thoughtful coaching, and meaningful feedback, Site Teacher Educators help Teacher Candidates connect theory to practice, develop professional confidence, and strengthen their effectiveness as educators.

The goal of observation is not simply to evaluate performance. Effective observations help candidates reflect on their teaching, identify strengths, address challenges, and continue growing throughout their clinical experience.

---

## WHY OBSERVATION MATTERS

Teacher Candidates learn best when they receive timely feedback from experienced educators.

Regular observation helps candidates:

- Build teaching skills
- Strengthen classroom management practices
- Improve lesson planning and delivery
- Reflect on their instructional decisions
- Increase confidence
- Develop professional habits and routines

Observation and feedback should be viewed as an ongoing cycle of growth rather than a series of isolated events.

---

## OBSERVATION EXPECTATIONS

Site Teacher Educators are expected to observe Teacher Candidates regularly throughout the placement.

Observations should occur:

- During classroom instruction
- Throughout the gradual release of teaching responsibilities
- Across a variety of teaching situations
- During different content areas and learning activities when possible

At minimum, Site Teacher Educators should:

- ✓ Observe at least one complete lesson each week
- ✓ Provide verbal feedback following the observation
- ✓ Provide written feedback when appropriate
- ✓ Discuss strengths and growth areas
- ✓ Maintain documentation of observations

These observations may be formal or informal, but they should occur consistently throughout the placement.

While informal observations may occur daily, Site Teacher Educators are encouraged to conduct at least one intentional observation each week and provide direct feedback to the candidate.

---

## WHAT SHOULD I OBSERVE?

Observations should focus on teaching practices that support student learning and professional growth. Use the standards indicated in the Student Teacher Evaluation Rubric (STER) to guide your feedback.

Additional information can be found in:

- ➔ Student Teacher Evaluation Rubric (STER) (p. 170)

---

## PROVIDING EFFECTIVE FEEDBACK

Feedback is most helpful when it is:

### **Timely**

Provide feedback as soon as possible after an observation while details remain fresh for both the candidate and mentor.

### **Specific**

Focus on observable behaviors rather than general impressions.

Instead of:

"Good lesson."

Consider:

"Your directions were clear, and students were able to begin the task independently."

### **Evidence-Based**

Reference specific examples from the lesson.

Examples:

- Student responses
- Instructional decisions
- Classroom interactions
- Learning activities

### **Actionable**

Offer suggestions that candidates can implement.

Examples:

- Try incorporating additional wait time after questions.
  - Consider providing an example before independent work begins.
  - Use a visual support to reinforce directions.
- 

## **A SIMPLE FEEDBACK FRAMEWORK**

Many Site Teacher Educators find it helpful to structure feedback around three questions:

### **What Worked Well?**

Identify strengths and successes.

Examples:

- Student engagement was high.
- The lesson was well organized.
- Classroom routines were effective.

### **What Could Be Improved?**

Identify one or two areas for growth.

Examples:

- Increase opportunities for student discussion.
- Check for understanding more frequently.
- Clarify expectations before group work begins.

### **What Is the Next Step?**

Help the candidate focus on a specific goal.

Examples:

- Incorporate one additional formative check during the next lesson.
- Practice transitions between activities.
- Develop additional questioning strategies.

This approach helps feedback remain balanced and growth-oriented.

---

## WRITTEN DOCUMENTATION

Written notes help candidates track progress over time and provide documentation of support and coaching.

Written feedback should:

- Be professional and objective
- Include strengths and growth areas
- Focus on observable evidence
- Include specific recommendations
- Be shared promptly with the Teacher Candidate

If concerns arise regarding candidate performance, maintaining clear documentation becomes especially important.

---

## COACHING THROUGH REFLECTION

Rather than immediately providing solutions, effective mentors often encourage candidates to think through their own instructional decisions.

Helpful reflection questions include:

- What do you think went well?
- What surprised you during the lesson?
- How did students respond?
- What evidence showed students were learning?
- What would you do differently next time?
- What support would be helpful moving forward?

Reflection encourages candidates to develop the habits of continuous professional learning.

---

## COLLABORATION WITH THE UNIVERSITY SUPERVISOR

Site Teacher Educators and University Supervisors work together to support candidate growth.

You may be asked to:

- Share observation insights
- Discuss candidate progress
- Participate in conferences
- Identify growth goals
- Communicate concerns

The most successful placements involve consistent communication between the Site Teacher Educator and University Supervisor.

---

## SUMMATIVE EVALUATIONS

### Pre-Student Teaching Practicum Evaluation

This evaluation occurs at the conclusion of the practicum experience and provides a checkpoint before full student teaching responsibilities.

The evaluation helps candidates understand:

- Areas of strength
- Areas that require continued growth
- Expectations for student teaching

### Final Student Teaching Evaluation

The final summative evaluation occurs at the conclusion of student teaching and documents a candidate's overall performance across program competencies.

The evaluation provides evidence used as part of the recommendation process for licensure.

 See Summative Evaluation Form(p. 166) for further information

---

## WHEN CONCERNS ARISE

Most candidates improve through feedback and practice. However, if concerns emerge regarding performance, professionalism, or progress:

1. Address concerns early.
2. Document observations and conversations.
3. Communicate with the University Supervisor.
4. Focus feedback on specific behaviors and expectations.
5. Participate in intervention planning if needed.

Early communication often prevents small concerns from becoming more significant challenges.

Additional information can be found in:

 [When Concerns Arise \(p. 65\)](#)

---

By providing regular observations, thoughtful feedback, and supportive coaching, Site Teacher Educators help Teacher Candidates become reflective, skilled, and confident educators. Your guidance plays a critical role in their professional growth and long-term success.

# SITE TEACHER EDUCATOR QUALIFICATIONS

Site Teacher Educators (STEs) are experienced educators who play an essential role in preparing future teachers. By serving as mentors, coaches, and professional role models, Site Teacher Educators provide Teacher Candidates with practical classroom experiences that complement their university coursework and support their transition into the teaching profession.

UITE seeks Site Teacher Educators who demonstrate effective teaching practices, a commitment to professional growth, and a willingness to support the development of future educators.

---

## WHO CAN SERVE AS A SITE TEACHER EDUCATOR?

Site Teacher Educators are typically experienced, licensed educators who:

- Demonstrate strong instructional practice
- Foster positive learning environments
- Support student success
- Collaborate effectively with colleagues
- Model professional and ethical behavior
- Are interested in mentoring future educators

Site Teacher Educators may serve in a variety of grade levels, content areas, and educational settings depending on program and placement needs.

---

## MINIMUM REQUIREMENTS

To be considered as a Site Teacher Educator, individuals typically must:

- Hold a current educator license appropriate to their assignment
- Be employed in an approved school setting
- Demonstrate successful teaching experience
- Receive support or approval from school administration when required
- Be willing to collaborate with UITE personnel
- Commit to mentoring and supporting a Teacher Candidate throughout the placement

Specific requirements may vary based on licensure area, district partnerships, accreditation requirements, and program needs.

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## PREFERRED QUALIFICATIONS

In addition to minimum requirements, UITE values Site Teacher Educators who demonstrate:

- Strong instructional effectiveness
- Leadership within their school community
- Experience working collaboratively with colleagues
- Participation in professional learning
- Experience mentoring new teachers, practicum students, or student teachers
- Commitment to reflective practice and continuous improvement

Additional qualifications may include:

- Advanced degrees
- Specialized endorsements
- Department or grade-level leadership experience
- Professional certifications
- Participation in curriculum development or school improvement initiatives

These experiences help support the mentoring and development of Teacher Candidates.

---

## CHARACTERISTICS OF EFFECTIVE SITE TEACHER EDUCATORS

Effective Site Teacher Educators often demonstrate the following qualities:

### Professional Expertise

- Strong content and instructional knowledge
- Effective classroom management
- High expectations for student learning
- Commitment to equity and inclusion

### Collaboration

- Willingness to work closely with Teacher Candidates

- Positive communication with University Supervisors
- Partnership with school and university personnel

### **Reflection**

- Openness to discussing teaching practices
- Willingness to share instructional decision-making processes
- Commitment to ongoing professional growth

### **Mentorship**

- Patience and encouragement
- Skilled coaching and feedback practices
- Ability to support candidate growth over time

Successful mentoring relationships are built on trust, communication, and a commitment to learning.

---

## **SELECTION PROCESS**

Site Teacher Educators are selected through a collaborative process involving:

- School districts and partners
- School administrators
- UITE personnel
- Clinical placement staff

Selection may consider factors such as:

- Teaching experience
- Licensure area
- Professional qualifications
- Prior mentoring experience
- Placement needs
- Availability of appropriate classroom settings

The goal is to create placements that support both Teacher Candidate success and high-quality clinical experiences.

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## SITE TEACHER EDUCATOR INFORMATION FORM

As part of the placement process, Site Teacher Educators may be asked to complete a qualification or information form that helps UITE document:

- Educational background
- Teaching experience
- Licensure and endorsements
- Mentoring experience
- Professional development activities
- School and classroom information

This information supports placement decisions and program accreditation requirements.

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## ORIENTATION AND TRAINING

Site Teacher Educators may be invited to participate in orientation activities, training sessions, or resource reviews designed to support the mentoring process.

Topics may include:

- Program expectations
- Clinical experience requirements
- Evaluation processes
- Feedback and coaching strategies
- University partnerships
- Candidate support resources

These opportunities help ensure a consistent and supportive experience for Teacher Candidates and mentors alike.

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## ANNUAL PARTICIPATION

Site Teacher Educators may serve in this role across multiple years. Returning mentors are encouraged to:

- Review updated handbook information annually
- Attend available training opportunities
- Familiarize themselves with revised policies or evaluation tools

- Maintain communication with UITE personnel

Regular updates help ensure that mentoring practices remain aligned with program and state expectations.

---

## **BENEFITS OF SERVING AS A SITE TEACHER EDUCATOR**

Many educators find mentoring to be a rewarding professional experience.

Benefits may include:

- Contributing to the preparation of future educators
- Reflecting on and strengthening professional practice
- Engaging in professional learning opportunities
- Expanding collaboration with university partners
- Supporting the profession and future workforce

Many Site Teacher Educators report that mentoring also contributes to their own growth as educators and instructional leaders.

---

Thank you for your willingness to serve as a Site Teacher Educator. Your expertise, mentorship, and commitment to professional learning help prepare the next generation of effective educators.

# WHEN CONCERNS ARISE

Most Teacher Candidate placements are positive, productive experiences that support professional growth and successful transition into the teaching profession. Occasionally, however, concerns may arise regarding a candidate's performance, professionalism, communication, attendance, or progress.

Early identification and timely communication are critical. Most concerns can be successfully addressed when Site Teacher Educators, Teacher Candidates, and University Supervisors work together to provide support, establish clear expectations, and develop a plan for improvement.

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## THE IMPORTANCE OF EARLY COMMUNICATION

One of the most effective ways to support a struggling Teacher Candidate is to address concerns as soon as they emerge.

Avoid waiting until a formal evaluation or conference to discuss concerns.

Early conversations:

- Provide opportunities for improvement
- Prevent misunderstandings
- Clarify expectations
- Reduce stress for all parties
- Support candidate success

Addressing concerns promptly often leads to better outcomes than waiting for problems to become more significant.

---

## COMMON CONCERNS

Concerns may vary in type and severity. Examples include:

### Instructional Concerns

- Insufficient lesson preparation
- Difficulty delivering instruction
- Lack of student engagement
- Weak classroom management
- Difficulty implementing feedback

- Limited instructional flexibility

### **Professionalism Concerns**

- Excessive absences or tardiness
- Failure to meet responsibilities
- Missed deadlines
- Inappropriate communication
- Lack of preparation
- Failure to follow school procedures

### **Collaboration Concerns**

- Difficulty accepting feedback
- Communication challenges
- Concerns regarding professional interactions
- Limited participation in planning or collaborative activities

### **Ethical or Conduct Concerns**

- Breaches of confidentiality
- Unprofessional behavior
- Inappropriate interactions with students
- Failure to follow school, district, university, or state expectations

Some concerns are developmental and can be addressed through coaching and support. More serious concerns may require formal intervention.

---

## **WHEN TO CONTACT THE UNIVERSITY SUPERVISOR**

Site Teacher Educators should contact the University Supervisor and/or Cohort Leader when:

- A concern persists despite feedback
- Candidate progress is limited
- Professionalism concerns arise
- Attendance issues occur
- Communication becomes difficult
- Formal support may be needed

- A serious incident occurs

It is always appropriate to reach out if you are unsure whether a concern requires additional support. Early communication allows the University Supervisor to provide assistance before problems escalate.

---

## DOCUMENTATION EXPECTATIONS

Documentation is an important part of the support process.

Site Teacher Educators should maintain records of:

- Observation notes
- Feedback conversations
- Growth goals
- Follow-up discussions
- Significant concerns
- Evidence of progress

Documentation should be:

- Accurate
- Objective
- Professional
- Specific
- Dated when possible

Written records help support candidates and provide clarity if additional intervention becomes necessary. In some situations, concerns regarding professional dispositions may also be documented using the Educational Dispositions Assessment.

---

## SERIOUS CONCERNS

Some situations require immediate communication with the University Supervisor.

Examples may include:

- Significant ethical concerns
- Student safety concerns
- Breaches of confidentiality

- Inappropriate professional conduct
- Failure to comply with school, district, university, or state policies

When serious concerns arise:

1. Document the concern.
2. Contact the University Supervisor immediately.
3. Avoid making unilateral placement decisions.
4. Follow university and district procedures.

UITE personnel will work collaboratively with schools to determine appropriate next steps.

---

## WHAT NOT TO DO

When concerns arise, avoid:

- ✗ Waiting until the final evaluation to address issues
- ✗ Discussing concerns with unrelated individuals
- ✗ Using vague or generalized feedback
- ✗ Assuming the candidate understands the concern without discussing it
- ✗ Working independently without informing the University Supervisor when concerns persist

Clear communication and collaboration are key to successful intervention.

---

Site Teacher Educators play an essential role in helping candidates navigate challenges and continue growing professionally. By addressing concerns early, documenting observations carefully, and working collaboratively with University Supervisors, mentors help create opportunities for growth while maintaining high professional standards.

# WORKING WITH UNIVERSITY SUPERVISORS

Site Teacher Educators and University Supervisors share a common goal: supporting Teacher Candidates as they develop the knowledge, skills, and professional dispositions needed to become effective educators. Successful clinical experiences are built on strong partnerships among the Teacher Candidate, Site Teacher Educator, and University Supervisor.

The University Supervisor serves as a university representative who observes, coaches, evaluates, and supports Teacher Candidates throughout their placement. By working collaboratively, Site Teacher Educators and University Supervisors help ensure that teacher candidates receive consistent guidance, meaningful feedback, and appropriate support.

---

## WHO IS THE UNIVERSITY SUPERVISOR?

The University Supervisor is responsible for supporting Teacher Candidates during their clinical experience and serving as a liaison between the University of Utah and the placement site.

University Supervisors may be:

- Cohort Leaders
- University faculty members
- Graduate assistants
- Clinical supervisors
- Other approved university personnel

Depending on the program, the Cohort Leader and University Supervisor may be the same individual.

---

## SHARED RESPONSIBILITIES

Supporting a Teacher Candidate is a collaborative process.

