Site Teacher Educator Handbook

Urban Institute for Teacher Education

2023-2024

Dear Site Teacher Educators:

As a community of educators, we recognize each academic year brings exciting opportunities as we welcome students to our classrooms and schools. Student teachers and teacher education are no exception!

As we enter our 15th year in teacher preparation, the Urban Institute for Teacher Education (UITE) faculty and staff look forward providing preservice teachers with an exceptional licensure experience. The UITE's nationally recognized programs reflect interdisciplinary collaboration within the College of Education, partnerships across the University of Utah, and sustained connections to those working in schools and communities.

Aligned with criteria for excellence in teacher preparation, focal areas of study include: school- family partnerships, multicultural education, assessment, technology integration, special education, classroom management, and preparation for work with language learners. While course work in teacher preparation is essential, time spent in classrooms and schools is essential for quality preparation. To meet this goal, your dedication to teacher education is foundational to each preservice teacher's experience as they enter the professions.

The Site Teacher Educator Handbook at https://uite.utah.edu/students/students-resources/ provides important reference materials and guidance for your work with Teacher Candidates. As you review the content, please do not hesitate to ask for support and clarifications. Equally important, please know that we welcome your feedback.

On behalf of the UITE, we thank you for your role as Site Teacher Educators. We appreciate your enthusiasm and willingness to host preservice teachers.

Best wishes for a successful year!

The Urban Institute for Teacher Education Faculty and Staff

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COMMONLY USED TERMS

TC: Teacher Candidate

The pre-service teacher working in the classroom assigned by the UITE

STE: Site Teacher Educator

School Teacher(s) or Intern Coaches who mentor the TC or TC Intern. A TC may have more than one STE depending on thecontent.

CL: Cohort Leader

University faculty who is the TC's instructor. Cohort Leader is responsible for handling all duties - aligning observations, teaching, answering STE queries etc. related to the TC and the cohort.

US: University Supervisor

Person periodically observes and provides feedback to the TC. In some cases, the CL is a TC's US too.

PPAT: Praxis Performance Assessment for Teachers

Evaluates test takers on their abilities to impact student learning as it relates to the Utah Core Standards, demonstrating that they have the basic pedagogical content knowledge and application for the classroom to begin teaching as an entry-level teacher.

Special Education Acronyms

https://www.schools.utah.gov/file/28726065-b619-4091-a100-79619367874d

STANDARDS

EXPECTATIONS FOR TEACHER CANDIDATES KNOWLEDGE, SKILLS & PROFESSIONAL CHARACTER

Key Components for Program Success

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

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

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

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

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

1. **Professional Behavior** encompasses appropriate behavior specific to field-based experiences. Behaviors consistent with this standard include but are not limited to:
   a. Maintaining communication with university CL/US, faculty, parents/guardians, students, STEsand other site personnel.
   b. Complying with policies, statutes and rules established by UPPAC and local school districts.
   c. Recognizing and respecting diversity.
   d. Creating and maintaining a safe learning environment for students.
   e. Working cooperatively with other professionals.
   f. Helping to develop and maintain positive and accurate perceptions towards all students.

2. **Professional Respect** encompasses one's ability to demonstrate a respectful attitude for all students, colleagues, CL/US, faculty, and site personnel and to avoid personal prejudice and bias. Professional respect reflects a TCs ability to address differences in personalities, backgrounds, and behaviors.

3. **Professional Conduct** encompasses one's willingness to fully participate in the learning process, and demonstrative personal suitability for the profession. In other words, a TC must demonstrate a desire to know and the willingness to act as a professional. Behaviors consistent with this standard include but are not limited to:
   a. Accepting constructive suggestions from other students, CL/US, STE, etc. A hostile, resistant attitude toward learning and/or one's associates is considered unprofessional conduct.
   b. Attending classes, meetings, and field assignments. Failure to keep commitments and chronic absenteeism or tardiness in either class or field is considered unprofessional conduct. Absences are not permitted during cohort classes, field practicum, and student teaching except for extenuating circumstances (illness, bereavement). In the event of an absence, the instructor, STE, and US should be notified. If absences accrue beyond two days from field practicum or student teaching, the TC will be required to make-up the time missed from the field. If more than two absences occur from a methods course, a failing grade could occur. TCs do not have "personal leave" days.
   c. Demonstrating appropriate professional behavior. Consistent displays of disrespect (e.g., screaming, insulting, ignoring, being indifferent, intimidating, bullying, etc.) toward faculty, CL/US, colleagues, students, and site personnel are considered unprofessional conduct.
   d. Developing appropriate professional relationships. Developing a friendship that conflicts with professional responsibilities or developing a romantic and/or sexual relationship with current students, instructors, colleagues, CL/US, and/or site personnel is considered unprofessional conduct.

UTAH EFFECTIVE TEACHING STANDARDS

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

The **Utah Educator Evaluation Framework** (R277-531) is aligned with this document and is accompanied by evaluation tools which are intended for use in summative educator evaluation programs. The Utah Effective Teaching Standards can be found in Appendix A on page 28.

CORRELATION OF INTASC WITH THE PRAXIS FRAMEWORK

The Interstate New Teacher Assessment and Support Consortium (INTASC) is an organization that has established a set of standards for teacher preparation. The Urban Institute for Teacher Education at the University of Utah has structured its teacher licensure programs around the PRAXIS framework. Despite some semantic differences, the overlaps between the two sets of standards can be seen by consulting the chart in Appendix B on page 47. Practically speaking, the standards are essentially interchangeable.

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

The Utah Effective Teaching Standards are informed by the INTASC standards. The UETS maybe found at the USBE website at: https://www.schools.utah.gov/file/f0e86540-5617-4166-a701-fea403f2f848.

To view the dispositions viewed as crucial by a national teacher accreditationbody (INTASC) please see Appendix C on page 43.

PROFESSIONAL PRACTICE AND CONDUCT FOR UTAH EDUCATORS

The teacher licensure programs at the University of Utah are legally compelled by and ethically bound to the Utah Professional Practices Advisory Commission (UPPAC) policy, and the USBE Administrative Rules. These policies are designed to establish the moral and ethical conduct of educators largely for the purpose of protecting children and establishing a non-threatening educational environment. As a TC you are required to adhere to the specifics as detailed on the USBE's UPPAC website at https://schools.utah.gov/policy/uppac. Please review all UPPAC (R686-100 through -105) and USBE Administrative Rules (R277-514, -515, -516). Please pay particular attention to USBE Administrative Rule R277-515-6 Professional Educator Conduct, in Appendix D on page 46.

PROGRAM DESCRIPTIONS & REQUIREMENTS

THE STUDENT TEACHING EXPERIENCE

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

Elementary Intern Cohort Students: The Internship program within the Elementary Licensure program is a full-year experience in which the TC Intern is hired by a partnering school district to be the teacher of record in the classroom. TC Interns complete EDU 5201, EDU 5360 and EDU 5380 the summer prior to the licensure year. During fall semester, TC Interns are enrolled in EDU 5310, EDU 5390 as well as their teacher contract hours. Spring semester is the same as the Student Teaching cohort in addition to their teacher contract hours. Intern placements are contingent on meeting minimum Internship requirements, school availability and school district interview outcome.

Secondary Cohort Students. Student teaching in the Secondary program is a two-semester experience in which the TC spends 6-9 hours a week in a public school classroom experience during fall semester in conjunction with course work designed to prepare TC for student teaching the subsequent semester. During spring semester, the licensure experience culminates in a full-time teaching opportunity where the TC has full responsibility for 4 classes, or course equivalents, that typically include two content preparations with one required in the Candidate's content major. TCs are required to keep the full contract hours at their respective student teaching site(s). Cohort sequencing is based upon funding and enrollments with standards sessions typically running fall and spring semesters.

Following an intensive fall semester pre-student teaching practicum, TCs begin student teaching at the beginning of the public school schedule in January. Candidates are required to keep the full contract hours at their respective student teaching site. It is expected that following a one to two week phase in period that the TC will take over all responsibilities of the regular classroom teacher. While the phase in period may vary to some degree, the time period will be determined through collaboration with the CL,

the TC, and the STE. The TC should assume full teaching responsibilities by no later than the start of the third term at their respective school site. The timeline may be different for those students completing the summer/fall experiences.