Site Teacher Educators contribute by:

- Providing daily mentorship
- Modeling effective teaching
- Observing classroom performance
- Providing ongoing feedback

- Supporting candidate growth
- Participating in evaluations

University Supervisors contribute by:

- Conducting observations
- Providing coaching and feedback
- Facilitating conferences
- Monitoring candidate progress
- Completing university evaluations
- Supporting intervention efforts when needed

Together, both individuals provide the guidance and support necessary for a successful clinical experience.

---

## COMMUNICATION EXPECTATIONS

Regular communication between Site Teacher Educators and University Supervisors is essential.

Communication may occur through:

- Email
- Phone calls
- Virtual meetings
- Observation conferences
- Triad conferences
- Informal check-ins

Both parties should feel comfortable reaching out with questions, updates, concerns, or successes.

Effective communication helps ensure:

- Consistent expectations
- Timely support
- Coordinated feedback
- Prompt resolution of concerns

Open communication is one of the most important factors in successful teacher candidate placements.

---

## CONFERENCES

Conferences provide opportunities for everyone to discuss candidate progress and support professional growth.

### Post-Observation Conferences

Following observations, University Supervisors meet with Teacher Candidates to:

- Review strengths
- Identify growth opportunities
- Discuss instructional decisions
- Establish goals

### Triad Conferences

At key points during the placement, Site Teacher Educators, Teacher Candidates, and University Supervisors may participate in joint conferences.

These meetings may focus on:

- Candidate progress
- Evaluation discussions
- Growth goals
- Questions or concerns
- Planning next steps

Triad conferences help ensure all parties have a shared understanding of expectations and candidate development.

---

## WHEN ADDITIONAL SUPPORT IS NEEDED

If a Teacher Candidate is experiencing difficulty, Site Teacher Educators and University Supervisors work together to:

1. Identify concerns.
2. Clarify expectations.
3. Document observations.
4. Develop improvement goals.
5. Monitor progress.
6. Provide additional support and coaching.

A coordinated approach often leads to the most effective outcomes for candidates and schools.

Additional information can be found in:

 When Concerns Arise (p. 65)

---

The partnership between Site Teacher Educators and University Supervisors is one of the foundations of effective teacher preparation. Through collaboration, communication, and shared support, mentor teachers and university personnel help Teacher Candidates develop into capable, reflective, and successful educators.

# EFFECTIVE MENTORING PRACTICES

Serving as a Site Teacher Educator is more than supervising a placement—it is an opportunity to help shape the next generation of educators. Effective mentors support Teacher Candidates through encouragement, coaching, reflection, and professional guidance. While every mentoring relationship is unique, the most successful mentors create learning experiences that promote growth, confidence, and independence.

The goal of mentoring is not to create a teacher who teaches exactly like you. Rather, the goal is to help Teacher Candidates develop their own professional identity while building the knowledge, skills, and habits of effective educators.

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## BUILDING TRUST

Successful mentoring begins with trust.

Teacher Candidates are more willing to ask questions, admit mistakes, try new strategies, and engage in honest reflection when they feel supported.

Site Teacher Educators can build trust by:

- Being approachable and available
- Creating a welcoming classroom environment
- Following through on commitments
- Listening carefully
- Treating questions as opportunities for learning
- Demonstrating patience during the learning process

Trust creates the foundation for meaningful professional growth.

---

## BUILDING A POSITIVE MENTORING RELATIONSHIP

Successful placements begin with strong professional relationships.

Teacher Candidates are more likely to take instructional risks, ask questions, and grow professionally when they feel supported and respected.

Site Teacher Educators can foster a positive mentoring relationship by:

- Establishing clear expectations early
- Communicating regularly

- Being approachable and supportive
- Creating opportunities for questions and reflection
- Encouraging professional growth
- Treating the Teacher Candidate as a valued member of the learning community

A positive mentoring relationship creates an environment where learning and growth can flourish.

---

## **VIEWING MENTORING AS A PARTNERSHIP**

Effective mentoring is collaborative rather than directive.

Rather than viewing mentoring as telling candidates what to do, consider it a partnership focused on learning and growth.

Successful mentors:

- Share ideas and experiences
- Encourage candidate thinking
- Invite discussion and reflection
- Respect different perspectives
- Support professional decision-making

Teacher Candidates learn best when they feel they are active participants in the mentoring process.

---

## **LISTENING FIRST**

One of the most powerful mentoring skills is active listening.

Experienced teachers often have immediate solutions to classroom challenges. While advice can be helpful, growth often occurs when candidates are given opportunities to think through challenges themselves.

Effective listening involves:

- Giving the candidate your full attention
- Listening for understanding rather than responding immediately
- Allowing time for reflection
- Asking follow-up questions
- Seeking clarification when needed

Listening communicates respect and helps candidates develop confidence in their own professional judgment.

---

## ASKING REFLECTIVE QUESTIONS

Questions often promote deeper learning than answers.

Reflection encourages Teacher Candidates to analyze their decisions, examine student learning, and consider alternative approaches.

Examples of reflective questions include:

### Planning

- What was your goal for the lesson?
- Why did you choose this instructional strategy?
- How did you anticipate students would respond?

### Instruction

- What seemed most effective today?
- What surprised you during the lesson?
- How did students demonstrate understanding?

### Reflection

- What would you change next time?
- What evidence supports that conclusion?
- What are your next steps?

Thoughtful questioning helps candidates become reflective practitioners.

---

## ENCOURAGING PROBLEM SOLVING

One of the most important goals of mentoring is helping candidates develop independence.

Rather than immediately solving a problem, mentors can guide candidates toward their own solutions.

Instead of:

"Here's what you need to do."

Try:

"What options do you see?"

or

"What do you think caused that challenge?"

This approach helps candidates develop professional decision-making skills they will use throughout their careers.

---

## **BALANCING SUPPORT AND INDEPENDENCE**

Teacher Candidates need both guidance and opportunities to act independently.

At the beginning of a placement, candidates typically require more support and structure. As confidence and competence increase, responsibility should gradually shift to the candidate.

A gradual release approach often includes:

### **Modeling**

The Site Teacher Educator demonstrates instructional practices and professional responsibilities.

### **Guided Practice**

The Teacher Candidate practices with support and coaching.

### **Collaboration**

The Site Teacher Educator and candidate work together to plan and teach.

### **Independence**

The candidate assumes increasing responsibility while continuing to receive support and feedback.

Developing independence is an important goal of the clinical experience.

---

## **SUPPORTING CONFIDENCE**

Learning to teach can feel overwhelming at times.

Effective mentors help candidates:

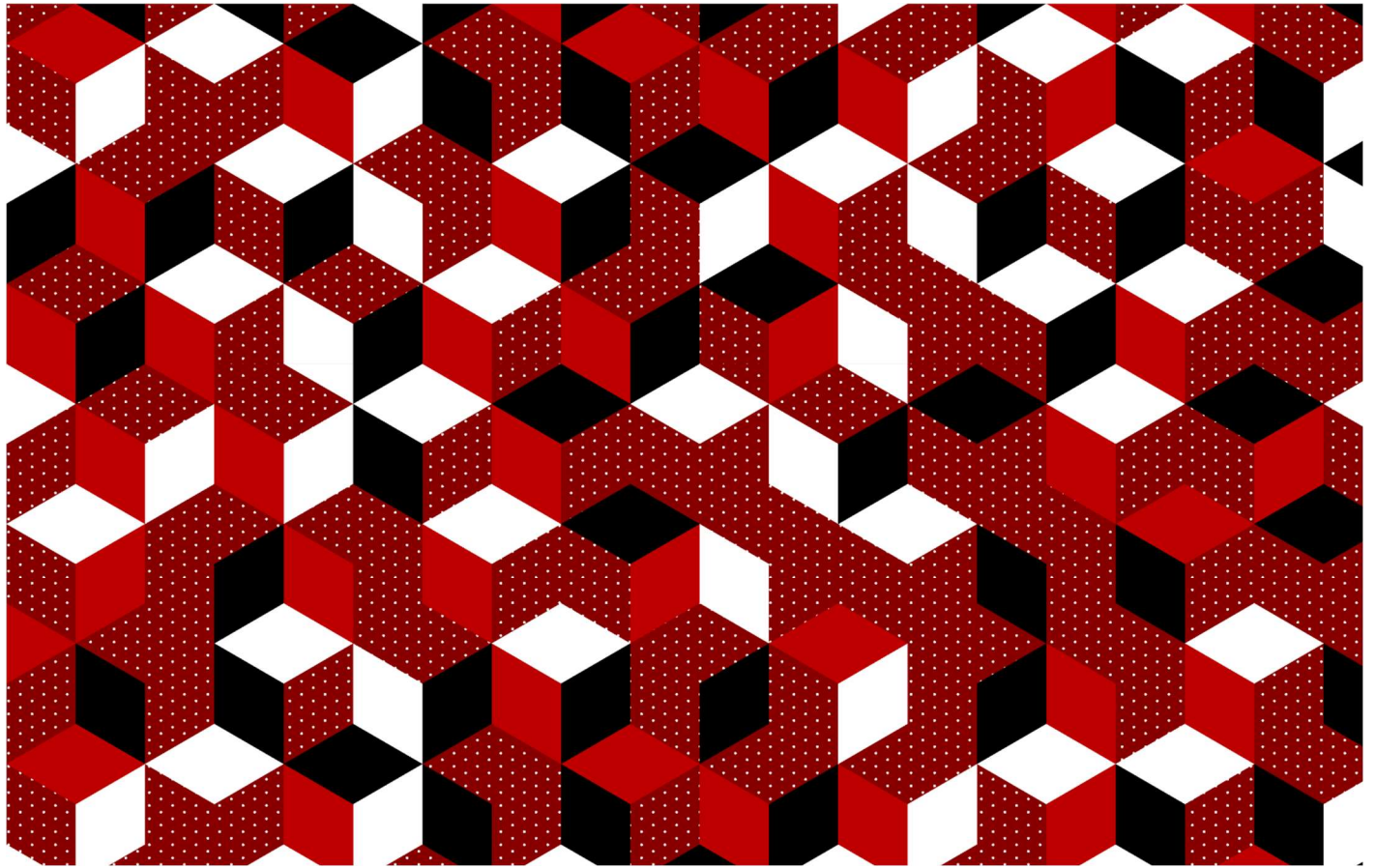
- Recognize growth
- Celebrate successes
- Learn from mistakes
- Build resilience
- Maintain perspective

Confidence develops through experience, encouragement, and consistent support.

Candidates often remember encouragement and reassurance long after individual lessons have been forgotten.

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Effective mentoring has a lasting impact on future educators. By listening carefully, asking thoughtful questions, providing meaningful feedback, and supporting reflection, Site Teacher Educators help candidates develop the confidence, skills, and professional identity needed for successful careers in education.



# CORE POLICY LIBRARY

# PROFESSIONAL CONDUCT POLICY

## PURPOSE

Teacher Candidates are preparing to enter a profession that carries significant responsibility and public trust. As representatives of the University of Utah, their placement schools, and the teaching profession, Teacher Candidates are expected to demonstrate professional, ethical, and respectful conduct in all university, school, and community settings.

This policy outlines the professional conduct expectations that apply throughout coursework, field experiences, practicum placements, student teaching, internships, and other program activities.

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## PROFESSIONAL BEHAVIOR, RESPECT, & CONDUCT

Teacher Candidates are expected to demonstrate the Professional Behavior, Professional Respect, and Professional Conduct expectations described in the Knowledge, Skills & Professional Character standard.

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## ATTENDANCE AND RELIABILITY

Attendance and punctuality are professional responsibilities.

Teacher Candidates are expected to:

- Arrive on time for classes, meetings, and clinical experiences
- Maintain required attendance during practicum and student teaching
- Follow school and university schedules
- Notify appropriate individuals when absences occur
- Complete required make-up experiences when appropriate

Excessive absences, repeated tardiness, or failure to fulfill responsibilities may constitute unprofessional conduct and may affect program standing.

Additional information can be found in:

 Attendance & Clinical Participation Policy (p. 90)

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## COMMUNICATION EXPECTATIONS

Teacher Candidates are expected to communicate professionally in all settings, including:

- Email
- Phone calls
- Virtual meetings
- Written communication
- Social media and electronic communication

Professional communication should be:

- Respectful
- Timely
- Accurate
- Professional in tone
- Appropriate for the intended audience

Candidates should address concerns, questions, and conflicts professionally and through appropriate channels.

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## **CONFIDENTIALITY AND STUDENT PRIVACY**

Teacher Candidates may have access to sensitive information regarding students, families, and school personnel.

Candidates are expected to:

- Maintain confidentiality
- Protect student records and information
- Follow FERPA and applicable privacy requirements
- Use student information only for legitimate educational purposes
- Exercise discretion in professional conversations

Sharing confidential information inappropriately, whether in person, electronically, or through social media, is prohibited.

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## **PROFESSIONAL BOUNDARIES**

Teacher Candidates are expected to maintain appropriate professional relationships with students and others.

Candidates may not:

- Develop inappropriate relationships with students
- Engage in conduct that could compromise professional responsibilities
- Violate school or district policies regarding interactions with students
- Use professional positions for personal benefit

Professional boundaries are essential to student safety and maintaining public trust in educators.

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## **PROFESSIONAL APPEARANCE AND DEMEANOR**

Teacher Candidates are expected to maintain a professional appearance and demeanor consistent with school and district expectations.

Candidates should:

- Follow school dress expectations
- Use professional language
- Demonstrate appropriate conduct in all school settings
- Serve as positive role models for students

Professional appearance and behavior contribute to a safe, respectful, and productive educational environment.

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## **COMPLIANCE WITH LAWS, POLICIES, AND STANDARDS**

Teacher Candidates are responsible for understanding and following:

- University policies
- School and district policies
- Utah State Board of Education (USBE) rules
- Utah Professional Practices Advisory Commission (UPPAC) standards
- State and federal laws
- Program requirements and supervisory directives

Candidates are expected to comply with all requirements related to professional and ethical educator conduct.

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## ACADEMIC AND PROFESSIONAL INTEGRITY

Teacher Candidates are expected to demonstrate honesty and integrity in all professional and academic activities.

This includes:

- Completing work honestly
- Providing accurate information and documentation
- Giving proper credit to sources
- Maintaining truthful records
- Representing professional experiences accurately

Misrepresentation, falsification, plagiarism, or other forms of dishonesty may result in disciplinary action.

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## SOCIAL MEDIA AND ELECTRONIC CONDUCT

Teacher Candidates are expected to use technology responsibly and professionally.

Candidates should:

- Maintain appropriate online conduct
- Protect student privacy
- Avoid sharing confidential information
- Consider the professional impact of online activity
- Follow district and school technology policies

Online conduct may be considered when evaluating professional suitability for teaching.

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## CONCERNS REGARDING PROFESSIONAL CONDUCT

Concerns regarding professional conduct may be addressed through:

- Coaching and feedback
- Meetings with program personnel
- Professional improvement plans
- Formal intervention procedures
- University disciplinary processes

- Removal from clinical experiences when warranted

Serious or repeated violations may affect continuation in the licensure program and may be reported through appropriate university or state processes.

Additional information can be found in:

 [Support & Intervention Policy \(p. 98\)](#)

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## REPORTING CONCERNS

Teacher Candidates have a responsibility to help maintain safe and professional educational environments.

Concerns regarding:

- Student safety
- Misconduct
- Harassment or discrimination
- Ethical violations
- Violations of professional standards

should be reported through appropriate school, university, or state procedures.

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Professional conduct is an essential component of educator preparation. Teacher Candidates who consistently demonstrate integrity, professionalism, respect, and ethical decision-making are better prepared to serve students, contribute to schools, and uphold the responsibilities of the teaching profession.