Finally, although TCs only teach a portion of an entire teaching load, they are required to be in attendance the full day (e.g., teacher contract hours, 20 minutes before school and 20 minutes after school) and at the school every day that contract teachers are in attendance (this includes professional development days, teacher work days, etc.).

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

There is substantial variation in student teaching assignments, yet we believe that it is possible to standardize performance requirements. TCs will be evaluated on their ability to organize subject matter for student learning, on their aptitude in creating an environment conducive to student learning, in their skill at providing instruction to students, and in their effectiveness as a professional educator.
The series of evaluations accompanying the licensure year will be based upon the Program Framework (p. 19 of this document).

The University of Utah's Elementary licensure program prepares teachers for grades K-6 as part of a K-8 licensure recommendation to the Utah State Board of Education. Individuals who complete endorsement specialization requirements such as advanced emphases in mathematics are able to teach in K-8 classrooms. Please contact the UITE advisor for information on endorsement course work.

EVALUATION OF FIELD EXPERIENCES

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

For an Outstanding, Strong, or Satisfactory Performance:

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

For a Satisfactory, Marginal, or Unacceptable Performance:

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

The following include multiple evaluation tools used to evaluate teaching proficiencies throughout thelicensure program:
1. The Elementary and Secondary formative observation form is used 2 times during the pre-student teaching practicum and 4 times during student teaching.
2. The Summative Student Teaching Evaluation form is the official evaluation tool used at theend of the pre-student teaching practicum and at the end of student teaching.

FORMAL EVALUATION PROCEDURES

TCs are observed and evaluated in a formative and summative capacity throughout the Fall Pre-StudentTeaching Practicum and the Spring Student Teaching experience. All formative observation forms and summative evaluation forms are to be completed electronically. Sample copies are provided for the formative observation form Appendix E on page 48, the summative evaluation form, Appendix F on page 52 and the Utah Teacher Candidate Performance Assessment and Evaluation System Rubric Appendix G on page 60.

Formative Observations

Formative observations occur throughout the pre-student teaching practicum and student teaching experience. Every time TC needs to be observed, the US schedules time to visit each TC in their classroom. After the observation, US provides feedback to the TC in terms of what went well and areas that can be improved. The STE is also requested to be part of this post-observation meeting but if the STE cannot be present, US is responsible for communicating with the STE (via email or phone call) regarding TC's progress in the classroom. After the post-observation meeting, US is responsible for emailing formative observation notes to all parties involved – TC, STE and CL. If TC has questions/concerns, they should be communicated to the CL. In such circumstances, CL can schedule meeting with TC, STE and US to address TC's questions/concerns. After completion of all formative observations (during both fall and spring), the CL is responsible for submitting all formative observations to the UITE. At mid-term for each semester, there is a three-way conference, or conferenceequivalent that reviews TC's performance.

Summative Evaluation (Fall Pre-Student Teaching Practicum Evaluation and Spring Final Student Teaching Evaluation)

The summative evaluations occur at the end of the pre-student teaching practicum and the student teaching experience. The summative evaluation is completed individually by US, STE and CL (if CL is also TC's US) as all of these have observed TC individually during teaching. The summative evaluations are completed online and hence copies are electronically submitted as all responsible partiescomplete the evaluation. Copies of the final student teaching evaluation are submitted to the TC's academic advisor.

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

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

Please note: some school districts may require copies of the Pre-Student Teaching Practicum evaluations in addition to the final evaluations, as part of their application process. However, the UITE only retains copies for Institute purposes.

PRAXIS PERFORMANCE ASSESSMENT FOR TEACHERS (PPAT)

Effective September 1, 2021, the Utah State Board of Education (USBE) has mandated that all Teacher Candidates complete a pedagogical performance assessment (PPA) to be eligible for professional teaching licensure in the State of Utah. The University of Utah uses the Praxis Performance Assessment for Teachers (PPAT) to meet this requirement. ***Every teacher candidate must complete, submit, and receive a passing score on all PPAT Tasks to be recommended for a teaching license.***

Site Teacher Educators are partners in teacher preparation at the University of Utah. Your work with Teacher Candidates enables them to become effective teachers and to succeed in meeting requirements for licensure. Teacher Candidates need your support and guidance to successfully complete the PPAT, particularly in areas where they feel challenged such as planning, lesson delivery, assessment, PPAT's use of data, and videotaping a classroom experience. We value your role as teacher educators.

PPAT LOGISTICS FOR 2023-2024 STUDENT TEACHING YEAR

Elementary Teacher Candidates. An introduction to PPAT terminology and processes will occur in EDU 5201 in Fall 2023. Task 1 will be completed in EDU 5201 in Fall 2023 as well. Data for Task 1 will be collected during field hours for EDU 5390. Candidates will participate in PPAT support sessions scheduled and facilitated by cohort leaders throughout Spring 2024. In addition, candidates will be released from student teaching responsibilities for several half days during the spring semester to work on PPAT writing. Cohort leaders will provide reminders of PPAT submission deadlines throughout Spring semester.

Secondary Teacher Candidate PPAT Experience: An introduction to PPAT terminology and processes will occur in EDU 5201 in Fall 2023. Task 1 will be completed in EDU 5201 in Fall 2023. Data for Task 1 will be collected during field hours for EDU 5490/6490. Class meetings for EDU 5490/6490 in Fall 2023 will also include discussion of PPAT requirements and sample submissions. Throughout EDU 5490/6490, Teacher Candidates will practice collecting artifacts and data from the perspective of answering questions on PPAT Tasks 2, 3 and 4. Writing support will be provided to Teacher Candidates to enhance their writing skills. In Spring 2024, Teacher Candidates will meet once per week as part of EDU 5495/6495. These one-hour PPAT focused sessions will be used for reinforcing PPAT requirements, reflecting on writing pieces, and completing writing prompts for the PPAT tasks.

Intern PPAT Experience: In Summer 2023, Interns will have an introduction to PPAT terminology and processes during EDU 5201. Interns will collect their Task 1 data and write Task 1 commentaries during Fall 2023 and engage in completion and submission of Tasks 2-4 during Spring 2023. Cohort leader will provide reminders of PPAT submission deadlines throughout Spring semester.

PPAT DESCRIPTION

PPAT evaluates Teacher Candidates on their ability to gather and analyze student data, use that data to plan instruction, assess the impact of that instruction on student learning, and reflect on the effectiveness of their teaching. The assessment is based on the Model Core Teaching Standards of the Interstate Teacher Assessment and Support Consortium (InTASC) and is aligned with the Utah Effective Teaching Standards (UETS). PPAT is an externally designed and validated performance-based assessment administered and scored by the Educational Testing Service (ETS).

The PPAT assessment consists of **four** tasks that focus on data-driven pedagogical decision-making and differentiation based on knowledge of learners and learning needs. Teacher Candidates complete each of the

four tasks during student teaching. Task submissions (https://www.ets.org/ppa/test-takers/teachers/build-submit/) include both artifacts of practice (i.e., K-12 student work samples, lesson plans, assessments) and written commentaries analyzing and reflecting on the instruction design decisions manifested within the artifacts of practice. Table 1.1 provides a brief overview of each PPAT Task.