# ACADEMIC PROGRESS, STANDING, & RETENTION POLICY

## PURPOSE

The Urban Institute for Teacher Education (UITE) is committed to supporting Teacher Candidates in successfully completing their licensure programs while maintaining the high academic, professional, and clinical standards required of future educators.

This policy establishes expectations for academic progress, professional conduct, clinical performance, retention, probation, and continued participation in UITE licensure programs.

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## GOOD STANDING

A Teacher Candidate is considered to be in good standing when they:

- Successfully meet program academic requirements.
- Demonstrate satisfactory progress in coursework.
- Demonstrate satisfactory progress in clinical experiences.
- Comply with professional conduct expectations.
- Fulfill program, university, and licensure requirements.
- Demonstrate the knowledge, skills, and professional character expected of future educators.

Good standing is reviewed throughout a candidate's participation in the licensure program.

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## ACADEMIC PROGRESS REQUIREMENTS

Teacher Candidates are expected to:

- Complete required coursework successfully.
- Meet program progression requirements.
- Complete required assessments and examinations.
- Meet requirements for participation in clinical experiences.
- Satisfy graduation and licensure requirements within established timelines.

Failure to make satisfactory academic progress may affect a candidate's ability to continue within the program.

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## CLINICAL PERFORMANCE REQUIREMENTS

Candidates are expected to demonstrate satisfactory performance throughout field experiences, practicum placements, student teaching, and internships.

Clinical performance is evaluated through:

- Classroom observations
- Formative evaluations
- Summative evaluations
- Feedback from Site Teacher Educators
- Feedback from University Supervisors
- Professional responsibilities completed during placements

Candidates must demonstrate readiness for increasing levels of teaching responsibility and professional practice.

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## PROFESSIONAL EXPECTATIONS

Candidates are expected to maintain compliance with:

- Professional Conduct Policy
- Utah Professional Practice Standards
- Legal Responsibilities Policy
- School and district requirements
- University expectations

Professional conduct and professional character are considered essential components of continued program participation.

---

## CONTINUOUS REVIEW

Academic progress and retention decisions may be informed by:

- Course performance
- Clinical evaluations

- Observation records
- Professional conduct documentation
- Assessment completion
- Feedback from faculty, supervisors, and Site Teacher Educators

Progress is reviewed continuously rather than at a single point in time.

---

## UNSATISFACTORY PROGRESS

A candidate may be determined to be making unsatisfactory progress when they fail to meet academic, clinical, professional, or program expectations.

Examples may include:

- Unsatisfactory academic performance
- Failure to complete required program components
- Unsatisfactory clinical evaluations
- Failure to meet professional conduct expectations
- Failure to demonstrate required competencies
- Failure to satisfy licensure requirements

When concerns arise, the program may implement support and intervention measures designed to help the candidate improve.

Additional information can be found in:

 [Support & Intervention Policy \(p. 98\)](#)

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## ACADEMIC OR PROFESSIONAL PROBATION

A Teacher Candidate may be placed on probation when concerns exist regarding:

- Academic performance
- Clinical performance
- Professional conduct
- Professional responsibilities
- Program progression

Probation provides formal notice that continued participation in the program depends upon demonstrated improvement within an identified period of time.

Candidates placed on probation may be required to:

- Complete a support plan
  - Meet specific performance expectations
  - Participate in additional supervision or monitoring
  - Demonstrate satisfactory progress by designated deadlines
- 

## REMOVAL FROM A CLINICAL PLACEMENT

UITE may remove a Teacher Candidate from a field placement, practicum, internship, or student teaching assignment when performance, conduct, or professional behavior is inconsistent with program expectations.

Removal from a placement may affect:

- Academic standing
- Program progression
- Retention status
- Eligibility for future placements
- Licensure recommendation

Removal from a clinical experience does not automatically result in dismissal from the program.

---

## RETENTION DECISIONS

Teacher Candidates may continue in the program when they demonstrate satisfactory progress toward all academic, clinical, and professional expectations.

Retention decisions are based upon evidence collected throughout the candidate's participation in the program and may include consideration of:

- Academic achievement
- Clinical performance
- Professional conduct
- Professional character
- Compliance with intervention plans

- Readiness for continued progression
- 

## ALTERNATIVE DEGREE COMPLETION OPTIONS

In some circumstances, a Teacher Candidate may be unable to complete licensure requirements while still remaining eligible to complete a bachelor's degree. When appropriate, candidates should consult with their academic advisor regarding alternative degree completion pathways, graduation options, and university requirements.

Availability of alternative degree options depends on the candidate's academic program, completed coursework, and university requirements.

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## PROGRAM DISMISSAL

Dismissal from a licensure program may occur when a candidate:

- Is unable or unwilling to meet program expectations.
- Fails to make satisfactory progress despite intervention and support.
- Fails to satisfy academic requirements.
- Fails to satisfy clinical requirements.
- Demonstrates conduct inconsistent with the teaching profession.
- Fails to comply with professional, legal, or ethical expectations.

Dismissal decisions are made through established university and program procedures.

---

## VOLUNTARY WITHDRAWAL AND PROGRAM INTERRUPTION

Candidates may choose to withdraw from a licensure program or request a postponement in accordance with university and program procedures.

Candidates considering withdrawal or interruption are encouraged to consult with:

- Academic Advisors
- Cohort Leaders
- Program Faculty
- UITE Personnel

Additional information can be found in:

## REENTRY FOLLOWING WITHDRAWAL OR INTERRUPTION

Candidates seeking reentry after withdrawal, postponement, or an extended interruption may be required to:

- Meet with program personnel.
- Demonstrate continued eligibility.
- Complete updated requirements.
- Meet current program standards.
- Satisfy conditions established by UITE.

Reentry decisions are reviewed on a case-by-case basis.

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## CANDIDATE RIGHTS

Teacher Candidates have the right to:

- Receive notice of concerns that may affect standing or retention.
- Receive feedback regarding performance.
- Participate in support and intervention processes.
- Access applicable university policies and procedures.
- Use established university appeal processes when applicable.

# ATTENDANCE & CLINICAL PARTICIPATION POLICY

## PURPOSE

Attendance and active participation in clinical experiences are essential components of educator preparation. Teacher Candidates are expected to participate fully in coursework, field experiences, practicum placements, student teaching assignments, internships, seminars, conferences, and other required program activities.

This policy establishes attendance and participation expectations and outlines procedures for reporting absences, making up missed experiences, and addressing attendance-related concerns.

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## ATTENDANCE EXPECTATIONS

Teacher Candidates are expected to:

- Attend all required clinical experiences and related program activities.
- Follow the schedule and calendar of their assigned school or placement site.
- Arrive on time and remain for the full duration of required activities.
- Attend required seminars, meetings, conferences, and professional development activities.
- Fulfill all responsibilities associated with their placement.

Attendance during clinical experiences is considered a professional responsibility and should be treated with the same level of commitment expected of licensed educators.

---

## CLINICAL PARTICIPATION EXPECTATIONS

Attendance alone is not sufficient to meet program expectations. Teacher Candidates are expected to actively participate in all assigned responsibilities.

Clinical participation includes:

- Engaging fully in classroom and school activities.
- Completing instructional responsibilities.
- Participating in planning and collaboration opportunities.
- Attending meetings and professional learning activities when appropriate.
- Engaging respectfully with students, families, and school personnel.

- Contributing positively to the school community.

Candidates are expected to demonstrate professionalism, preparation, and active engagement throughout their placement.

---

## **ABSENCES**

Teacher Candidates are expected to attend all cohort classes, field experiences, pre-student teaching practicum placements, student teaching assignments, seminars, and other required program activities. Because clinical experiences are a critical component of teacher preparation, absences are not permitted except in extenuating circumstances, such as illness, bereavement, or other approved situations.

If an absence is unavoidable, Teacher Candidates must notify the appropriate individuals as soon as possible, including:

- The course instructor (when applicable)
- The Site Teacher Educator
- The University Supervisor

Candidates are also responsible for following any school or district absence reporting procedures.

Teacher Candidates do not receive personal leave days during pre-student teaching practicum or student teaching.

---

## **ABSENCE LIMITS AND MAKE-UP REQUIREMENTS**

Teacher Candidates are limited to two absences during pre-student teaching practicum and student teaching experiences.

If a Teacher Candidate accumulates more than two absences during a clinical placement, the missed time must be made up through additional clinical participation, an extension of the placement, or other arrangements approved by UITE.

Attendance expectations also apply to cohort and methods courses. More than two absences in a methods course may result in a failing grade.

Because successful educator preparation depends on consistent participation in coursework and clinical experiences, attendance concerns may affect clinical evaluations, program standing, progression, or licensure recommendation.

---

## EXCESSIVE ABSENCES OR TARDINESS

Excessive absences, repeated tardiness, early departures, or failure to participate fully in clinical experiences may be considered professional conduct concerns.

Attendance concerns may result in:

- Additional meetings with program personnel
- Documentation of concerns
- Support or intervention plans
- Make-up requirements
- Clinical placement concerns
- Effects on academic standing or program progression

Attendance concerns are reviewed within the context of individual circumstances and program requirements.

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## INTERNSHIP CANDIDATES

Candidates serving as teachers of record through internship pathways are also subject to the attendance expectations established by their employing school district.

Interns must comply with:

- District attendance policies
- Contractual obligations
- UITE program requirements
- Clinical and licensure expectations

School district requirements may exceed UITE minimum expectations.

---

## FAILURE TO MEET ATTENDANCE EXPECTATIONS

Failure to comply with attendance and participation expectations may affect:

- Clinical evaluations
- Program standing
- Placement eligibility
- Licensure recommendation

- Continued participation in the licensure program

Repeated attendance concerns may result in intervention, probation, removal from a clinical placement, or other actions consistent with university and program procedures.

---

Regular attendance and active participation are essential to developing the knowledge, skills, and professional habits expected of beginning educators. Teacher Candidates are expected to approach clinical experiences with the same reliability, responsibility, and professionalism expected of licensed teachers.

# EXAMS & ASSESSMENT REQUIREMENTS

## PURPOSE

Teacher Candidates must successfully complete all required program assessments and state-mandated testing requirements before they can be recommended for licensure. Assessment requirements help ensure that candidates have demonstrated the content knowledge, pedagogical skills, and professional competencies expected of beginning educators.

Because licensure requirements may change based on Utah State Board of Education (USBE) policies, candidates are responsible for monitoring current requirements and completing all required assessments by established deadlines.

---

## GENERAL EXPECTATIONS

Teacher Candidates are responsible for:

- Understanding the assessment requirements applicable to their licensure area
- Registering for required exams or assessments
- Completing assessments by program deadlines
- Paying applicable fees when required
- Ensuring score reports are submitted to the appropriate agencies and institutions
- Monitoring changes to state licensure requirements throughout their program.

Failure to complete required assessments may delay program completion, licensure recommendation, or both.

---

## REQUIRED ASSESSMENTS

Assessment requirements vary by licensure area, endorsement, and state policy.

Candidates should consult UITE advising and current USBE guidance regarding the assessments applicable to their program.

Examples of assessments that may be required include:

- Utah Foundations of Reading Assessment
- Content-area assessments

- Language proficiency assessments
  - Other assessments required by USBE or licensure programs.
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## UTAH FOUNDATIONS OF READING ASSESSMENT

Teacher Candidates seeking recommendation for Elementary or Early Childhood licensure are required to complete the Utah Foundations of Reading Assessment (UFORA) as part of the licensure process. The assessment evaluates knowledge of evidence-based reading instruction and literacy development.

UITE encourages candidates to complete the assessment before beginning student teaching whenever possible. Candidates must meet the minimum passing score established by the Utah State Board of Education and current program requirements.

Because passing score requirements may change, candidates should consult current UITE and USBE guidance for the most up-to-date information.

Additional information can be found in:

 [Utah Foundations of Reading Assessment \(UFORA\) \(p. 36\)](#)

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## CONTENT AND ENDORSEMENT ASSESSMENTS

Some licensure areas, majors, endorsements, or specialized programs may require additional assessments.

Depending on the licensure area, candidates may be required to demonstrate:

- Content knowledge
- Subject-area competence
- Language proficiency
- Specialized endorsement competencies

Requirements vary by program and state policy. Candidates should consult their advisor and current licensure guidance for details.

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## ASSESSMENT TIMING

Candidates are encouraged to complete required assessments as early as possible.

Early completion allows time to:

- Receive score reports

- Address registration issues
- Prepare for retesting, if necessary
- Meet licensure deadlines

Waiting until the end of the licensure year may delay graduation, licensure recommendation, or employment opportunities.

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## RETESTING

Candidates who do not achieve the required passing score may be required to retake an assessment.

Candidates are encouraged to:

- Review score reports carefully
- Identify areas for improvement
- Utilize available preparation resources
- Consult faculty or advisors for support

UTE cannot recommend candidates for licensure until all required assessments have been successfully completed.

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## DOCUMENTATION AND SCORE REPORTING

Candidates are responsible for ensuring that required assessment information is properly submitted and recorded.

Candidates should:

- Retain copies of score reports
- Track testing dates and registration information
- Verify that results have been received when required
- Respond promptly to requests for documentation

Incomplete documentation may delay licensure processing.

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## CHANGES TO ASSESSMENT REQUIREMENTS

Licensure assessment requirements are established by the Utah State Board of Education and may change over time.

As a result:

- Requirements may differ by cohort year
- New assessments may be added
- Passing score requirements may change
- Assessment procedures may be revised

Candidates are responsible for following the requirements in effect at the time of licensure recommendation.

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## **FAILURE TO COMPLETE REQUIRED ASSESSMENTS**

Candidates who do not complete required assessments may experience:

- Delays in program completion
- Delays in licensure recommendation
- Delays in employment eligibility
- Additional coursework or remediation requirements, when applicable

Successful completion of all required assessments is a condition of licensure recommendation.

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Successful completion of required assessments is an important part of demonstrating readiness for the teaching profession and meeting Utah licensure requirements. Candidates are encouraged to plan early, monitor requirements regularly, and seek assistance whenever questions arise.

# SUPPORT & INTERVENTION POLICY

## PURPOSE

The Urban Institute for Teacher Education (UITE) is committed to supporting Teacher Candidates in their successful development as professional educators. Most candidates progress successfully through coursework and clinical experiences with ongoing coaching, mentoring, supervision, and feedback. When concerns arise, UITE seeks to address them early through a collaborative process focused on improvement, support, and professional growth.

This policy establishes procedures for identifying concerns, providing support, documenting interventions, and determining next steps when a candidate's performance, professionalism, or progress falls below program expectations.

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## CONCERNS THAT MAY PROMPT INTERVENTION

Concerns may arise in academic, clinical, or professional settings.

Examples include:

### Academic Concerns

- Failure to meet course requirements
- Unsatisfactory academic performance
- Failure to complete assignments or assessments
- Lack of progress toward program milestones

### Clinical Performance Concerns

- Inadequate lesson planning
- Difficulty delivering instruction
- Classroom management concerns
- Failure to demonstrate growth
- Difficulty applying feedback
- Unsatisfactory observation or evaluation results

### Professionalism Concerns

- Excessive absences or tardiness
- Missed responsibilities or deadlines

- Poor communication
- Failure to comply with school, university, or district expectations
- Inappropriate professional conduct
- Failure to maintain professional relationships

### **Ethical or Safety Concerns**

- Breaches of confidentiality
  - Inappropriate interactions with students
  - Dishonesty or misrepresentation
  - Violations of professional conduct expectations
  - Actions that may negatively affect student welfare or safety
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## **EARLY IDENTIFICATION AND COMMUNICATION**

When concerns arise, they should be discussed as early as possible.