Table 1.1 A Brief Summary of PPAT Tasks for Teacher Candidates
TASK #1: Knowledge of Students and the Learning Environment *(due February 15, 2024)* *Teacher Candidates are required to:* • Write a commentary on the factors and resources that influence, support, and enhance student learning experiences in the classroom. • Demonstrate an understanding of classroom norms, protocols and agreements. • Select 2 Focus Students with varying learning needs. • Demonstrate with evidence an understanding of connecting with all students, including the 2 Focus Students, and communication with caregivers and the community.
TASK #2: Assessment and Data Collection to Measure and Inform Student Learning *(due March 6, 2024)* *Teacher Candidates are required to:* • Demonstrate knowledge of appropriate assessment tools that meet national and state standards, learning goals, and student needs, including the use of a pre-assessment to gather baseline data prior to the teaching of a lesson or unit and a post-assessment to measure student learning after the teaching of a lesson or unit. • Demonstrate an understanding of the application of assessment, data collection, data analysis to measure and inform student learning. • Collect baseline data on the whole class, plus 2 Focus Students. • Differentiate and implement an assessment for 2 Focus Students.
TASK #3: Designing Instruction for Student Learning *(due March 6, 2024)* *Teacher Candidates are required to:* • Develop PPAT's standards-based lesson plan for the whole class to demonstrate instruction, including the use of technology, to facilitate student learning. • Differentiate instruction for 2 Focus Students through PPAT's differentiated lesson plan. • Collect work samples from the whole class and 2 Focus Students with the aim of reflecting on the lesson and looking for evidence of student learning.
TASK #4: Implementing and Analyzing Instruction to Promote Student Learning *(due April 3, 2023)* *Teacher Candidates are required to:* • Plan and implement a lesson using PPAT's standards-based lesson plan. • Adjust instruction for the whole class as well as for 2 Focus Students. • Collect baseline data on the whole class, plus each Focus Student. Record a 15 minute video of their teaching. *In compliance with USBE mandates for performance assessment, videotaped lessons are a requirement of the PPAT. District Superintendents have been notified by the USBE of this criterion. As such, Teacher Candidates must work with each Site Teacher toobtain parental permissions for videos using PPAT approved permission documents.*

- Analyze the video from the context of planning, implementing, assessment, and addressing the needs of the whole class and the 2 Focus Students.

SITE TEACHER EDUCATOR SUPPORT

- Site Teacher Educators provide easy conversation, space, and support within their classrooms for Teacher Candidates to complete teaching activities in the form and sequence required by PPAT.
- Site Teacher Educators can help Teacher Candidates to understand terminology, teaching nuances, and ideas related to PPAT prompts.
- Site Teacher Educators provide Teacher Candidates with opportunity and access to collect student data necessary to complete the PPAT assessment.
- Teacher candidates need support from their mentors in balancing the amount of work required to complete PPAT with classroom teaching and planning responsibilities.
- Additional preparation and support materials for Site Teacher Educators are provided by UITE: https://utah.instructure.com/courses/584216

PPAT PREPARATION AND SUPPORT

Because the PPAT is intended as a summative assessment of pedagogical ability, UITE faculty, university supervisors, and site teacher educators are **prohibited** from reading and providing feedback (https://www.ets.org/ppa/educator-programs/teachers/support/) on PPAT Tasks 2, 3, and 4 prior to the submission of those Tasks to ETS via the online portal (https://www.ets.org/ppa/test-takers/teachers/build-submit/submitting/). Task 1 is the exception to this rule, as it is intended as a formative, data-gathering exercise, and so feedback from cohort leaders on Task 1 is allowed. See pages 24, 25, & 26 of the *PPAT Assessment Candidate and Educator Handbook* (https://www.ets.org/s/ppa/pdf/ppat-candidate-educator-handbook.pdf) for more details about what kinds of support mentors **are** and **are not** allowed to provide to candidates.

Teacher Candidates completing professional licensure programs through UITE receive a strong professional education including the knowledge and skills necessary to complete the PPAT. Table 1.2 and Table 1.3 below indicate courses in the elementary and secondary licensure programs that provide candidates with the opportunity to develop knowledge and skill related to components of particular PPAT Tasks. While completing PPAT Tasks, Teacher Candidates are encouraged to review the material from these classes.

Table 1.2

ELEMENTARY LICENSURE PROGRAM	
PPAT Task	**Related Professional Education Coursework at the U**
Task 1: Knowledge of Students and the Learning Environment	- EDU 1010: Intro to Teaching - EDU 5201: Teaching Practices, Ethics, & Professional Development - ECS 2150: Introduction to Multicultural Education - ECS 5709: Building Family and School Partnerships

Task 2: Assessment and Data Collection to Measure and Inform Student Learning	• EDU 5360: Elementary Math Methods in Diverse Classrooms • EDPS 5005: Writing Instruction and Assessment K-6 • ED PS5315 Reading Methods I: K-6 Foundational Skills, Phonics, Word Study and Fluency • SPED 5201: Principles of Assessment & Data-Based Decision Making • ECS 5645: Assessment of Linguistically DiversePopulations
Task 3: Designing Instruction for Student Learning	• EDU 5360: Elementary Math Methods in Diverse Classrooms • EDU 5375: Science Methods • EDU 5380: Elementary Social Studies Methods • SPED 5022: Principles of Instruction & Behavioral Support • EDPS 5005: Writing Instruction and Assessment K-6 • ECS 5647: Instructional Methods for Linguistically DiversePopulations*
Task 4: Implementing and AnalyzingInstruction to Promote Student Learning	• EDU 1010: Intro to Teaching • EDU 5360: Elementary Math Methods in Diverse Classrooms • EDU 5380: Elementary Social Studies Methods • EDU 5390: Field Practicum: Elementary • EDPS 5321: Reading Methods II: K-6 Vocabulary andComprehension Instruction
*Highly recommended optional course. Required for ESL Endorsement.	

Table 1.3

SECONDARY LICENSURE PROGRAMS	
PPAT Task	**Related Professional Education Coursework at the U**
Task 1: Knowledge of Students and the Learning Environment	• EDU 1010: Intro to Teaching • EDU 5201: Teaching Practices, Ethics, & Professional Development • ECS 2150: Introduction to Multicultural Education • ECS 5709: Building Family and School Partnerships
Task 2: Assessment and Data Collection to Measure and Inform Student Learning	• Discipline-specific teaching methods courses (e.g. EDU 5170: Secondary Science Methods; ENGL 5410: Methods of Teaching Language Arts I; HIST 5340: Teaching History; MATH 4090: Teaching of Secondary School Mathematics) • SPED 5201: Principles of Assessment & Data-Based Decision Making • ECS 5645: Assessment of Linguistically Diverse Populations

Task 3: Designing Instruction for Student Learning	• Discipline-specific teaching methods courses (e.g. EDU 5170: Secondary Science Methods; ENGL 5410: Methods of Teaching Language Arts I; HIST 5340: Teaching History; MATH 4090: Teaching of Secondary School Mathematics) • EDPS 5151 Educational Applications of Technology in Grades 6-12 • SPED 5022: Principles of Instruction & Behavioral Support • ECS 5647: Instructional Methods for Linguistically Diverse Populations*
Task 4: Implementing and Analyzing Instruction to Promote Student Learning	• EDU 1010: Intro to Teaching • EDU 5490: Field Practicum: Secondary • EDU 5491: Professional Development and Teacher Research • Discipline-specific teaching methods courses (e.g. EDU 5170: Secondary Science Methods; ENGL 5410: Methods of Teaching Language Arts I; HIST 5340: Teaching History; MATH 4090: Teaching of Secondary School Mathematics)
Highly recommended optional course. Required for ESL Endorsement.	

FOUNDATIONS OF READING ASSESSMENT

Teacher Candidates who anticipate being recommended for Elementary or Early Childhood licensure on or after September 1, 2022 are required to complete the Foundations of Reading assessment *before* they are awarded a professional license. Candidates are strongly encouraged to take the test during the fall semester, prior to beginning student teaching. For the 2023-2024 academic year, Candidates are required to successfully take and pass the test with a minimum score of 36.

The Utah State Board of Education (USBE) will provide vouchers for UITE Candidates (during the 2023-2024 academic year) to take the assessment, without paying the registration fee. Vouchers are nontransferable and only available to candidates for a 'first attempt'. If the Candidate takes the assessment multiple times, they will need to pay the registration fee for all attempts after the first one. Again, candidates must complete the test prior to recommendation for licensure.

Prior to registration, Candidates will be sent an email from the USBE with their voucher number for the test in August or September. Candidates need to wait for their email from the USBE with their voucher number before they register for the test. Vouchers may not be applied retroactively.

ROLES & RESPONSIBILITIES

TEACHER CANDIDATE

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

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

SITE TEACHER EDUCATOR

The STE is undoubtedly one of the most important people to the TC. Besides being a model of teaching excellence, the STE is an important source of ideas, materials and suggestions. In addition, the STE will support the TCs and help them think through their aims and means with an eye toward helping them develop as a professional educator.

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

1. Communicate clearly with your TC and CL/US.
2. Set aside time each week that is uninterrupted so you may plan with your TC and review her/his lesson plans and/or units.
3. Be willing to let your TC try various approaches to curriculum and teaching strategies.
4. Provide constructive written feedback.
5. Find a desk for your TC so she/he has a place for books, lesson plans, and other materials.
6. Demonstrate content lessons prior to asking your TC to assume teaching responsibilities in that area.
7. Observe weekly and provide both written and oral feedback.
8. Keep a file on your TC with copies of lesson evaluations. Ensure that documentation is clear regarding

efforts to support or remediate problems, should they occur.

9. Make each TC in your school feel as if she/he are part of the faculty.
10. In case of poor TC performance, contact your CL/US immediately at 801-581-7158.

ASPECTS OF AN EFFECTIVE SITE TEACHER EDUCATOR/TEACHER CANDIDATE PLACEMENT

1. **Communication**
    a. The STE and TC will have planned pre-arranged times to communicate each other's expectations, concerns, responsibilities, teaching arrangements, etc.
    b. STEs are encouraged to provide opportunities where TCs work as members of the school's faculty with all of the rights and responsibilities that includes.

2. **Planning**
    a. The STE and TC will plan together. The TC and the STE should have pre- arranged times when both parties agree to and are aware of and when specific content will be taught.
    b. The STE and TC should share ideas and work together as a team to plan appropriate curriculum for the students.

3. **Feedback**
    a. Weekly *written feedback* from the STE will include encouragement and constructive feedback of the TC's teaching/learning progress.

4. **University Involvement**
    a. STEs and/or TC will communicate with University personnel when concerns arise using such methods as a phone call, e-mail, fax, or in-person conversations.
    b. University personnel will be present in classrooms and schools on a consistent basis. This is a program where University personnel are often in the classroom.

5. **Progressive Role Modeling**
    a. STEs should demonstrate current teaching and learning research in their classroom and should willingly share their expertise on how children learn and develop.
    b. STEs should exhibit evidence of continued professional development.
    c. TCs should share insights and research on effective teaching and learning with their STE.

MENTOR ROLES

1. **Role Model**
    a. A standard that exemplifies excellence. The mentor demonstrates strong professional qualities that the protégée aspires to duplicate. The mentor encouraged the TC to act as a professional.

2. **Confidant**
    a. One with whom mutual trust can be developed. Establishing an environment that allows for a free exchange of ideas, concerns, suggestions, etc. Professional boundaries between TCs and STEs should be maintained at all times.

3. **Teacher**

a. One who instructs and imparts knowledge by communicating, correcting/evaluating, and offering feedback of subject matter to children, parents/guardians, and colleagues.

4. **Talent Developer**
   a. One who coaches and challenges while providing opportunities. That is, someone who makes "things" happen for the protégée.

5. **Leader**
   a. One who sets standards by specifying high expectations and demonstrating them.

SITE TEACHER EDUCATOR CRITERIA FORM:

In accordance with state and national accreditation criteria, each STE will be asked by a University CL to complete an electronic profile. The questions are designed to capture qualifications in the following areas: education, teaching, and mentoring experiences. Form completion should take approximately 15 minutes to complete. If you are uncomfortable with the online format, please request a paper copy from the University CL. You will only need to fill out this form once per year. See Appendix H on page 67.

MENTORING SUGGESTIONS

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

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

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

URBAN INSTITUTE FOR TEACHER EDUCATION'S SUPERVISION POLICY

The role of the CL/US in the Urban Institute for Teacher Education's licensure programs serves TC in the

early childhood, elementary, and secondary program.

Role of Supervision

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

In order to provide TCs with supervisory support that extends beyond traditional methods of mentoring, the Urban Institute for Teacher Education seeks a substantive mentoring model that capitalizes on the insights and expertise of teachers and administrators in contemporary classrooms and schools. By moving to a collaborative, standards-based model of supervision, TCs experience mentoring based upon linkages between their university experiences and life in classrooms (University of Santa Cruz, 2002).

Site Teacher Educators

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

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

Benefits for Veteran Teachers

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

The following list delineates the expertise of our STEs:

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

During student teaching, we ask all STEs to be responsible for the following:

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

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

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

Benefits for Teacher Candidates

Understanding the trajectory of teacher development by:

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

Professional Development for Site Teacher Educators

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

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

   Site Teachers are also able to choose one (1) option from the following menu:
1. $100.00 honorarium
2. Participation in a professional development course through the UITE. Participation for university credit will be available at a nominal fee of $100.00

University Cohort Leader Role

University CL include university faculty and graduate assistants who are trained as facilitators in the supervision of preservice teachers. The duties of CL/US include:

1. Conducting formal and informal observations of TCs.
2. Conferencing with TCs to provide guidance, feedback, and assistance.
3. Communicating regularly with STE.
4. Completing Pre-Student Teaching Practicum and final student teaching evaluations of TC's performance.

Observations

While there are variations in the supervisory schedules across the elementary and secondary emphasis areas, a typical 12-week student teaching experience includes a **minimum of four full lesson visits to each TCs classroom**. Informal evaluations **may** include planned, "touch base" visits designed to update CLs on the progress of TCs' work in the classroom and video observations. Formal observations involve a deliberate pre-conference, the observation of a full lesson, and a formal post-conference. Written and verbal feedback is provided in order to document students' progress and to provide a narrative of development over time.

PROGRAM POLICIES & PROCEDURES

INSURANCE COVERAGE

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

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

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

LEGAL RESPONSIBILITIES OF TEACHER CANDIDATES

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

According to Utah law, the State Board of Education…"may issue certificates to persons engaged in student teaching." It further provides:
a. "A certificate for student teaching is issued only upon recommendation of a teacher training institution in the state approved and accredited by the State Board.
b. A TC license authorizes the holder to teach in a specified school or schools under the specific

direction of a qualified and regularly certified person.
c. The license is valid only for the student teaching period.
d. A person may not engage in student teaching without a current TC license. S3A6-Lo1(2) U.C.A. 1953."

LIABILITY

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

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

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

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

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

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

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

A. No. The district is legally liable unless gross negligence by the TC has taken place. There are several cases relating to TC activities in the presence of a STE. In Clay v. Independent School District of Cedar Falls, Iowa, the court pointed out that the practice teacher:

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

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

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

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

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

PROBLEMS AND INTERVENTIONS DURING STUDENT TEACHING

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

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

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

1. Immediately contact your CL/U to establish a system of communication and contacts.
2. Participate in a three-way conference: The University CL/US should convene the conference for the purpose of discussing and clarifying problems, solutions, and consequences of various routes of action. It is important that all parties sign a written agreement that includes problems, solutions, and consequences.

3. Maintain open lines of communication with all parties.
4. For additional consultation contact the Director of the Urban Institute for Teacher Education.

SUBSTITUTE TEACHING POLICY

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

SUPERVISION AND CONFERENCE GUIDELINES DURING PRE- STUDENT TEACHING PRACTICUM AND STUDENT TEACHING

Observations

Written comments from each observation should be given to the TC within 24 hours of observation of after each visit and must be provided to the STE to ensure continuity, cohesion and open communication. Copies of observation notes should be kept on file by the supervisor. Verbal feedback provided to TC should be documented and filed by the US.

Frequency

TC are required to be present at their assigned schools both during fall and spring. During fall, they will be in their classrooms two full days a week for elementary TC and a minimum of 90 hours for secondary TCs. TC Interns will be in their classrooms for the entirety of their teacher contract time. Any changes in field requirements will be made in writing, in advance. TCs will be formally observed by their CL or US.

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

Evaluations

Elementary cohort: Along with informal and formal supervisory visits, CL and/or US will complete formal evaluation documents for each TC. This will happen one time during the course of the TCs fall pre-student teaching practicum experience and once during the Candidate's student teaching experience. These documents are called: Pre-Student Teaching Practicum Evaluation (December), and the Final Student Teaching Evaluation (end- March). While the evaluation form content is the same at all intervals, ratings on the form will indicate a TCs progress during the course of his/her student teaching and areas that need improvement. These evaluations will be completed both by the TCs CL and STE. The TC must score a '3' on at least 80% of the items within each section, receive a Yes on both Standard 10 questions, and not score a '0' on any items, on the **Final Student Teaching Evaluation** to be allowed to proceed to completion.