Site Teacher Educators, University Supervisors, faculty members, and Teacher Candidates share responsibility for communicating concerns promptly. Early communication often prevents minor concerns from becoming more significant issues.

Individuals involved should:

- Clearly identify the concern
  - Provide specific examples
  - Clarify expectations
  - Discuss possible solutions
  - Establish next steps
- 

## **FORMAL SUPPORT CONTRACT**

When concerns persist or become more significant, a formal support contract may be implemented.

A support contract typically includes:

### **Identification of Concerns**

A clear description of the specific behaviors, skills, or performance issues requiring improvement.

### **Expectations for Improvement**

Specific outcomes or performance expectations that must be demonstrated.

### **Action Steps**

Strategies the Teacher Candidate will implement to address the concern.

### **Support Resources**

Additional assistance that may be provided through:

- Site Teacher Educators
- University Supervisors
- Cohort Leaders
- Faculty
- Advisors
- Other university personnel

### **Timeline**

A clearly defined period during which progress will be monitored.

### **Follow-Up Review**

A process for evaluating whether sufficient improvement has occurred.

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## **DOCUMENTATION REQUIREMENTS**

Documentation is an important component of the intervention process.

Documentation may include:

- Observation records
- Feedback forms
- Conference summaries
- Communication logs
- Evaluation reports
- Written improvement plans
- Evidence of progress or continued concerns

Documentation should be:

- Objective
- Specific

- Professional
  - Accurate
  - Timely
- 

## **ROLE OF THE SITE TEACHER EDUCATOR**

When concerns arise, Site Teacher Educators are expected to:

- Communicate concerns promptly
- Provide specific examples of performance
- Offer constructive feedback
- Document significant concerns
- Participate in conferences and intervention planning
- Communicate regularly with the University Supervisor

Site Teacher Educators should plan to contact the University Supervisor or Cohort Leader immediately when poor Teacher Candidate performance is observed.

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## **ROLE OF THE UNIVERSITY SUPERVISOR**

The University Supervisor plays a central role in the intervention process by:

- Reviewing concerns and documentation
  - Observing candidate performance
  - Facilitating conferences
  - Coordinating support efforts
  - Communicating with relevant stakeholders
  - Monitoring candidate progress
  - Recommending additional actions when necessary
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## **CONFERENCES**

When concerns require additional attention, the University Supervisor may convene a conference involving:

- The Teacher Candidate
- The Site Teacher Educator
- The University Supervisor
- The Cohort Leader

The purpose of the conference is to:

- Clarify concerns
- Establish expectations
- Identify solutions
- Discuss consequences
- Create a documented plan for improvement

It is recommended that all parties acknowledge and understand documented expectations, solutions, and potential consequences.

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## **SERIOUS CONCERNS**

Certain situations require immediate action and notification of university personnel.

Examples include:

- Student safety concerns
- Significant ethical violations
- Breaches of confidentiality
- Serious professional misconduct
- Violations of state or district policy
- Conduct inconsistent with professional educator standards

In such cases, UITE may take immediate action without implementing informal intervention steps first.

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## **REMOVAL FROM A PLACEMENT**

UITE faculty may remove a Teacher Candidate from a clinical placement when actions or behaviors are inconsistent with the knowledge, skills, attitudes, or professional character expected of future educators.

Removal may occur when:

- Concerns are serious in nature

- Candidate performance creates risk to students
- Improvement efforts have been unsuccessful
- Professional standards have been violated
- Program expectations are not being met

Removal from a placement may affect the candidate's academic standing and ability to continue in the program.

Additional information can be found in:

 Academic Progress, Standing, & Retention Policy (p. 84)

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## PROGRAM CONTINUATION DECISIONS

Following intervention and review, possible outcomes may include:

- Continued participation without additional intervention
- Continued participation with an improvement plan
- Extension of support and monitoring
- Removal from a clinical placement
- Academic probation
- Dismissal from the licensure program when warranted

Decisions are based on the nature of the concern, the candidate's response to intervention, and program expectations.

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## CANDIDATE RIGHTS

Teacher Candidates have the right to:

- Receive notice of concerns
  - Review documented information related to performance concerns
  - Participate in intervention meetings
  - Receive information regarding expectations for improvement
  - Access university policies and procedures
  - Utilize applicable university appeal processes when appropriate
-

UITE is committed to supporting Teacher Candidates through a fair, collaborative, and growth-focused intervention process. Early communication, clear expectations, and coordinated support help candidates address challenges while maintaining the high professional standards required for entry into the teaching profession.

# FITNESS TO TEACH POLICY

## PURPOSE

The College of Education at the University of Utah, in coordination with the Urban Institute for Teacher Education (UITE), offers a nationally accredited curriculum designed to prepare individuals for the teaching profession. However, satisfying curriculum, field-based, and testing requirements alone does not ensure recommendation for a Utah teaching license. Prospective licensure candidates must also demonstrate the professional dispositions required for teaching in accordance with program, university, state, and national licensure expectations.

This policy establishes expectations related to professional dispositions and fitness to teach for students completing pre-licensure coursework in educator preparation programs.

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## PROFESSIONAL DISPOSITIONS FOR TEACHING

Dispositions for teaching are defined as the behavioral and social abilities expected of an education professional. These expectations are reflected in professional standards and accreditation requirements, including the Utah Effective Teaching Standards (UETS), the Utah State Board of Education (USBE), and the Council for the Accreditation of Educator Preparation (CAEP).

Education professionals must possess:

- The maturity required for the full utilization of their intellectual abilities.
  - The ability to exercise good judgment.
  - The ability to develop effective relationships with students, families, and colleagues.
  - Effective communication skills.
  - Qualities of compassion, integrity, concern for others, commitment, motivation, and teamwork.
  - The ability to develop mature, sensitive, professional, and effective relationships with students from diverse backgrounds and experiences.
  - The ability to engage in self-reflection and respond appropriately to feedback and criticism.
  - The ability to adapt to changing environments, demonstrate flexibility, and function effectively in the face of uncertainty.
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## CONDUCT INCONSISTENT WITH FITNESS TO TEACH EXPECTATIONS

Actions that violate professional expectations for educators include, but are not limited to:

- Verbally destructive, inappropriate, physically aggressive, or otherwise unprofessional behavior toward instructors, teachers, classmates, or other educational professionals.
  - Inappropriate, destructive, aggressive, or unprofessional written communication directed toward instructors, classmates, or professionals in the field, including communications through text messaging, email, blogs, social media platforms, and other electronic communication methods.
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## APPLICABILITY

As a professional preparation program, UITE reserves the right to recommend or decline admission into a teacher licensure program based on multiple criteria, including the professional dispositions identified in this policy. Students enrolled in licensure-related coursework are informed of the Fitness to Teach Policy prior to admission to UITE.

This policy applies to all students completing pre-licensure coursework within the College of Education at the University of Utah.

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## REVIEW PROCESS

If a course instructor or clinical placement advisor develops concerns regarding a licensure candidate's professional dispositions or fitness to teach, those concerns will be presented to the candidate in writing. The candidate may submit a written response to the concerns.

The instructor's written concerns and the candidate's response (if provided) will be forwarded to the **Faculty Advisory Committee on Teacher Education (FACTE)** for review. FACTE will:

1. Consider the concerns raised by the instructor or advisor.
2. Review the candidate's response, if submitted.
3. Develop a consensus opinion regarding the concerns presented.

All documentation related to the review process will be placed in the candidate's admissions file and may be considered as part of admission and progression decisions within UITE.

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Professional dispositions are an essential component of educator preparation. Teacher Candidates must demonstrate not only the knowledge and skills necessary for effective teaching, but also the professional judgment, interpersonal abilities, and ethical conduct expected of educators.

# PROGRAM POSTPONEMENT POLICY

## PURPOSE

UITE recognizes that personal, academic, professional, medical, financial, military, family, and employment circumstances may occasionally require a Teacher Candidate to delay progression through a licensure program. The purpose of this policy is to provide a consistent process for requesting a postponement of program participation while maintaining the integrity of program, clinical, and licensure requirements. This policy is intended to support candidates while ensuring readiness for future program participation and successful completion of licensure requirements.

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## DEFINITION OF PROGRAM POSTPONEMENT

A program postponement is a temporary interruption in a Teacher Candidate's progression through a licensure program. A postponement may occur:

- Before beginning field experiences
- Before student teaching
- Before an internship placement
- During a licensure program sequence when approved by program personnel
- Between semesters of a cohort sequence when appropriate and feasible

A postponement is distinct from program withdrawal, dismissal, or completion.

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## REASONS FOR REQUESTING A POSTPONEMENT

Candidates may request a postponement for a variety of reasons, including:

- Personal or family circumstances
- Medical or health concerns
- Employment obligations
- Military service
- Financial hardship
- Academic readiness concerns
- Clinical placement considerations
- Other documented extenuating circumstances

Approval of a postponement is not automatic and depends upon program requirements, cohort sequencing, placement availability, and the candidate's academic and professional standing.

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## REQUEST PROCESS

Candidates seeking a postponement should communicate with program personnel as early as possible.

The postponement process generally includes:

1. Consultation with the appropriate academic advisor.
2. Notification of the Cohort Leader and/or program faculty.
3. Submission of any required documentation.
4. Review of the request by appropriate program personnel.
5. Written communication regarding the decision and next steps.

Early communication is strongly encouraged, particularly when postponement may affect clinical placements, student teaching assignments, or cohort participation.

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## IMPACT ON COHORT PLACEMENT

Many UITE licensure programs operate using a cohort model with carefully sequenced coursework and clinical experiences. As a result:

- A postponement may require a candidate to join a future cohort.
- Reentry may depend on space availability.
- Program requirements may change between cohorts.
- Additional coursework or updated requirements may be required before reentry.

Candidates should not assume that returning to the program will occur in the same cohort sequence or timeline.

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## CLINICAL EXPERIENCES AND STUDENT TEACHING

Postponements involving clinical experiences require special consideration because school placements are coordinated in partnership with districts, schools, and Site Teacher Educators.

Candidates who postpone participation in:

- Practicum experiences

- Student teaching
- Internship placements

may be required to obtain a new placement at a later date. Placement availability cannot be guaranteed and is dependent on school and district capacity.

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## **MAINTAINING READINESS FOR REENTRY**

Candidates who postpone may be required to demonstrate continued readiness before returning to the program.

Requirements may include:

- Meeting with an advisor
- Maintaining academic eligibility
- Completing updated background check requirements
- Completing updated licensure requirements
- Completing additional coursework if required
- Reviewing policy, handbook, or program changes that occurred during the postponement period

Requirements will vary depending on the length of the postponement and changes in program expectations.

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## **CHANGES IN PROGRAM REQUIREMENTS**

Teacher licensure programs are subject to change due to:

- University requirements
- Accreditation expectations
- Utah State Board of Education regulations
- Licensure requirements
- Curriculum revisions

Candidates returning from a postponement may be required to meet the requirements in effect at the time they resume program participation rather than the requirements that existed when they initially entered the program.

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## LENGTH OF POSTPONEMENT

The allowable duration of a postponement may vary depending on:

- Program structure
- Cohort scheduling
- State licensure requirements
- Course availability
- Time-sensitive program requirements

Candidates who remain inactive for longer than one academic year may be required to reapply, update records, or complete additional requirements before returning to the program.

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## ACADEMIC STANDING DURING A POSTPONEMENT

A postponement does not remove existing academic or professional concerns.

Candidates who are:

- On probation
- Subject to an improvement plan
- Experiencing academic difficulties
- Experiencing clinical performance concerns

may be required to address those concerns before reentry is approved.

The approval of a postponement should not be interpreted as approval to bypass program requirements or professional expectations.

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## FAILURE TO RETURN

Candidates who do not return within the approved postponement period and do not communicate with program personnel may be considered inactive and may be subject to additional reentry requirements or program withdrawal procedures.

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## LICENSURE IMPLICATIONS

Candidates should be aware that postponing participation may affect:

- Graduation timelines

- Student teaching schedules
- Internship eligibility
- Testing timelines
- Licensure recommendation dates
- Employment opportunities that depend upon program completion.

Candidates are encouraged to discuss these implications with their advisor before making a postponement decision.

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UITE encourages candidates facing significant challenges or life changes to communicate early with program personnel. Thoughtful planning and timely communication can help candidates make informed decisions while preserving their ability to successfully complete licensure requirements in the future.

# ALTERNATIVE PLACEMENT POLICY

## PURPOSE

The Urban Institute for Teacher Education (UITE) works closely with school districts, administrators, and Site Teacher Educators to provide high-quality clinical experiences for Teacher Candidates. In some situations, circumstances may require a candidate's clinical placement to be modified, reassigned, postponed, or replaced with an alternative placement. This policy establishes the criteria and procedures governing alternative placements while maintaining program quality, candidate support, and professional standards.

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## ASSIGNMENT OF PLACEMENTS

Clinical placements are arranged through UITE in partnership with participating schools and districts. Placements are based on multiple factors, including:

- Program requirements
- Licensure area
- Availability of qualified Site Teacher Educators
- School and district partnerships
- Candidate needs
- Clinical experience requirements

Because placements involve numerous partners and logistical considerations, candidates should not contact schools directly to arrange or alter placements without prior authorization from UITE.

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## CIRCUMSTANCES THAT MAY REQUIRE AN ALTERNATIVE PLACEMENT

An alternative placement may be considered when significant concerns or circumstances impact the success of the clinical experience.

Examples may include:

### Placement Site Changes

- School staffing changes
- Mentor teacher reassignment
- Teacher leave or resignation
- Changes in classroom assignment

- School or district operational changes

### **Candidate Circumstances**

- Medical or personal situations
- Approved program postponement
- Changes in licensure pathway
- Documented accessibility needs
- Significant changes affecting placement participation

### **Placement Concerns**

- Incompatibility between placement requirements and program expectations
- Inability to provide required teaching experiences
- Lack of appropriate mentoring support
- Safety concerns
- Persistent communication challenges that cannot be resolved through normal intervention processes

### **Professional or Performance Concerns**

- Concerns regarding candidate performance
- Professional conduct concerns
- Intervention plans requiring additional support structures
- Circumstances where the current placement is no longer educationally appropriate

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## **REVIEW PROCESS**

Alternative placement decisions are made collaboratively by appropriate UITE personnel.

The review may include consideration of:

- Candidate progress and standing
- Program requirements
- Clinical experience needs
- Input from Site Teacher Educators
- Input from University Supervisors
- School and district considerations

- Documentation regarding the placement
- 

## INTERVENTION BEFORE REASSIGNMENT

Whenever appropriate, UITE will attempt to address concerns within the original placement before considering reassignment.

These efforts may include:

- Additional coaching
- Increased communication
- Triad conferences
- Clarification of expectations
- Support plans
- Additional supervisory visits

Many placement concerns can be resolved successfully through intervention and collaboration.

Additional information can be found in:

 [Support & Intervention Policy](#) [Support & Intervention Policy](#) (p. 98)

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## PLACEMENT REASSIGNMENT

When reassignment is determined to be appropriate, UITE will work to identify a suitable alternative placement.

Factors influencing reassignment include:

- Availability of partner schools
- Qualified Site Teacher Educators
- Program timelines
- Candidate licensure area
- School district requirements
- Geographic considerations when feasible

UITE cannot guarantee that a reassigned placement will be located in a preferred district, school, or geographic area.

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## IMPACT ON PROGRAM COMPLETION

An alternative placement may affect:

- Clinical experience timelines
- Student teaching schedules
- Cohort progression
- Graduation timelines
- Licensure recommendation timelines

In some cases, additional clinical hours or experiences may be required to satisfy program requirements.

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## REMOVAL FROM A PLACEMENT

In certain circumstances, a Teacher Candidate may be removed from a placement before an alternative placement is identified.

Examples include:

- Student safety concerns
- Serious professional conduct violations
- Ethical concerns
- Significant policy violations
- Situations where immediate action is necessary to protect students, schools, or the integrity of the clinical experience

Removal from a placement does not automatically result in assignment to a new placement.

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## ALTERNATIVE PLACEMENTS FOLLOWING REMOVAL

When a candidate has been removed from a placement, UITE may determine that:

- An alternative placement is appropriate;
- Additional support or remediation is required before placement;
- Program postponement is appropriate; or
- Program continuation is no longer appropriate.

Each situation is reviewed individually based on the specific circumstances involved.

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## PROFESSIONAL EXPECTATIONS DURING PLACEMENT CHANGES

Candidates involved in placement reviews or potential reassignment are expected to:

- Maintain professionalism
- Continue participating in required meetings and communications
- Cooperate with review processes
- Follow university guidance and timelines
- Maintain confidentiality regarding personnel and placement matters

Failure to do so may impact future placement decisions.

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## CANDIDATE RIGHTS

Teacher Candidates have the right to:

- Receive information regarding placement concerns that affect their status
  - Participate in discussions regarding placement decisions when appropriate
  - Receive notice of significant decisions affecting their clinical experience
  - Access applicable university procedures regarding appeals and grievances
- 

UITE is committed to providing high-quality clinical experiences while supporting candidates through challenges that may arise during placements. Alternative placement decisions are made thoughtfully, with consideration for candidate development, student well-being, school partnerships, and professional expectations.

# SUBSTITUTE TEACHING POLICY

## PURPOSE

The primary purpose of practicum, student teaching, and internship experiences is to provide Teacher Candidates with supervised opportunities to develop the knowledge, skills, and professional dispositions required for licensure. Clinical experiences are educational experiences, not employment assignments. This policy establishes expectations regarding substitute teaching while enrolled in a UITE licensure program.

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## STUDENT TEACHING IS NOT EMPLOYMENT

Student teaching is a required component of the licensure program and is considered a full-time professional learning experience.

Teacher Candidates are expected to:

- Follow the schedule of their assigned school
  - Participate in the full teacher contract day
  - Attend professional development activities and required meetings
  - Complete university requirements associated with student teaching
  - Work under the guidance of Site Teacher Educators and University Supervisors.
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## PROHIBITED SUBSTITUTE TEACHING ACTIVITIES

Teacher Candidates:

- May not be paid as substitutes during time designated for university coursework, field experiences, student teaching, or required clinical activities.
- May not be used as unpaid substitutes in place of assigned school personnel.
- May not be required or coerced to serve as substitutes.
- May not accept substitute assignments that conflict with student teaching responsibilities or university requirements.

Teacher Candidates should immediately notify their University Supervisor if they feel pressured to serve as a substitute in a manner inconsistent with this policy.

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## WORKING AS A SUBSTITUTE DURING PRACTICUM

Teacher Candidates in pre-student teaching practicum placements who wish to work as substitutes outside university obligations may do so only if:

- They have completed the district's substitute hiring process.
- They meet all district requirements.
- The work occurs outside required university and clinical responsibilities.
- The work does not negatively affect clinical performance, attendance, or academic progress.

Candidates are responsible for ensuring that outside employment does not interfere with their success in the licensure program.

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## TEMPORARY CLASSROOM COVERAGE

There may be occasional circumstances in which a Teacher Candidate provides brief classroom coverage while participating in normal clinical activities.

Such situations must occur within established program expectations and may include:

- Short-term supervision arrangements approved by school personnel
- Coverage coordinated by the Site Teacher Educator and administrator
- Situations that maintain appropriate professional oversight and support

These situations should be educationally appropriate and consistent with the candidate's preparation and experience level.

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## EMERGENCY SITUATIONS

Occasionally, schools may experience unexpected staffing needs.

Even in emergency situations:

- Teacher Candidates are not employees assigned to solve staffing shortages.
  - Clinical learning experiences must remain the primary focus.
  - School personnel should consult with UITE when questions arise regarding appropriate candidate responsibilities.
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## **SUPERVISION REQUIREMENTS**

Teacher Candidates should not routinely be left without appropriate supervision.

Site Teacher Educators should not leave classrooms and place candidates in sole charge of students unless appropriate authorization and supervision procedures have been established.

When candidates assume instructional responsibility, those responsibilities should occur within the planned student teaching experience and with appropriate support from school and university personnel.

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## **PROFESSIONAL RESPONSIBILITIES**

Teacher Candidates are expected to:

- Follow school and district procedures
- Communicate with Site Teacher Educators and University Supervisors
- Seek clarification when uncertain about substitute teaching expectations
- Prioritize clinical learning experiences and program requirements
- Maintain professional conduct in all school settings

Failure to comply with this policy may affect clinical evaluations, academic standing, or continuation in a placement.

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UITE values the important learning opportunities that occur during clinical experiences and expects Teacher Candidates to remain focused on developing the professional competencies necessary for successful entry into the teaching profession. Clinical placements are educational experiences designed to support candidate growth, not staffing solutions for partner schools.

# FEES & COSTS

## PURPOSE

Teacher Candidates are responsible for understanding and planning for the expenses associated with completing a teacher licensure program. In addition to regular university tuition and fees, candidates may incur costs related to clinical experiences, assessments, licensure requirements, and professional responsibilities. This policy provides an overview of common fees and expenses that may be associated with participation in UITE programs.

Because fees and costs may change from year to year, candidates should consult current University of Utah, UITE, testing agency, and Utah State Board of Education information for the most up-to-date fee schedules.

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## TUITION AND UNIVERSITY FEES

Teacher Candidates are responsible for all tuition and university fees associated with enrollment in required coursework.

These costs may include:

- Undergraduate or graduate tuition
- Mandatory university fees
- Course-specific fees
- Technology fees
- Registration-related charges

Tuition and university fee schedules are established by the University of Utah and may change annually. Candidates should review current university information when planning their program of study.

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## ASSESSMENT FEES

Many licensure programs require completion of state or program assessments.

Potential costs may include:

- Foundations of Reading Assessment registration
- Content-area examinations
- Language proficiency assessments
- Retesting fees when applicable

Utah State Board of Education has, in some years, provided vouchers for certain assessments; however, voucher availability may vary and should not be assumed. Candidates remain responsible for complying with all assessment requirements regardless of voucher availability.

Additional information can be found in:

[→ Exams & Assessment Requirements \(p. 94\)](#)

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## **BACKGROUND CHECK AND FINGERPRINTING FEES**

Teacher Candidates are responsible for any costs associated with background checks, fingerprinting, and related licensure clearance requirements.

Depending on current state requirements, costs may include:

- Fingerprinting fees
- Criminal background review fees
- Renewal fees when applicable
- Additional processing fees required by state agencies

These requirements are established by the Utah State Board of Education and other authorized entities.

Additional information can be found in:

[→ Background Check Requirements \(p. 47\)](#)

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## **LICENSURE FEES**

Individuals applying for educator licensure should anticipate fees associated with the licensure process.

Potential costs may include:

- License application fees
- License renewal fees
- Endorsement application fees
- Administrative processing fees

Licensure fees are established by the Utah State Board of Education and may change over time.

Additional information can be found in:

[→ Applying for Licensure \(p. 43\)](#)

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## PROFESSIONAL MEMBERSHIPS AND INSURANCE

Teacher Candidates may choose to join professional organizations that offer benefits such as liability insurance and professional resources. Examples have included student memberships in education organizations. Participation is optional unless otherwise specified by a program requirement.

Potential costs may include:

- Professional association memberships
- Professional liability insurance
- Optional student organization dues

Candidates are responsible for determining whether participation in these opportunities is beneficial for their individual circumstances.

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## TRANSPORTATION AND CLINICAL EXPERIENCE COSTS

Clinical experiences often occur in schools across multiple districts and communities.

Candidates should plan for costs associated with:

- Transportation to field placements
- Transportation to student teaching sites
- Parking fees, where applicable
- Mileage and travel expenses
- Participation in school-related activities

Teacher Candidates are responsible for transportation to and from assigned placements unless otherwise specified by program arrangements.

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## COSTS ASSOCIATED WITH PROGRAM CHANGES

Candidates who experience program interruptions or changes may incur additional costs.

Examples may include:

- Course repetition
- Assessment retakes
- Background check renewals
- Additional clinical experience requirements

- Delayed licensure application expenses

The specific cost implications depend on individual circumstances and program requirements.

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## FINANCIAL RESPONSIBILITY

Teacher Candidates are responsible for:

- Monitoring registration deadlines
- Paying required charges by established deadlines
- Maintaining records of payments and registrations
- Understanding refund and withdrawal policies
- Planning for expenses associated with program completion and licensure

Failure to satisfy financial obligations may affect registration, graduation, licensure processing, or access to university services.

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## FEE CHANGES

Fees associated with university enrollment, assessments, licensure, and state requirements are established by external entities and may change without notice.

As a result:

- Published costs should be considered estimates unless otherwise specified.
  - Future fees may differ from those in effect at the time a candidate enters a program.
  - Candidates are responsible for verifying current costs prior to registration or application.
- 

Careful financial planning can help candidates successfully navigate program requirements and avoid delays associated with testing, clinical experiences, and licensure. Candidates are encouraged to review anticipated expenses early and consult university resources if financial questions arise.

# LEGAL RESPONSIBILITIES

## PURPOSE

Teacher Candidates serve in schools as developing professional educators and are expected to understand and uphold the legal responsibilities associated with working with children and youth. While participating in field experiences, practicum placements, student teaching, internships, and other clinical activities, Teacher Candidates must comply with university policies, school and district policies, state law, and professional educator standards.

This policy provides an overview of the legal responsibilities that apply to Teacher Candidates during clinical experiences and professional preparation activities.

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## LEGAL STATUS OF TEACHER CANDIDATES

Teacher Candidates occupy a unique position within schools. They are neither traditional volunteers nor contracted employees, but individuals participating in approved teacher preparation programs under the supervision of qualified educators and university personnel.

Utah law authorizes Teacher Candidates to engage in student teaching under the direction of a qualified licensed educator and as part of an approved teacher preparation program. Teacher Candidates may only participate in student teaching experiences that comply with applicable licensure and program requirements.

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## RESPONSIBILITY TO FOLLOW LAWS AND POLICIES

Teacher Candidates are responsible for complying with:

- Federal laws
- State laws
- Utah State Board of Education rules
- University policies
- School district policies
- School procedures
- Supervisory directives
- Professional educator standards

Candidates are expected to become familiar with the policies and procedures of their assigned placement and seek clarification whenever expectations are unclear.

---

## DUTY OF CARE AND STUDENT SAFETY

Protecting the safety and well-being of students is one of the most important responsibilities of an educator.

Teacher Candidates are expected to:

- Exercise sound professional judgment
- Follow safety procedures and school protocols
- Maintain appropriate supervision of students
- Report situations that may affect student safety
- Act to protect students from reasonably foreseeable harm
- Follow directions provided by school personnel regarding emergencies and safety concerns

Teachers have a duty to supervise students and protect them from unsafe situations whenever students are participating in school activities.

---

## CONFIDENTIALITY AND STUDENT RECORDS

Teacher Candidates may have access to confidential information regarding students, families, and school personnel.

Candidates are expected to:

- Protect confidential information
- Follow FERPA and other privacy requirements
- Maintain confidentiality of student records
- Use information only for legitimate educational purposes
- Avoid sharing confidential information in public or inappropriate settings

Confidential information may not be shared through:

- Social media
- Personal electronic communications
- Public conversations
- Unauthorized documents or files

## PROFESSIONAL BOUNDARIES

Teacher Candidates are required to maintain appropriate professional relationships with students.

Candidates must:

- Maintain educator-student boundaries
  - Avoid inappropriate personal relationships with students
  - Exercise professional judgment in all communications
  - Follow school and district expectations regarding interactions with students
  - Maintain professional conduct both in person and online
- 

## MANDATORY REPORTING RESPONSIBILITIES

Teacher Candidates must follow district and school procedures regarding mandatory reporting obligations.

This may include reporting concerns related to:

- Student safety
- Abuse or neglect
- Threats of harm
- Bullying or harassment
- Other circumstances identified by school or legal requirements

Teacher Candidates should immediately consult their Site Teacher Educator, University Supervisor, administrator, or other designated personnel when concerns arise.

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## SOCIAL MEDIA AND ELECTRONIC COMMUNICATION

Teacher Candidates are expected to use technology responsibly and professionally.

Candidates should:

- Protect student privacy
- Avoid sharing confidential information
- Follow district technology policies
- Use approved communication methods when communicating with students and families

- Consider the professional consequences of online activity

Professional responsibilities apply regardless of whether communication occurs face-to-face or electronically.

---

## **LIABILITY AND PROFESSIONAL JUDGMENT**

Negligence in educational settings may involve inadequate supervision, failure to exercise reasonable care, or engagement in conduct that creates unreasonable risk of harm. Teacher Candidates are expected to exercise sound judgment and act as reasonably prudent educators in similar circumstances would act.

The level of care required may vary depending upon factors such as:

- Student age and maturity
- Nature of the activity
- Classroom environment
- Presence of specialized equipment
- Potential safety risks involved in the situation

Candidates should always seek guidance when uncertain about their responsibilities in a particular situation.

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## **RESPONSIBILITY FOR ACCURATE RECORDS**

Teacher Candidates are expected to maintain accurate instructional and professional records as required by their placement and program.

Responsibilities include:

- Maintaining accurate documentation
- Reporting information honestly
- Protecting confidential records
- Completing required documentation on time
- Following school and district procedures for recordkeeping

Falsification of records or inaccurate reporting may constitute a violation of professional and ethical standards.

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## REPORTING LEGAL OR ETHICAL CONCERNS

Teacher Candidates should promptly report concerns involving:

- Student safety
- Ethical violations
- Policy violations
- Professional misconduct
- Potential legal concerns affecting students or schools

Reports should be made through appropriate school and university channels.

Early communication helps ensure that issues are addressed appropriately and in accordance with applicable requirements.

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## CONSEQUENCES OF VIOLATIONS

Violations of legal, ethical, or professional responsibilities may result in:

- Additional supervision or intervention
- Professional improvement plans
- Removal from a clinical placement
- Academic consequences
- Program probation
- Program dismissal
- Referral to appropriate university, district, or state authorities when warranted

The response to a violation will depend on the nature, severity, and circumstances of the concern.

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Teacher Candidates are entrusted with significant responsibilities while working with students and schools. Understanding and fulfilling legal responsibilities helps protect students, supports safe and effective learning environments, and promotes the professional integrity expected of future educators.

# LIABILITY POLICY

## PURPOSE

Teacher Candidates have important responsibilities while participating in field experiences, practicum placements, student teaching, internships, and other clinical activities. Because candidates work directly with students in school settings, it is important that they understand their responsibilities related to supervision, safety, professional judgment, and liability.

This policy outlines the expectations and legal considerations associated with liability while participating in UITE-approved clinical experiences. It is intended to promote safe learning environments, protect students, and help Teacher Candidates understand their professional obligations.