Secondary cohort: Along with informal and formal supervisory visits, CL and/or US will complete formal evaluation documents for each TC. This will happen once during the course of the TCs fall pre-student teaching practicum experience (fall) and once during the Candidate's student teaching experience (spring). These documents are called: Pre-Student Teaching Practicum Evaluation (December), and the Final Student Teaching Evaluation (end of March). The timeline may be different for those students completing the summer/fall experiences. While the evaluation form content is the same on all forms, ratings will indicate a Teacher Candidate's progress during the course of his/her student teaching and areas that need improvement. These evaluations will be completed by both the TC's CL or US and the STE. The TC must score a '3' on at least 80% of the items within each section, receive a Yes on both Standard 10 questions, and not score a '0' on any items, on the Final Student Teaching Evaluation to be allowed to proceed to completion.

Additional Information - University Cohort Leader/Supervisor

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

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

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

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

Site Teacher Educator

STE observations should occur at least once a week for at least one full lesson and include written evaluation. In conjunction with the observations, conferences between the STE(s) and TCs should follow a general pattern that includes:
1. STE shares (in a written format) observation results and feedback with the TC immediately after the

observation is complete.
2. The TC and STE keep a written document of the observation comments.
3. STE keeps a file of all observations.
4. STE makes all suggestions in writing and gives one dated copy to the TC and keeps one dated copy inher/his file. If there are major concerns, a copy of all notes must be provided to the university CL.

WORK STOPPAGES IN COOPERATING SCHOOL DISTRICTS

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

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

Appendix A

UTAH EFFECTIVE TEACHING STANDARDS

Standard 1: Learner Development

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

The Teacher:	Practicing	Effective	Highly Effective
a. Creates developmentally appropriate and challenging learning experiences based on individual students' strengths, interests, and needs.	Creates whole – class learning experiences.	Creates developmentally appropriate and challenging learning experiences based on student needs.	Uses data from multiple measures to create appropriate and challenging learning experiences based on identified learning needs.
b. Collaborates with families, colleagues, and other professionals to promote student growth and development.	Interacts with families and colleagues related to student growth and development.	Collaborates with families and colleagues to support learner growth and development.	Takes initiative to engage families and colleagues in supporting students' individual growth and development.

Standard 2: Learning Differences

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

The Teacher:	Practicing	Effective	Highly Effective
a. Understands individual learner differences and holds high expectations of students.	Understands that students differ and holds generally high expectations for students.	Ensures inclusive learning environments that allow each student to reach learning goals.	Develops and maintains a positive and nurturing learning environment that values contributions of students across all backgrounds and abilities.

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

Standard 3: Learning Environments

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

The Teacher:	Practicing	Effective	Highly Effective
a. Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures.	Implements a daily schedule.	Establishes and maintains routines, expectations, and procedures that support student learning.	Collaborates with students in establishing and reflecting on classroom procedures to improve the learning environment.
b. Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry.	Promotes a positive and respectful learning climate. Provides opportunities for students to work in teams.	Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry. Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	Models positive learning interactions and guides students to consistently refine interactions through self-reflection. Supports students to create and manage learning teams to meet learning goals.
c. Uses a variety of classroom management strategies to effectively maintain a positive learning environment (e.g., proximity, cuing, desists, routines).	Uses a variety of classroom management strategies.	Uses research- based strategies to reinforce positive learning interactions. Consistently responds to classroom disruptions in an appropriate and timely manner to maintain a positive learning environment.	Collects and analyzes classroom based data and makes modifications to facilitate a positive learning environment. Encourages learner involvement in maintaining and monitoring their own contribution to a positive learning environment.

d. Equitably engages students in learning by organizing, allocating, and managing the resources of time, space, and attention.	Organizes the physical environment and schedule.	Maintains a functional and organized physical environment, conducive to thought and interactions. Manages, schedules, pacing, and transitions to maximize learning time. Proactively gains and maintains student attention through active participation.	Coordinates time, materials, and space to design various learning patterns and multiple learning activities. Fosters each student's ability to manage their own learning time. Selects engagement strategies that align with individual student learning patterns and goals.
e. Extends the learning environment using technology, media, and local and global resources.	Knows and applies basic technology skills.	Incorporates a variety of technology tools and media on the learning environment; uses local and global resources.	Actively and consistently incorporates technology and media; regularly integrates local and global resources.
f. Encourages students to use speaking, listening, reading, writing, analysis, synthesis, and decision-making skills in various real-world contexts.	Links skills learned in school to real-world contexts.	Provides a classroom that supports the acquisition of learning skills, and incorporates authentic real-world experiences.	Models and expects students to transfer skills and content knowledge to real-world and work-place contexts.

Standard 4: Content Knowledge

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

The Teacher:	Practicing	Effective	Highly Effective
a. Knows the content of the discipline and conveys accurate information and concepts.	Knows the content of the assigned area.	Knows the content of the disciplines taught and conveys accurate information.	Pursues opportunities to learn new developments in the discipline and continually deepens content knowledge.
b. Demonstrates an awareness of the Utah Common Core/Core Curriculum and references it in short and long term planning.	References the Utah Common Core/Core curriculum in the preparation of lessons plans.	Bases instructions on approved content standards and current research to create rigorous and relevant learning activities.	Continually updates knowledge in the discipline(s) taught and connects concepts across disciplines so support student understanding.
c. Engages students in applying methods of inquiry and standards of evidence within the discipline.	Understands methods and standards in a specific academic area.	Teaches methods of inquiry, problem-solving, and critical thinking consistent with the standards of the academic discipline.	Develops opportunities for self-directed student inquiry and problem- solving across multiple disciplines.
d. Uses multiple representations and explanations of concepts that capture key ideas.	Teaches key concepts of discipline.	Uses multiple representations and explanations to convey concepts of discipline.	Regularly adapts various methods and materials to convey key ideas of discipline.
e. Supports students in learning and using academic language accurately and meaningfully.	Uses a vocabulary of the discipline.	Incorporate academic vocabulary to enhance learning.	Expects students to use academic language accurately and meaningfully.

Standard 5: Assessment

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

The Teacher:	Practicing	Effective	Highly Effective
a. Designs and/or selects pre-assessments, formative, and summative assessments in a variety of formats that match learning objectives and engages the learner in demonstrating knowledge and skills.	Selects assessments to match learning objectives.	Designs or selects pre-assessments, formative, and summative assessments in a variety of formats that match learning objectives.	Selects and integrates varied assessment types and involves learners in demonstrating knowledge and skills.
b. Engages students in understanding and identifying the elements of quality work and provides them with timely and descriptive feedback to guide their progress in producing that work.	Encourages students to do quality work. Provides feedback on student work.	Engages students in understanding and identifying the elements of quality work. Provides students with feedback to guide their progress in producing quality work.	Engages students in regularly producing quality work and supporting students in self-assessment and goal-setting. Provides students with timely and descriptive feedback to guide their progress in producing quality work.
c. Adjusts assessment methods and makes appropriate accommodations for English Language Learners, students with disabilities, advanced students, and students who are not meeting learning goals.	Modifies formative assessments.	Adjusts assessment methods to meet various student learning needs.	Modifies assessment methods and makes appropriate accommodations for English Language Learners, students with disabilities, advanced students, and students who are not meeting learning goals.

d. Uses data to assess the effectiveness of instruction and to make adjustments in planning and instruction.	Evaluates student learning as part of instruction.	Uses multiple sources of data to gauge the effectiveness of instruction and makes adjustments in planning and instruction.	Uses formative and summative inputs to reflect on and make ongoing modifications in instruction that result in increased learner achievement.
e. Documents student progress and provides descriptive feedback to students, parents, and other stakeholders in a variety of ways.	Shares assessment feedback with students, parent/guardian at required reporting periods.	Documents student progress and provides feedback to students, parents, guardians, and other stakeholders in a variety of ways.	Selects or designs a variety of effective formats to document and provide feedback on student progress.
f. Provides opportunities for students to understand, question, and analyze information from multiple and diverse sources and perspectives to answer questions and solve real-world problems.	Uses various sources to inform instruction.	Systematically includes a variety of perspectives and sources to stimulate questioning, analysis, and increase understanding.	Provides opportunities for students to understand, question, and analyze information from multiple and diverse sources and perspectives in order to answer questions and solve real-world problems.