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## GUIDING PRINCIPLES

The safety and well-being of students is a primary responsibility of all educators.

Teacher Candidates are expected to:

- Exercise sound professional judgment
- Provide appropriate supervision of students
- Follow school and district procedures
- Adhere to university and state requirements
- Conduct themselves as responsible educational professionals
- Take reasonable steps to protect students from foreseeable harm

Professional decisions should always be guided by student safety, ethical practice, and established school policies.

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## TEACHER CANDIDATE RESPONSIBILITY

A teacher's primary duty is to supervise students and protect them from harm or unsafe situations. This responsibility applies to Teacher Candidates when they are participating in school activities and instructional experiences.

Appropriate supervision may be required:

- Before and after school
- During classroom instruction
- During transitions

- During recess and lunch activities
- During field trips and school-sponsored activities
- During any teacher-directed learning experience

Teacher Candidates are expected to remain attentive to student safety and follow all guidance provided by school personnel.

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## **REASONABLE CARE AND PROFESSIONAL JUDGMENT**

Negligence in an educational setting may include:

- Failure to provide appropriate supervision
- Failure to exercise reasonable care
- Creating unreasonable risks of harm
- Allowing unsafe situations to occur when intervention is reasonably possible

Teacher Candidates are expected to exercise the same level of care that a reasonably prudent educator would demonstrate under similar circumstances.

Factors that may affect expectations include:

- Student age and maturity
  - Nature of the activity
  - Classroom environment
  - Presence of potentially hazardous materials or equipment
  - Known safety concerns
- 

## **LIABILITY PROTECTION**

Teacher Candidates participating in approved student teaching experiences may be afforded protections available through applicable state laws, governmental protections, and institutional arrangements when acting within the scope of their assigned responsibilities.

Such protections generally apply when candidates:

- Are acting in good faith
- Are performing approved educational responsibilities
- Are following established policies and procedures

- Are working within the scope of their placement assignments

However, liability protections may not apply in circumstances involving:

- Gross negligence
  - Intentional misconduct
  - Malicious actions
  - Actions outside the scope of assigned responsibilities
- 

## **ROLE OF THE SITE TEACHER EDUCATOR**

Teacher Candidates work under the supervision of qualified Site Teacher Educators and school personnel.

- Teacher Candidates are assigned to work under the direction of qualified educators.
- Site Teacher Educators retain important supervisory responsibilities.
- Instructional responsibilities should be assigned in a manner consistent with program expectations and candidate readiness.

When questions arise regarding supervision or responsibility, Teacher Candidates should immediately consult their Site Teacher Educator or University Supervisor.

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## **SUPERVISION AND CLASSROOM RESPONSIBILITY**

Teacher Candidates may gradually assume instructional responsibility as part of the student teaching experience.

However:

- Responsibility should increase through planned supervision.
- Candidates should follow school and UITE guidelines regarding independent teaching.
- Questions about classroom responsibility should be discussed with the Site Teacher Educator and University Supervisor.

Decisions regarding supervisory arrangements should prioritize student safety and appropriate professional oversight.

---

## **ACTIVITIES OUTSIDE THE SCHOOL SETTING**

Teacher Candidates should exercise particular caution regarding activities that occur outside the regular school setting.

Candidates are expected to:

- Maintain appropriate professional boundaries
- Follow district and school policies
- Obtain required approvals when participating in school-sponsored activities
- Avoid situations that create unnecessary risk or compromise professional responsibilities

Professional responsibilities continue regardless of location whenever candidates are acting in an educational role.

---

## REPORTING INCIDENTS

Teacher Candidates must promptly report incidents involving:

- Student injury
- Safety concerns
- Accidents
- Alleged misconduct
- Situations that may create liability concerns
- Violations of policy or procedure

Reports should be made through appropriate school and university channels, including:

- Site Teacher Educators
- School administrators
- University Supervisors
- UITE personnel, when appropriate

Prompt reporting allows concerns to be addressed appropriately and helps protect students and school communities.

---

## RESPONSIBILITIES WHEN UNCERTAIN

Teacher Candidates are not expected to navigate complex legal situations independently.

When uncertainty exists, candidates should:

1. Stop and assess the situation.
2. Consult the Site Teacher Educator.

3. Contact the Cohort Leader and University Supervisor.
4. Follow school and district procedures.
5. Document relevant information when appropriate.

Seeking guidance is an important professional responsibility.

---

Teacher Candidates play an important role in maintaining safe and effective learning environments. By exercising professional judgment, following established procedures, and seeking guidance when needed, candidates help protect students, schools, and themselves while developing into responsible educational professionals.

# INSURANCE COVERAGE POLICY

## PURPOSE

Teacher Candidates participate in field experiences, practicum placements, student teaching, internships, and other clinical experiences that involve direct interaction with students, families, school personnel, and community members. Because Teacher Candidates are generally not employees of the school districts in which they are placed, insurance coverage and liability protections may differ from those available to contracted educators. This policy outlines insurance-related considerations and candidate responsibilities while participating in UITE-approved clinical experiences.

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## GENERAL POLICY

Teacher Candidates are responsible for understanding that participation in a clinical experience does not automatically provide the same insurance protections or employment benefits available to licensed school employees. Insurance coverage varies among school districts, placement sites, and organizations.

Candidates should begin each placement with the understanding that:

- Insurance arrangements vary by placement setting.
- Coverage should never be assumed.
- Professional responsibilities remain unchanged regardless of insurance status.
- Compliance with school, district, university, and state expectations is required at all times.

Teacher Candidates remain subject to all Professional Conduct, Legal Responsibility, and Liability policies regardless of insurance status.

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## SCHOOL DISTRICT COVERAGE

Many school districts maintain liability insurance policies covering employees, elected officials, and authorized personnel. However, these policies do not always automatically include Teacher Candidates, student teachers, observers, tutors, aides, or other university students participating in clinical experiences.

As a result:

- Coverage may differ from district to district.
  - Coverage may vary based on the nature of the placement.
  - Questions regarding district insurance should be directed to appropriate school or district personnel.
-

## PROFESSIONAL ORGANIZATION MEMBERSHIPS

Teacher Candidates can consider joining professional education organizations. Depending on the organization, membership may provide access to:

- Professional liability insurance options
- Legal support resources
- Professional development opportunities
- Educational publications
- Professional networking opportunities.

Participation in such organizations is generally voluntary unless otherwise specified.

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## PERSONAL INSURANCE DECISIONS

Teacher Candidates are responsible for making their own decisions regarding supplemental insurance coverage.

Candidates may wish to explore:

- Professional liability insurance options
- Coverage available through professional associations
- Personal insurance resources
- Other risk-management tools appropriate to their circumstances.

UITE does not guarantee coverage through external organizations and encourages candidates to review coverage details carefully before purchasing any policy.

---

## LIMITATIONS OF COVERAGE

Insurance coverage, where available, does not remove a Teacher Candidate's responsibility to:

- Follow laws and policies
- Exercise professional judgment
- Maintain ethical conduct
- Meet program expectations
- Act in the best interests of students.

Violations of professional expectations may result in university action regardless of insurance coverage considerations.

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Understanding insurance considerations is an important aspect of professional preparation. Teacher Candidates are encouraged to become informed about available resources, practice sound professional judgment, and follow established procedures that promote safe and effective educational environments.

# WORK STOPPAGES & EMERGENCY DISRUPTIONS

## PURPOSE

The Urban Institute for Teacher Education (UITE) recognizes that unexpected events may affect the normal operation of schools, districts, and university programs. Work stoppages, labor actions, natural disasters, public health emergencies, severe weather, facility closures, safety incidents, and other disruptions may impact clinical experiences and student teaching placements.

This policy establishes expectations for Teacher Candidates when school operations are interrupted and provides guidance regarding clinical placements, supervision, program requirements, and continuation of professional experiences during emergency situations.

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## GUIDING PRINCIPLES

During any disruption, UITE will prioritize:

- Student safety
- Candidate safety
- Compliance with university and district requirements
- Continuity of learning
- Professional communication
- Compliance with state licensure requirements
- Collaboration with school and district partners

The specific response to any disruption will depend on the nature, duration, and scope of the event.

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## DEFINITION OF A WORK STOPPAGE

A work stoppage is defined as a situation in which normal school operations are interrupted due to labor actions or similar disruptions within a cooperating school district.

Examples may include:

- Strikes
- Work slowdowns
- Labor disputes resulting in school closures

- Other organized work actions that prevent normal school operations
- 

## UNIVERSITY POLICY DURING WORK STOPPAGES

- *Teacher Candidates Will Not Be Required to Report:* The University of Utah will not require Teacher Candidates to be physically present at assigned school sites during a work stoppage.
  - *University Supervision Will Be Suspended:* University faculty and supervisors will not conduct normal supervisory activities in affected schools during a work stoppage.
  - *Clinical Hours May Not Be Counted:* Because university supervision cannot occur during a work stoppage, field experiences completed during such periods may not be counted toward program requirements.
- 

## SHORT-TERM DISRUPTIONS

Disruptions lasting one week or less may not require major modifications when candidates can still meet program and licensure requirements successfully.

During short-term disruptions, UITE may:

- Adjust deadlines
  - Modify schedules
  - Provide alternative assignments
  - Continue supervision through alternative methods when appropriate
  - Communicate updated expectations to candidates and school partners
- 

## EXTENDED DISRUPTIONS

When a disruption extends beyond a brief period, additional accommodations may be necessary.

Longer disruptions may result in:

- Extended clinical experiences
- Alternative placements
- Modified supervision plans
- Alternative clinical activities
- Adjusted timelines for program completion

Any modifications will be designed to ensure candidates continue to meet licensure and program requirements.

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## **EMERGENCY SCHOOL CLOSURES**

Emergency closures may occur because of:

- Severe weather
- Natural disasters
- Public health emergencies
- Safety events
- Building or facility issues
- Community emergencies
- District-wide operational disruptions

When closures occur, Teacher Candidates are expected to follow the guidance of:

- School administrators
  - School districts
  - University Supervisors
  - Cohort Leaders
  - UITE personnel
- 

## **REMOTE AND ALTERNATIVE LEARNING ENVIRONMENTS**

When schools transition to virtual, hybrid, or alternative instructional models, UITE may adjust clinical experience requirements to align with district operations and state guidance.

Candidates may be expected to participate in:

- Online instruction
- Virtual meetings
- Remote planning
- Digital collaboration
- Alternative instructional activities
- Virtual supervision processes

Participation expectations will be communicated as circumstances evolve.

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## **COMMUNICATION EXPECTATIONS**

During any disruption, communication is critical.

Teacher Candidates are expected to:

- Monitor university email regularly
- Read communications from school districts and placement sites
- Respond promptly to requests for information
- Communicate with their Site Teacher Educator
- Stay in contact with their University Supervisor
- Notify program personnel of significant concerns affecting participation

Failure to maintain communication may affect a candidate's ability to receive timely support and guidance.

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## **ATTENDANCE EXPECTATIONS DURING DISRUPTIONS**

Attendance expectations may be modified during a disruption.

Candidates should not assume that:

- School closures automatically eliminate university responsibilities
- Clinical requirements are waived
- Program deadlines are suspended

Specific attendance expectations will be communicated based on the nature of the disruption and applicable university and district guidance.

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## **ALTERNATIVE PLACEMENTS**

When a disruption significantly affects a placement's ability to provide required experiences, UITE may consider:

- Placement reassignment
- Alternative clinical settings
- Alternative instructional experiences

- Delayed placement timelines
- Extension of field experiences

Availability of alternative placements depends on school and district capacity and cannot be guaranteed.

Additional information can be found in:

[!\[\]\(b816be9d4b96460acc5a2bec33c2eaee\_img.jpg\) Alternative Placement Policy \(p. 112\)](#)

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## PROGRAM COMPLETION REQUIREMENTS

Despite disruptions, candidates must still satisfy:

- Clinical experience requirements
- Assessment requirements
- Coursework requirements
- Licensure requirements
- Evaluation requirements

UITE will work to provide solutions that support candidate progression while maintaining program quality and licensure standards.

---

## CANDIDATE SAFETY

Teacher Candidate safety remains a primary concern during any emergency situation.

Candidates are expected to:

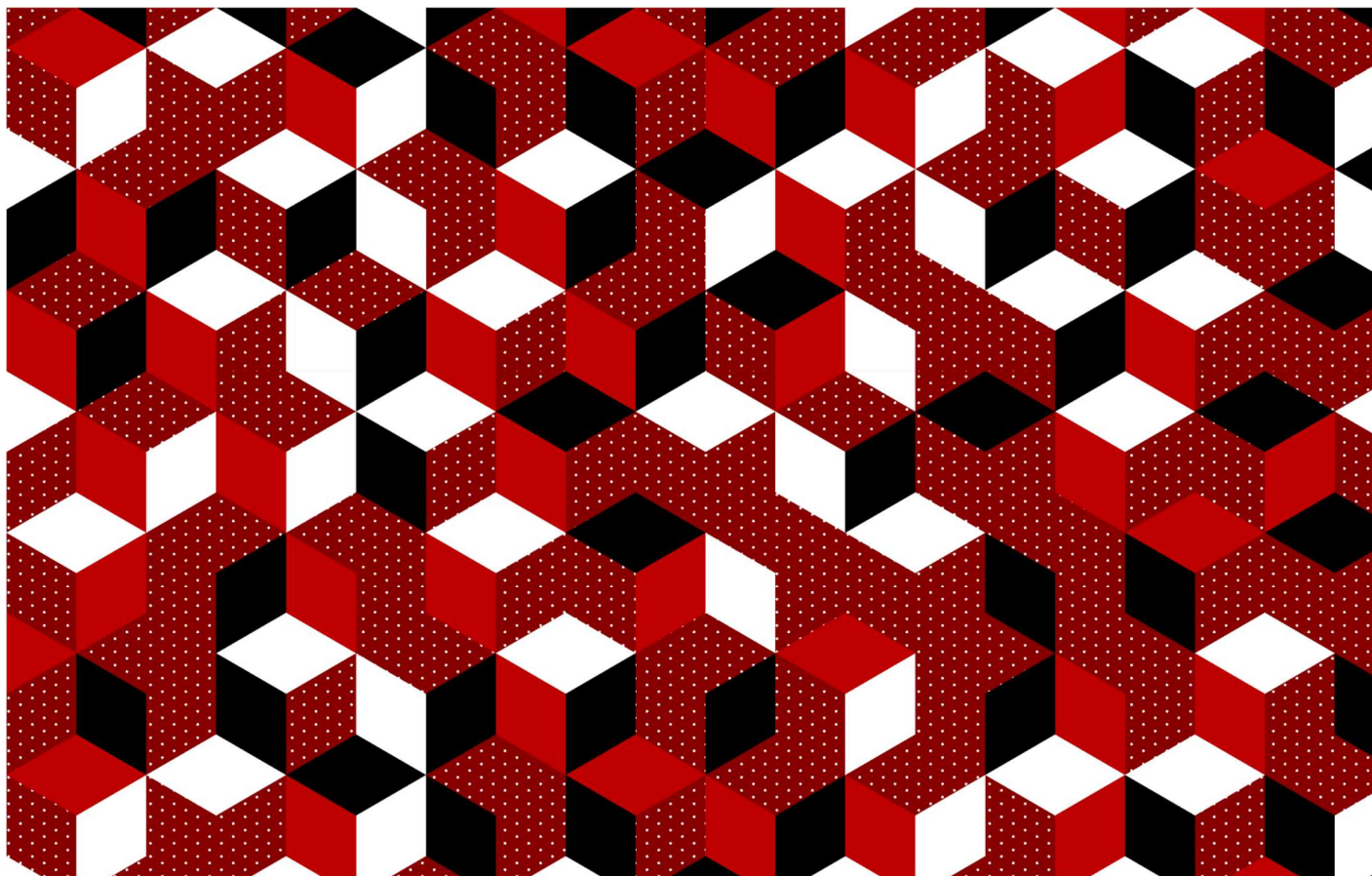
- Follow emergency procedures
- Adhere to district directives
- Comply with health and safety requirements
- Avoid entering restricted or closed facilities
- Follow guidance from authorized school and university personnel

When safety concerns arise, candidates should immediately communicate with school and university personnel.

---

UITE recognizes that work stoppages and emergency disruptions can create uncertainty for Teacher Candidates. Through collaboration with school partners and ongoing communication, the program seeks

to protect candidate safety while maintaining the high standards required for teacher preparation and licensure.



# STANDARDS LIBRARY

# UITE CONCEPTUAL FRAMEWORK

## PURPOSE

The Urban Institute for Teacher Education (UITE) prepares educators who are equipped to support the learning, growth, and success of all students. The UITE Conceptual Framework provides the foundation for teacher preparation programs, clinical experiences, assessment systems, and candidate evaluation processes. It reflects the knowledge, skills, dispositions, and professional responsibilities expected of beginning educators and guides program design across licensure pathways.

The Conceptual Framework serves as a common vision for candidates, faculty, Site Teacher Educators, University Supervisors, and school partners by establishing shared expectations for effective teaching and professional practice.

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## THE UITE FRAMEWORK FOR TEACHER PREPARATION

The UITE licensure programs are organized around a professional framework that emphasizes the connection between theory, practice, reflection, and continuous professional growth. The framework reflects state standards, national standards, and research-based understandings of effective teaching and learning.

The framework is designed to support candidates in becoming educators who:

- Understand learners and learning
  - Plan and deliver effective instruction
  - Assess and respond to student learning
  - Create inclusive learning environments
  - Demonstrate ethical and professional practice
  - Engage in reflection and continuous growth
  - Collaborate with families, schools, and communities
- 

## COMMITMENT TO STUDENT LEARNING

At the center of the UITE Conceptual Framework is a commitment to student learning.

Effective educators:

- Believe that all students can learn and succeed
- Hold high expectations for learners

- Use evidence to inform instruction
- Adapt teaching to meet diverse student needs
- Promote equitable learning opportunities
- Support students' academic, social, emotional, and developmental growth

Teacher preparation experiences are designed to help candidates develop instructional practices that positively impact student learning and achievement.

---

## KNOWLEDGE

Teacher Candidates are expected to develop:

### Content Knowledge

An understanding of the content they are preparing to teach, including major concepts, principles, inquiry processes, and disciplinary ways of knowing.

### Pedagogical Knowledge

An understanding of:

- How students learn
- Human development
- Curriculum design
- Assessment practices
- Instructional methods
- Learning environments
- Differentiated instruction
- Educational technology

Candidates are expected to connect content expertise with effective instructional practice.

---

## SKILLS

Teacher preparation emphasizes the development of professional skills that support learning for all students.

Candidates are expected to demonstrate the ability to:

- Design meaningful learning experiences

- Deliver effective instruction
- Use assessment to guide teaching
- Create supportive learning environments
- Employ a variety of instructional strategies
- Adapt instruction to meet diverse learner needs
- Integrate technology appropriately
- Communicate effectively with students, families, and colleagues

Clinical experiences provide opportunities for candidates to develop and apply these skills in authentic educational settings.

---

## **PROFESSIONAL CHARACTER**

Professional character includes:

### **Professional Behavior**

- Maintaining professional communication
- Complying with policies and procedures
- Creating safe learning environments
- Working collaboratively with others
- Supporting student success

### **Professional Respect**

- Valuing diversity
- Demonstrating respect for students and colleagues
- Avoiding personal bias and prejudice
- Maintaining positive professional relationships

### **Professional Conduct**

- Accepting feedback
- Demonstrating responsibility and reliability
- Participating fully in learning experiences
- Acting ethically and professionally
- Demonstrating suitability for the teaching profession

Professional character is evaluated throughout coursework and clinical experiences.

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## **REFLECTION AND CONTINUOUS IMPROVEMENT**

The UITE Conceptual Framework recognizes reflection as an essential element of professional growth.

Teacher Candidates are expected to:

- Examine their practice critically
- Use evidence to improve instruction
- Reflect on student learning outcomes
- Seek and apply feedback
- Engage in lifelong professional learning
- Continuously strengthen instructional effectiveness

Reflection supports the development of educators who are responsive, adaptable, and committed to improvement.

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## **COLLABORATION AND PARTNERSHIP**

Teaching is a collaborative profession.

Candidates are expected to work effectively with:

- Students
- Families
- Site Teacher Educators
- University Supervisors
- School personnel
- Community partners

Partnerships among schools, communities, and the university strengthen educator preparation and support candidate success.

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## **STANDARDS-BASED PREPARATION**

The UITE Conceptual Framework is aligned with:

- Utah Effective Teaching Standards (UETS)
- Utah State Board of Education requirements
- Professional expectations for educators

These standards provide a common language for:

- Candidate development
  - Observation and feedback
  - Clinical supervision
  - Program assessment
  - Continuous improvement efforts
- 

## LEARNING THROUGH CLINICAL PRACTICE

UITE believes that effective teaching develops through the integration of coursework and clinical experiences.

Candidates learn through:

- Observation
- Guided practice
- Reflection
- Coaching
- Clinical teaching experiences
- Feedback from mentors and supervisors

Clinical experiences provide opportunities to apply professional knowledge while developing confidence and competence as educators.

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## EXPECTED OUTCOME

The ultimate goal of the UITE Conceptual Framework is the preparation of educators who:

- Possess strong content and pedagogical knowledge
- Demonstrate effective instructional practice
- Act with professionalism and integrity
- Support learning for all students

- Reflect continuously on their practice
  - Collaborate effectively with others
  - Contribute positively to schools, communities, and the teaching profession
- 

The UITE Conceptual Framework establishes the shared vision for educator preparation at the University of Utah. It guides coursework, clinical experiences, assessment systems, and professional expectations while providing a foundation for the preparation of knowledgeable, reflective, ethical, and effective educators.

# KNOWLEDGE, SKILLS, & PROFESSIONAL CHARACTER

## PURPOSE

The Urban Institute for Teacher Education (UITE) evaluates candidates not only on their content knowledge and teaching skills, but also on the professional character required of educators. Successful completion of a licensure program requires demonstrated growth in all three areas: knowledge, skills, and professional character.

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## EXPECTATIONS FOR PROGRAM SUCCESS

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

Any teacher candidate who, during 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 teacher candidate is approved for student teaching placement, the faculty in the Urban Institute for Teacher Education must determine that the teacher candidate possesses the knowledge, skills, attitudes and professional character necessary to be an effective educator. The faculty may remove a candidate 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.

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 disciplines they teach

### 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
- Students' preparation includes developing online instructional strategies, in accordance with the USBE, to teach online using a learning management system

## Professional Character

- The "non-academic" attributes, including
- Professional behavior, i.e.,
  - Maintaining communication with university faculty, parents, students, Site Teachers and other site personnel.
  - Complying with policies, statutes and rules established by UPPAC, local school districts, and the University of Utah.
  - Recognizing and respecting diversity in all its forms
  - Creating and maintaining a safe learning environment
  - Working cooperatively with other teacher candidates
  - Helping to develop and maintain positive and accurate perceptions towards all students.
- Professional respect, i.e.,
  - One's ability to demonstrate a respectful attitude for all students, colleagues, UITE faculty, and site personnel and to avoid personal prejudice and bias. Professional respect reflects a candidate's ability to address differences in personalities, backgrounds, and behaviors.
- Professional conduct, i.e.,
  - Accepting constructive suggestions from other students, CL/US, faculty, STE's, A hostile, resistant attitude toward learning and/or one's associates is considered unprofessional conduct.
  - Attending all classes, meetings, and field assignments and adhering to the Attendance Policy
  - Demonstrating appropriate professional consistent displays of disrespect (e.g., screaming, insulting, ignoring, being indifferent, intimidating, bullying, etc.) toward faculty, CL/US, colleagues, students, and site personnel is considered unprofessional conduct.
  - 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, UITE faculty, and/or site personnel is considered unprofessional conduct.

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The development of knowledge, skills, and professional character is central to UITE's mission of preparing effective educators. Teacher Candidates are expected to demonstrate not only what they know and can do, but also the professionalism, responsibility, and ethical conduct necessary to serve students, schools, and communities effectively.

# UTAH EFFECTIVE TEACHING STANDARDS (UETS)

## PURPOSE

The Utah Effective Teaching Standards (UETS) describe effective teaching practice and establish professional expectations for educators in Utah. Adopted by the Utah State Board of Education (USBE), the standards provide a shared framework for teacher preparation, professional learning, mentoring, observation, and educator evaluation.

Within UITE, the UETS serve as the primary framework for candidate development, clinical experiences, supervision, and assessment.

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## ABOUT THE STANDARDS

The Utah Effective Teaching Standards represent the knowledge, skills, and dispositions associated with effective teaching. They align with current research on teaching and learning and provide a common language for discussing professional practice.

The standards are organized around five areas of effective teaching:

1. Learner and Learning
2. Instructional Practice
3. Professional Responsibility
4. Leadership and Collaboration
5. Professional and Ethical Behavior

Together, these standards describe the work of effective educators and provide expectations for professional growth throughout a teacher's career.

 See [UETS](#) on the USBE website for more information on each standard

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## A CONTINUUM OF PROFESSIONAL GROWTH

The Utah Effective Teaching Standards are intended to support continuous improvement.

The associated rubrics describe teaching practice along a developmental continuum, from beginning levels of performance to increasingly advanced and effective practice. Growth occurs through experience, reflection, coaching, and professional learning.

Because teaching is complex, growth is not always linear. Educators may demonstrate different levels of performance depending on new assignments, instructional challenges, or unfamiliar responsibilities.

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## USING THE STANDARDS

The UETS are intended primarily as a formative tool to support professional growth and reflection.

They may be used for:

- Self-reflection and self-assessment
- Mentoring and coaching
- Clinical supervision
- Observation and feedback
- Professional development planning
- Intervention and support
- Program evaluation

Within UITE, the standards provide a shared framework for conversations about teaching, learning, and professional growth.

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## WHY THE STANDARDS MATTER

The UETS help ensure that Teacher Candidates, mentor teachers, University Supervisors, and faculty share a common understanding of effective teaching.

They provide guidance for:

- Developing instructional expertise
- Supporting student learning
- Reflecting on teaching practice
- Identifying strengths and areas for growth
- Preparing for professional licensure

The standards are intended to help educators become reflective practitioners who continuously improve their practice in support of student success.

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The Utah Effective Teaching Standards provide the foundation for teacher preparation and professional growth in Utah. They serve as a guide for developing effective, reflective, and ethical educators who are committed to the success of all learners.

# UTAH PROFESSIONAL PRACTICE STANDARDS

## PURPOSE

The teacher licensure programs at the University of Utah are legally and ethically guided by the requirements of the Utah State Board of Education (USBE) and the Utah Professional Practices Advisory Commission (UPPAC). These standards establish expectations for professional and ethical educator conduct and help ensure safe, respectful, and supportive learning environments for all students.

Teacher Candidates are expected to understand and comply with all applicable professional practice requirements throughout their participation in UITE programs, field experiences, practicums, student teaching placements, and internships.

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## UTAH PROFESSIONAL PRACTICES ADVISORY COMMISSION (UPPAC)

The Utah Professional Practices Advisory Commission (UPPAC) is responsible for promoting and maintaining high standards of professional conduct and ethics among Utah educators.

Teacher Candidates should review and become familiar with the UPPAC rules and guidance available through the Utah State Board of Education.

The UPPAC standards address areas such as:

- Professional conduct
- Ethical responsibilities
- Student safety
- Professional boundaries
- Educator integrity
- Legal compliance
- Appropriate relationships with students

Because Teacher Candidates are preparing to enter the profession, they are expected to begin demonstrating these standards before licensure.

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## USBE ADMINISTRATIVE RULES

Teacher Candidates are also responsible for understanding relevant Utah State Board of Education Administrative Rules, particularly those related to professional educator conduct.

Particular attention should be given to:

### **Professional Educator Conduct**

Professional Educator Conduct standards establish expectations regarding:

- Ethical behavior
- Professional responsibility
- Appropriate interactions with students
- Protection of student welfare
- Compliance with laws and policies
- Maintenance of public trust

These expectations apply to all individuals preparing for educator licensure in Utah.

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## **CANDIDATE RESPONSIBILITY**

Teacher Candidates are responsible for:

- Reviewing applicable UPPAC requirements
- Reviewing applicable USBE Administrative Rules
- Understanding professional and ethical expectations
- Seeking clarification when questions arise
- Demonstrating professional judgment in all educational settings
- Maintaining conduct consistent with the responsibilities of the teaching profession

Failure to meet professional practice expectations may affect clinical placements, program standing, licensure recommendation, or continued participation in a teacher preparation program.

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The University of Utah's teacher licensure programs are committed to preparing educators who uphold the professional, ethical, and legal responsibilities of the teaching profession and who contribute to safe and effective learning environments for all students.

# UTAH GENERAL TEACHER PREPARATION COMPETENCIES

## PURPOSE

The Utah General Teacher Preparation Competencies establish the statewide expectations for educator preparation programs approved by the Utah State Board of Education (USBE). These competencies identify the foundational knowledge, skills, and professional practices that teacher candidates are expected to develop before entering the profession.

Within UITE, these competencies serve as an important framework for program design, coursework, clinical experiences, candidate assessment, and continuous program improvement. They help ensure that teacher candidates are prepared to meet the expectations of Utah schools and the needs of all learners.

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## ALIGNING UITE PROGRAMS TO STATE EXPECTATIONS

UITE's licensure programs are intentionally designed to align with the Utah General Teacher Preparation Competencies. Program coursework, field experiences, practicum placements, student teaching assignments, and evaluation systems all support candidate development in the areas identified by the state.

This alignment helps ensure that Teacher Candidates have opportunities to:

- Develop the professional knowledge expected of beginning educators.
  - Apply instructional practices in authentic school settings.
  - Demonstrate competency through clinical experiences.
  - Receive feedback aligned with state expectations.
  - Reflect on their growth and professional development.
  - Prepare for successful entry into the teaching profession.
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## A DEVELOPMENTAL FRAMEWORK

The Utah General Teacher Preparation Competencies are organized around a developmental model that moves candidates from understanding concepts to demonstrating them in practice. The framework recognizes that effective teaching develops through a combination of coursework, guided practice, reflection, and supervised clinical experiences.

Candidates are expected to progress through three levels of development:

## **Basic Concept Knowledge**

Candidates demonstrate understanding of professional concepts through coursework, assignments, and assessments.

## **Application**

Candidates apply their learning in university settings, lesson planning, collaborative activities, and instructional design experiences.

## **Demonstration**

Candidates demonstrate competency in authentic classroom settings while working with students during practica, student teaching, and internships.