Standard 6: Instructional Planning

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

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

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

Standard 7: Instructional Strategies

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

The Teacher:	**Practicing**	**Effective**	**Highly Effective**
a. Understands and practices a range of developmentally, culturally, and linguistically appropriate instructional strategies.	Uses a variety of instructional strategies.	Appropriately uses a variety of developmentally, culturally, and linguistically appropriate instructional strategies.	Adapts a variety of pedagogical strategies to meet the assessed needs of individual students.
b. Uses appropriate strategies and resources to adapt instruction and varies his or her role to meet the needs individual and groups of learners.	Uses various instructional formats.	Adapts instruction and varies his or her role as appropriate to particular content and concepts.	Continuously checks for student understanding and draws from a wide range of strategies, resources, and roles to meet individual and group learning needs.
c. Analyzes student errors and misconceptions in order to redirect, focus, and deepen learning.	Adjust instructions based on student response.	Analyzes student learning and responds to errors and misconceptions.	Analyzes student errors and misconceptions in order to redirect, focus, and deepen learning.
d. Uses a variety of instructional strategies to support and expand learners' communication skills.	Provides opportunities for students to articulate thoughts and ideas.	Uses a variety of strategies to support and expand learners' communication skills.	Encourages and supports students in learning and using multiple forms of communication to convey ideas.

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

Standard 8: Reflection and Continuous Growth

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

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

d. Actively investigates and considers new ideas that improve teaching and learning and draws on current education policy and research as sources of reflection.	Participates in professional development opportunities and considers new ideas to improve teaching.	Actively investigates and considers new ideas, drawing upon current research and policy as sources of reflection.	Seeks new ideas and participates in dialogue regarding new research, regulations, and requirements and the subsequent implications for classroom teaching and learning.
e. Develops a professional learning plan based on individual needs and the needs of learners, schools, and educational communities.	Participates in learning experiences as they arise.	Consults with supervisor to develop a standards-based professional learning plan.	Develops a professional learning plan based on standards, individual needs, the needs of learners, and the needs of the school.

Standard 9: Leadership and Collaboration

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

The Teacher:	Practicing	Effective	Highly Effective
a. Prepares for and participates actively as a team member in decision-making processes and building a shared culture that affects theschool and larger educational community.	Knows school- wide policies and practices anddisplays awareness of the school improvement plan.	Establishes positive working relationshipsand participates in the school's decision-making process as required. Participates in developing and/or implementing the school improvement plan.	Takes initiative to participate in developing and implementing policiesand practices that improve instruction. Collaborates with colleagues on schoolimprovement issues.
b. Participates actively as part of the learning community, sharing responsibility for decision-making and accountability for each student's learning, and giving and receiving feedback.	Participates in the professional learning community as required.	Actively participates with colleagues to support the goals of thelearning community.	Assumes a leadership role in his or her area ofassignment that includesa shared responsibility for student work, examinations of problems or practice, and the identification ofimprovement strategies.
c. Advocates for the learners, the school, the community, and the profession.	Contributes to studentsuccess.	Advocates for all students to be preparedfor high school graduation and future school and/or work success. Seeks opportunities to positively impact teaching quality, schoolimprovement, and student achievement.	Actively communicatesthe vision of college andcareer readiness to students. Actively participates, promotes, and providessupport for initiatives inthe school and community to impact student success.

The Teacher:	Practicing	Effective	Highly Effective
d. Works with other school professionals to plan and jointly facilitate learning to meet diverse needs of learners.	Develops positive relationship with colleagues.	Works with colleagues to plan and jointly facilitate learning to meet diverse needs.	Implements, reflects on, and improves joint plans to re-teach, enrich, and reinforce learning.
e. Engages in professional learning to enhance knowledge and skills, to contribute to the knowledge and skills of others and to work collaboratively to advance professional practice.	Recognizes colleagues as resources to enhance knowledge and skill.	Engages in professional learning with colleagues to enhance professional practice.	Participates in professional dialogue, peer observation and feedback, peer coaching, and other collegial learning activities.

Standard 10: Professional and Ethical Behavior

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

The Teacher:	Practicing	Effective	Highly Effective
a. Is responsible for compliance with federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives.	Advocates for and models compliance with law and rules governing ethical conduct of educations.	Knows which laws, rules, policies, and directives guide legal, moral, and ethical educators and where to access them.	Adheres to and upholds laws, rules, policies, and directives, and holds other accountable to do the same.
b. Is responsible for compliance with all requirements State Board of Education Rule R277- 530 at all levels of teacher development.	- Avoids actions which may adversely affect ability to perform assigned duties and carry out the responsibilities of the profession, including role-model responsibilities. - Takes responsibility to understand professional requirements, to maintain a current Utah Educator License, and to compete license upgrades, renewals and additional requirements in a timely way. - Maintains accurate instructional and non-instructional records. - Maintains integrity and confidentiality in matters concerning student records and collegial consultation. - Develops appropriate student-teacher relationships as defined in rule, law, and policy. - Maintains professional demeanor and appearance as defined by the local education agency. (LEA)		

APPENDIX B
INTASC STANDARDS

INTASC	Description of Teacher Performance	PRAXIS	Description of Praxis Criteria
Principle 1: *Knowledge of Subject Matter*	Understands the central concepts, tools of inquiry, and structure of the discipline(s) taught; creates learning experiences to make them meaningful to students.	A2 A3 C2	• Articulating learning goals for the lesson that are appropriate for the students. • Demonstrating an understanding of the connections between the content that was learned previously, the current content, and content that remains to be learned in the future. • Making content comprehensible to students.
Principle 2: *Knowledge of Human Development and Learning*	Understands how students learn and develop; provides learning opportunities that support their intellectual, social, and personal development.	A4 B4	• Creating or selecting teaching methods, learning activities, and instructional materials or other resource that are appropriate for the students and that are aligned with the goals of the lesson. • Establishing and maintaining consistent standards of classroom behavior.
Principle 3: *Adapting Instructions for Individual Needs*	Understands how students differ in their approaches to learning; creates instructional opportunities that are adapted to diverse learners.	B1 B3	• Creating a climate that promotes fairness. • Communicating challenging learning expectations to each student.
Principle 4: *Multiple Instructional Strategies*	Understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	C1 C3 C4	• Making learning goals and instructional procedures clear to students. • Encouraging students to extend their thinking. • Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.

APPENDIX C

Dispositions Stated for Each Standard

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

The Utah Effective Teaching Standards are informed by the INTASC standards. The UETS maybe found at the USBE website at: https://www.schools.utah.gov/file/f0e86540-5617-4166-a701-fea403f2f848.

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

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

1.1 The TC realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. He/she seeks to keep abreast of new ideas and understandings in the field.

1.2 The TC appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower.

1.3 The TC demonstrates enthusiasm for the discipline(s) he/she teaches and sees connections to everyday life.

1.4 The TC is committed to continuous learning and engages in professional discourse about subject matter knowledge and students' learning of the discipline.

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

2.1 The TC appreciates individual variation within each area of development, shows respect for diverse talents of all learners, and is committed to helping students develop self-confidence and competence.

2.2 The TC is disposed to use students' strengths as a basis for growth and errors as opportunities for learning.

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

3.1 The TC believes that all students can learn at high levels and persists in helping all students achieve success.

3.2 The TC appreciates and values human diversity, shows respect for students' varied talents and perspective, and is committed to the pursuit of "individually configured evidence."

3.3 The TC respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.

3.4 The TC is sensitive to community and cultural norms.

3.5 The TC creates an environment where students feel valued for their potential as people and helps them to learn to value each other.

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

4.1 The TC values the development of students' critical thinking, independent problem solving, and performance capabilities.

4.2 The TC values flexibility and reciprocity in the teaching process as necessary for adaptinginstruction to student responses, ideas, and needs.