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## **HOW UITE USES THE COMPETENCIES**

The Utah General Teacher Preparation Competencies are embedded throughout the UITE program and are used to:

- Guide program curriculum and course design.
- Inform clinical experience expectations.
- Support observation, feedback, and mentoring processes.
- Align candidate evaluations and assessments.
- Monitor candidate growth and readiness for licensure.
- Support accreditation and continuous improvement efforts.

Candidates will encounter these competencies throughout their preparation program as they develop the knowledge, skills, and professional dispositions expected of effective educators.

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## **RELATIONSHIP TO OTHER STANDARDS**

The Utah General Teacher Preparation Competencies complement several other professional frameworks used throughout UITE, including:

- Utah Effective Teaching Standards (UETS)
- UITE Conceptual Framework
- Knowledge, Skills & Professional Character
- Student Teacher Evaluation Rubric (STER)

Together, these frameworks create a coherent system for preparing, supporting, and evaluating future educators.

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## **WHY THESE COMPETENCIES MATTER**

The Utah General Teacher Preparation Competencies provide a common set of expectations for educator preparation across the state. By aligning programs, clinical experiences, and assessments to these competencies, UITE helps ensure that candidates are prepared to enter the profession with the knowledge, skills, and professional practices needed to support student learning and success.

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The Utah General Teacher Preparation Competencies provide a statewide framework for educator preparation and help guide UITE's efforts to prepare knowledgeable, reflective, ethical, and effective educators for Utah's schools.

# CAEP STANDARDS

## PURPOSE

The Council for the Accreditation of Educator Preparation (CAEP) is the national accrediting organization for educator preparation programs. CAEP accreditation is designed to ensure that educator preparation providers prepare effective educators who demonstrate the knowledge, skills, and professional dispositions needed to positively impact student learning and development.

The University of Utah's Urban Institute for Teacher Education (UITE) aligns its programs, assessment systems, clinical experiences, and continuous improvement processes with CAEP standards to support high-quality educator preparation and accountability.

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## NATIONAL ACCREDITATION AND PROGRAM QUALITY

CAEP accreditation provides a framework for educator preparation programs to demonstrate that candidates are prepared to effectively serve diverse learners, apply evidence-based teaching practices, engage in meaningful clinical experiences, and contribute positively to schools and communities.

The CAEP standards emphasize:

- Candidate knowledge, skills, and professional dispositions
- Clinical partnerships and practice
- Candidate recruitment, progression, and support
- Program impact and effectiveness
- Quality assurance and continuous improvement
- Equity, diversity, and inclusion
- Effective use of technology in teaching and learning

These priorities closely align with UITE's mission of preparing reflective, skilled, and ethical educators who support the learning of all students.

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## HOW UITE ALIGNS WITH CAEP STANDARDS

UITE uses the CAEP standards as one of several frameworks that guide educator preparation across programs.

The standards influence:

- Program curriculum and course design

- Clinical experiences and student teaching
- Assessment and evaluation systems
- Candidate support and mentoring
- Faculty review and program improvement processes
- Data collection and reporting requirements
- Accreditation and accountability efforts

Teacher Candidates experience this alignment through coursework, field experiences, observations, evaluations, and professional learning opportunities designed to prepare them for success in today's schools.

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## **CLINICAL PRACTICE AND SCHOOL PARTNERSHIPS**

A central component of the CAEP standards is the expectation that educator preparation programs collaborate closely with P-12 schools and community partners to support candidate development. CAEP emphasizes partnerships that connect theory and practice and provide candidates with meaningful opportunities to apply learning in authentic educational settings.

UITE supports this expectation through:

- School-based clinical experiences
- Practicum placements
- Student teaching experiences
- Internship pathways
- Site Teacher Educator partnerships
- University Supervisor support and feedback

These experiences allow candidates to develop professional competence while receiving coaching and support from both university and school-based educators.

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## **CONTINUOUS IMPROVEMENT**

A defining feature of CAEP accreditation is the expectation that educator preparation programs continuously evaluate and improve their effectiveness. CAEP standards require programs to use evidence and data to monitor candidate performance, assess outcomes, and make informed decisions about program improvement.

UITE engages in ongoing review of:

- Candidate performance data
- Clinical evaluations
- Assessment results
- Stakeholder feedback
- Program outcomes
- Accreditation reports

These processes help ensure that programs remain responsive to the needs of candidates, schools, students, and the teaching profession.

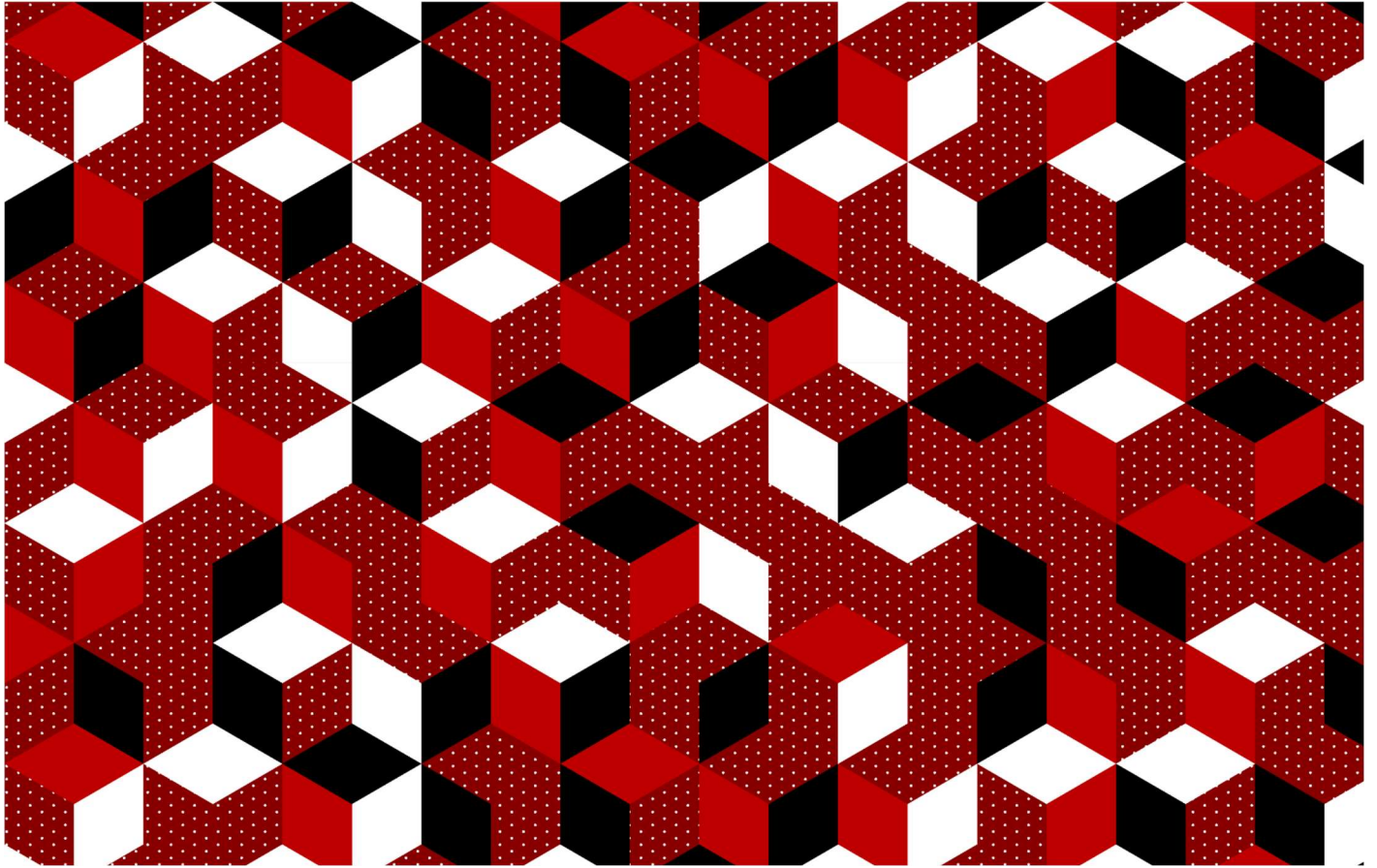
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## **WHY CAEP STANDARDS MATTER**

The CAEP standards provide a national framework for excellence in educator preparation and help ensure consistency, accountability, and continuous improvement across accredited programs. Alignment with these standards supports UITE's commitment to preparing educators who are ready to positively impact student learning, collaborate effectively with colleagues and families, and meet the evolving needs of schools and communities.

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CAEP accreditation reflects UITE's commitment to maintaining high standards for educator preparation through strong clinical partnerships, evidence-based practice, continuous improvement, and a focus on student learning and success.



# FORMS & RESOURCES CENTER

# FORMATIVE OBSERVATION FORM

## PURPOSE

The Formative Observation Form is used to document classroom observations and support Teacher Candidate growth during clinical experiences. Observations are aligned to the Student Teacher Evaluation Rubric (STER) and provide opportunities for feedback, reflection, and goal setting.

## ADMINISTRATION

Site Teacher Educators and University Supervisors complete formative observations using the online Qualtrics Formative Observation Form. Observation evidence and feedback are used to support ongoing professional growth and inform mentoring conversations throughout the placement.

## ACCESS THE FORM

### **Formative Observation Form (Qualtrics)**

*[Download/Access Link Coming Soon]*

The Formative Observation Form is designed to support continuous improvement through structured observation, evidence-based feedback, and professional reflection.

# SUMMATIVE EVALUATION FORM

## PURPOSE

The Summative Evaluation Form is the official evaluation used to determine whether a Teacher Candidate has successfully met the performance expectations required for completion of a clinical experience and progression within a licensure program.

The evaluation is aligned to the Student Teacher Evaluation Rubric (STER), which is based on the Utah Effective Teaching Standards (UETS). The form provides evidence of candidate performance across six categories:

- Learner and Learning
- Instructional Clarity
- Instructional Practice
- Classroom Climate
- Professional Responsibility

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## ADMINISTRATION

Summative evaluations are completed electronically through the *Qualtrics Summative Evaluation Form*.

Required evaluations include:

- Pre-Student Teaching Practicum / Special Education Field Studies: One (1) summative evaluation
- Student Teaching: One (1) summative evaluation

The evaluation includes required ratings and an opportunity for overall comments regarding candidate performance.

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## STER RATING SCALE

The Summative Evaluation Form uses the STER performance scale:

| Rating | Description                                 |
|--------|---------------------------------------------|
| 0      | Does not demonstrate competency             |
| 1      | Is approaching competency at expected level |
| 2      | Demonstrates competency at expected level   |
| 3      | Exceeds expected level of competency        |

Teacher Candidates are expected to reach the **Demonstrates Competency (2)** level. Candidates are **not expected** to achieve a rating of 3 in all areas.

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## PRE-STUDENT TEACHING PRACTICUM REQUIREMENTS

To successfully complete the practicum evaluation, candidates must:

- Receive at least a **1** on all scored items
- Receive a **2** on all Professional Responsibility, Part 2 items
- Meet the minimum category scores listed below
- Receive no ratings of **0**, or an action plan must be developed

### Minimum Scores

| Category                            | Minimum Score |
|-------------------------------------|---------------|
| Learner and Learning                | 6             |
| Instructional Clarity               | 4             |
| Instructional Practice              | 6             |
| Classroom Climate                   | 6             |
| Professional Responsibility, Part 1 | 2             |
| Professional Responsibility, Part 2 | 8             |
| <b>Total Minimum Score</b>          | <b>32</b>     |

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## STUDENT TEACHING REQUIREMENTS

To successfully complete student teaching, candidates must:

- Receive a minimum rating of **2** on every rubric item
- Receive no ratings of **0** or **1**
- Receive a **2** on all Professional Responsibility, Part 2 items
- Meet all category minimums shown below
- Receive an action plan if a score of 0 or 1 is assigned

### Minimum Scores

| Category             | Minimum Score |
|----------------------|---------------|
| Learner and Learning | 14            |

| Category                            | Minimum Score |
|-------------------------------------|---------------|
| Instructional Clarity               | 10            |
| Instructional Practice              | 16            |
| Classroom Climate                   | 16            |
| Professional Responsibility, Part 1 | 6             |
| Professional Responsibility, Part 2 | 8             |
| <b>Total Minimum Score</b>          | <b>70</b>     |

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## ACTION PLANS

If a Teacher Candidate receives:

- A **0** on the practicum summative evaluation, or
- A **0** or **1** on the student teaching summative evaluation,

an action plan is required. The action plan should identify areas of concern, expectations for improvement, and a plan for support and monitoring.

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## ACCESS THE FORM

Summative Evaluation Form (Qualtrics)

*[Access Link Coming Soon]*

Summative Evaluation Signature Form

*[Access Link Coming Soon]*

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The Summative Evaluation Form serves as the official record of candidate performance and readiness for continued progression in the UITE licensure program.

# EDUCATIONAL DISPOSITIONS ASSESSMENT

## PURPOSE

The Educational Dispositions Assessment is used to document and discuss professional dispositions that support success in educator preparation and the teaching profession. Educational dispositions are the professional behaviors, attitudes, and interpersonal skills expected of Teacher Candidates throughout coursework, field experiences, and student teaching. The EDA measures attitudes and behaviors often included as part of teacher evaluation and aligns with CAEP standards.

This tool may be used by faculty, supervisors, or other program personnel to provide feedback, identify strengths, document concerns, and support professional growth.

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## WHEN IS THIS FORM USED?

The Educational Dispositions Assessment may be used:

- In educator preparation coursework
- During field experiences
- During practicum experiences
- As part of support or intervention processes
- To document professional growth and development

The form is intended to support constructive conversations regarding professional expectations and readiness for the teaching profession. Teacher Candidates may be contacted by UITE faculty and asked to complete the EDA as a self-reflection tool.

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Educational dispositions are an important component of educator preparation and reflect the professional behaviors expected of future teachers throughout their preparation program and professional careers.

# STUDENT TEACHER EVALUATION RUBRIC (STER)

## PURPOSE

The Student Teacher Evaluation Rubric (STER) is the primary evaluation tool used to assess Teacher Candidate performance during practicum, student teaching, and internship experiences. The rubric is aligned with the Utah Effective Teaching Standards (UETS) and provides a consistent framework for observation, feedback, formative assessment, and summative evaluation.

STER is used by Site Teacher Educators and University Supervisors to evaluate candidate growth and readiness for professional practice.

## EVALUATION AREAS

The rubric evaluates performance across five broad domains:

- **Learner and Learning**
- **Instructional Clarity**
- **Instructional Practice**
- **Classroom Climate**
- **Professional Responsibility**

Together, these areas reflect the knowledge, skills, and professional behaviors expected of beginning educators.

## PERFORMANCE LEVELS

The STER rubric uses a four-point scale:

| Score | Rating                                    |
|-------|-------------------------------------------|
| 0     | Does Not Demonstrate Competency           |
| 1     | Approaching Competency                    |
| 2     | Demonstrates Competency at Expected Level |
| 3     | Exceeds Expected Level of Competency      |

Teacher Candidates are expected to demonstrate competency at the **2** level by the completion of student teaching.

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## HOW THE RUBRIC IS USED

The STER rubric is used to support:

- Formative observations
- Coaching and feedback conversations
- Goal setting and reflection
- Midterm reviews
- Summative evaluations
- Licensure recommendation decisions

The rubric is intended to support both professional growth and performance evaluation throughout the clinical experience.

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## DOWNLOAD THE RUBRIC

Student Teacher Evaluation Rubric (STER)

*[Download Link Coming Soon]*

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The STER provides a shared framework for understanding, developing, and evaluating effective teaching practice throughout the UITE licensure experience.