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

5.1 The TC takes responsibility for establishing a positive climate in the classroom and participatesin maintaining such a climate in the school as a whole.

5.2 The TC understands how participation supports commitment and is committed to the expression and use of democratic values in the classroom.

5.3 The TC values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate oflearning.

5.4 The TC recognizes the value of intrinsic motivation to students' life-long growthand learning.

5.5 The TC is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student.

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

6.1 The TC recognizes the power of language for fostering self-expression, identity development, and learning.

6.2 The TC values the many ways in which people seek to communicate and encouragesmany modes of communication in the classroom.

6.3 The TC is a thoughtful and responsivelistener.

6.4 The TC appreciates the cultural dimensions of communication, responds appropriately, andseeks to foster culturally sensitive communication by and among all students in the class.

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

7.1 The TC values both long-term and short-term planning.

7.2 The TC believes that plans must always be open to adjustment and revision based up studentneeds and changing circumstances.

7.3 The TC values planning as a collegial activity.

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

8.1 The TC values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.

8.2 The TC is committed to using assessment to identify student strengths and promotes student growth rather than to deny students access to learningopportunities.

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

9.1 The TC values critical thinking and self-directed learning as habits ofmind.

9.2 The TC is committed to reflection, assessment, and learning as an on going process.

9.3 The TC is willing to give and receive help.

9.4 The TC is committed to seeking, developing, and refining practices that address theindividual needs of students.

9.5 The TC recognizes his/her professional responsibility for engaging in and supportingappropriate professional practices for self and colleagues.

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

10.1 The TC values and appreciates the importance of all aspects of a student's experiences.

10.2 The TC is concerned about all aspects of a student's well-being (e.g., cognitive, emotional,social, and physical development), and is alert to signs ofdifficulties.

10.3 The TC is willing to consult with other adults regarding the education and well-beingof his/herstudents.

10.4 The TC respects the privacy of students and confidentiality ofinformation.

10.5 The TC is willing to work with other professionals to improve the overall learningenvironment for students.

Appendix D
Rule 515-6 Professional Educator Conduct:

(1)   A professional educator exhibits integrity and honesty in relationships with an LEA administratoror personnel.

(2)   (a) Failure to adhere to this Subsection (2) may result in licensing discipline.

     (b) A penalty shall be imposed most readily, if an educator has received a previous documentedwarning from the educator's employer.

     (c) The professional educator:

       (i)   shall communicate professionally and with civility with a colleague, school andcommunity specialist, administrator and other personnel;

       (ii)   shall maintain a professional and appropriate relationship and demeanor with student,colleague and school community member and parent;

       (iii)   may not promote a personal opinion, personal issue, or political position as part oftheinstructional process in a manner inconsistent with law;

       (iv)   shall express a personal opinion professionally and responsibly in the communityserved by the school;

       (v)   shall comply with an LEA policy, supervisory directive, and generally-accepted professional standard regarding appropriate dress and grooming at school and school-related event;

       (vi)   shall work diligently to improve the educator's own professional understanding,judgment, and expertise;

       (vii)   shall honor all contracts for professional services;

       (viii)   shall perform all services required or directed by the educator's contract with the LEAwith professionalism consistent with LEA policy and rule; and

       (ix)   shall recruit another educator for employment in another position only within a LEAtimeline and guideline.

For questions regarding the content or application of rules under Title R277, please contact the promulgating agency (Education, Administration). A list of agencies with links to their homepages isavailable at: https://adminrules.utah.gov/public/home/.

Date: date

Formative Observation

Teacher Candidate: Click here to enter text.

STE/Cooperating Teacher/Intern Mentor :   Click here to enter text.

School: Click here to enter text.

Lesson Topic: Click here to enter text.

Grade and Subject: Click here to enter text.

Program (EL, SC, SPED):   Click here to enter text.

Observer: Click here to enter text.

Scoring Scale:
n/o = no opportunity to observe or consult on this item at this time
Not Effective = 0
Beginning=1
Developing=2
Preservice Effective=3
In-service Effective = not available for scoring; for informational purposes only

Rubric:
When you are rating students on a particular standard, please provide a numerical rating using the rubric.
To access the rubric, please go to: https://d182hggomw8pjd.cloudfront.net/wp-content/uploads/sites/11/2019/02/07152346/FINAL-PAES-Rubric-20170822.pdf

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

Please describe the details of the observed lesson, including information on the student teacher's lesson plan and how the P-12 students are affected by the instruction.

Student Teacher's Lesson	P-12 Students' Understanding

Click here to enter text.

Click here to enter text.

Standards	Comments and Suggestions
1: Learner Development (1.1) Appropriate Learning Experiences: score (1.2) Collaborates with others: score	Click here to enter text.
2: Learning Differences (2.1) Diverse Experiences: score	Click here to enter text.
3: Learning Environments (3.1) Engage and Support Students: score (3.2) Collaborates with Students: score (3.3) Classroom Management Strategies: score	Click here to enter text.
4: Content Knowledge (4.1) Accurate, Multiple Representations: score	Click here to enter text.

5: Assessment (5.1) Assesses Effectiveness of Instruction: score (5.2) Documents Progress, Provides Feedback: score (5.3) Assesses in a Variety of Formats for Learning: score	Click here to enter text.
6: Instructional Planning (6.1) Knowledge and Reference of Utah Core Standards: score (6.2) Integrates Cross-disciplinary Skills: score	Click here to enter text.

7: Instructional Strategies (7.1) Range of Appropriate Instructional Strategies: score (7.2) Opportunities for Students to Develop Skills: score (7.3) Expands Learner's Communication Skills: score (7.4) Variety of Effective Technology and Resources: score (7.5) Finding and Using Information to Solve Problems: score	Click here to enter text.
8: Reflection and Continuous Growth (8.1) Adapts and Improves Practice: score	Click here to enter text.

9: Leadership and Collaboration 　(9.1) Participates and 　Collaborates in Decision Making: 　score 　(9.2) Student Teacher is 　an Advocate: score	Click here to enter text.
10: Professional Learning and Ethical Practices 　(10.1) Complies with all 　Policies, Rules & Laws: score 　(10.2) Complies with 　State Board of Education 　Rule R277-515: score	Click here to enter text.
Strengths	Click here to enter text.
Goals	Click here to enter text.

SUMMATIVE TEACHER CANDIDATE EVALUATION FORM
SCORING DIRECTIONS

Requirements for Continuation

When evaluating the "Pre-Student Teaching Practicum," follow this 3-step process to determine whether the TC can proceed:

1. **Did the teacher candidate hit the total score of 37 points?**

   - If yes, then continue to Question 2

   - If no, consult with your Supervisor

2. **Did the teacher candidate have any "0"s or "1"s?**

   - If yes, then:

      - Work with the Supervisor to create an Action Plan

      - Work with the Supervisor to create a highlighted rubric to share with the teacher candidate, which then gets placed in the teacher candidate's file

   - If no, then continue to Question 3

3. **Did the teacher candidate hit the minimum per section?**

   ➢ Learner and Learning=10

   ➢ Instructional Practice=18

   ➢ Professional Responsibility=5

   ➢ Standard 10 =Y to Both Questions

   Note: These minimum scores are the result of a required calculation where a TC earns at least a "2" for 80% of items within each section and obtains a Yes on both standard 10 questions.

      - If yes, then TC can continue

      - If no, consult with your Supervisor

Requirements for Graduation

When evaluating "Final Student Teaching," follow this 3-step process to determine whether the TC can proceed:

1. **Did the teacher candidate hit the total score of 51 points?**
   - If yes, then continue to Question 2
   - If no, consult with your Supervisor

2. **Did the teacher candidate have any "0"s or "1s"?**
   - If yes, then:
     - If a 0 is present, then this is not a passing score
       - Consult Supervisor.
     - If a 0 or 1 is present,
       - Work with the Supervisor to create an Action Plan
       - Work with the Supervisor to create a highlighted rubric to share with the teacher candidate, which then gets placed in the teacher candidate's file
   - If no, then continue to Question 3

3. **Did the teacher candidate hit the minimum per section?**
   - ➢ Learner and Learning=14
   - ➢ Instructional Practice=26
   - ➢ Professional Responsibility=7
   - ➢ Standard 10 =Y to Both Questions

   Note: These minimum scores are the result of a required calculation where a TC earns at least a "3" for 80% of items within each section, has no "0s," and obtains a Yes on both standard 10 questions.

   - If yes, then TC can continue
   - If no, consult with your Supervisor

College of EDUCATION
THE UNIVERSITY OF UTAH

2023-2024 Summative Teacher Candidate Evaluation Form

Teacher Candidate Name:

Program:
- o Elementary
- o Secondary
- o Special Education Early Childhood Education – Early Intervention
- o Special Education Early Childhood Education – Preschool
- o Special Education Mild Moderate Disabilities
- o Special Education Deaf and Hard of Hearing
- o Special Education Visual Impairments
- o Special Education Severe Disabilities
- o Special Education DeafBlind

Semester:
- o Fall 2023
- o Spring 2024
- o Summer 2024

School:

District:

STE/Cooperating Teacher/Intern Mentor:

Grade:

Evaluator (your name):

Position of Evaluator:
- o University Faculty Cohort Leader
- o University Supervisor
- o Site Teacher Educator/Cooperating Teacher/Intern Mentor

Field Experience:
- o Elementary and Secondary Pre-Student Teaching Practicum
- o Special Education Field Studies
- o Student Teaching
- o Internship

Subject of Observed Lesson:

Evidence for Evaluation (Check all that apply for this evaluation):
- o   Reviewed my formative observations
- o   Reviewed formative or summative observations from Site Teacher Educator/Cooperating Teacher/Intern Mentor
- o   Conferenced with Candidate, Site Teacher Educator/Cooperating Teacher/Intern Mentor, and/or other school personnel
- o   Reviewed lesson plans/TWS/Candidate portfolio
- o   Other, please describe: _____

Scale:	Not Effective (0)	Beginning (1)	Developing (2)	Preservice Effective (3)

The Learner and Learning

The minimum score at pre-student teaching practicum/SPED field studies is 10; minimum score for final student teaching is 14.

Standard 1: Learner Development *The teacher understands cognitive, linguistic, social, emotional, and physical areas of student development.* For each question, refer to the following rubric: Standard 1

_____1.1 O - Creates developmentally appropriate and challenging learning experiences based on each learner's strengths, interests, and needs

_____1.2 C - Collaborates with families, colleagues, and other professionals to promote student growth and development

Standard 2: Learning Differences *The teacher understands individual learner differences and cultural and linguistic diversity.* For each question, refer to the following rubric: Standard 2

_____2.1 O - Allows learners multiple ways to demonstrate learning sensitive to diverse experiences, while holding high expectations for all

Standard 3: Learning Environments *The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.* For each question, refer to the following rubric: Standard 3

_____3.1 O - Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures

_____3.2 O - Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry

_____3.3 O - Uses positive classroom management strategies, including the resources of time, space, and attention, effectively

Comments _____

Instructional Practice

The minimum score at pre-student teaching practicum/SPED field studies is 18; minimum score for final student teaching is 26.

Standard 4: Content Knowledge *The teacher understands the central concepts, tools of inquiry, and structures of the discipline.* For each question, refer to the following rubric: Standard 4

_____4.1 O - Bases instruction on accurate content knowledge using multiple representations of concepts and appropriate academic language

Standard 5: Assessment *The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.* For each question, refer to the following rubric: Standard 5

_____5.1 O - Uses data sources to assess the effectiveness of instruction and to make adjustments in planning and instruction

_____5.2 C - Documents student progress and provides descriptive feedback to student, parent/guardian, and other stakeholders in a variety of ways

_____5.3 C - Designs or selects pre-assessments, formative, and summative assessments in a variety of formats that align to learning objectives and engage the learner in demonstrating knowledge and skills

Standard 6: Instructional Planning *The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, instructional best practices, and the community context.* For each question, refer to the following rubric: Standard 6

_____6.1 C - Demonstrates knowledge of the Utah Core Standards and references them in short- and long-term planning

_____6.2 C - Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge

Standard 7: Instructional Strategies *The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways.* For each question, refer to the following rubric: Standard 7

_____7.1 O - Practices a range of developmentally, culturally, and linguistically appropriate instructional strategies to meet the needs of individuals and groups of learners

_____7.2 O - Provides multiple opportunities for students to develop higher-order and meta-cognitive skills

_____7.3 O - Supports and expands each learner's communication skills through reading, writing, listening, and speaking

_____7.4 O - Uses a variety of available and appropriate technology and resources to support learning

_____7.5 O - Develops learners' abilities to find and use information to solve real-world problems

Comments _____

Professional Responsibility

For Standards 8 and 9, the minimum score at pre-student teaching practicum/SPED field studies is 5; minimum score for final student teaching is 7. For Standard 10, the minimum score at pre-student teaching practicum/SPED field studies is 4 (yes to both questions); minimum score for final student teaching is 4 (yes to both questions).

Standard 8: Reflection and Continuous Growth *The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.* For each question, refer to the following rubric: Standard 8

_____8.1 C - Adapts and improves practice based on reflection and new learning

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Standard 9: Leadership and Collaboration *The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.* For each question, refer to the following rubric: Standard 9

_____9.1 C - Participates actively in decision-making processes, while building a shared culture that affects the school and larger educational community

_____9.2 C - Advocates for the learners, the school, the community, and the profession

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Standard 10: Professional and Ethical Behavior *The teacher demonstrates the highest standard of legal, moral, and ethical conduct, as specified in Utah State Board Rule R277-515.* For each question, refer to the following rubric: Standard 10

Scale:	No	Yes

_____10.1 C - Is responsible for compliance with university policies, federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives

_____10.2 C - Is responsible for compliance with all requirements of State Board of Education Rule R277-515 at all levels of teacher development

Comments _____

Additional Comments

_____

_____

_____

The Teacher Candidate scored a_____.

For Pre-Student Teaching Practicum/SPED Field Studies, the minimum score is 37. *[at least a "2" for 80% of items in each section; yes to both questions in Standard 10]*
For Final Student Teaching, the minimum score is 51. *[at least a "3" for 80% of items in each section; yes to both questions in Standard 10; no "0"s]*

College of
EDUCATION
THE UNIVERSITY OF UTAH

Teacher Candidate *By typing your name, you, a Teacher Candidate, are signing this documentelectronically and confirming that you understand the content of this form.*

Type Name (Signature)

Please fill in your email address below. The email you supply will be used to verify that you havesigned this document.

Please enter today's date (MM/DD/YYYY)

Site Teacher Educator / Cooperating Teacher / Supervisor Signature/Intern Mentor *By typing your name, you, a Site Teacher / Cooperating Teacher and/or Supervisor, are signing this document electronically and confirming that you understand the content of this form.*

Type Name (Signature)

Please fill in your email address below. The email you supply will be used to verify that you havesigned this document.

Please enter today's date (MM/DD/YYYY)

Utah Teacher Candidate Performance Assessment & Evaluation System (PAES) Rubric

Developed by the Utah Teacher Education Assessment & Accreditation Council (UTEAAC)

(Based on the Utah Effective Teaching Standards and the Utah Teaching Observation Tool V.4.0)

Performance Expectation	*Not Effective (0)*	*Beginning (1)*	*Developing (2)*	*Preservice Effective (3)* (USBE Emerging Effective)	*Inservice Effective*
The Learner and Learning Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive.					
Standard 1. Learner Development: The teacher understands cognitive, linguistic, social, emotional, and physical areas of student development.					
1.1 O Creates developmentally appropriate and challenging learning experiences based on each learner's strengths, interests, and needs. UETS 1a, 2e InTASC 1 CAEP 1.1, 3.5	• Provides developmentally inappropriate instruction • Lacks awareness of developmental needs	• Creates lessons according to grade level Utah Core Standards	...and • Adds to or modifies lessons to provide varied learning experiences	...and • Implements learning experiences based on specific learners' developmental levels	...and • Identifies appropriate developmental levels of individual learners and consistently and appropriately differentiates instruction learning experiences • Incorporates methods of language development into planning and instruction
1.2 C Collaborates with families, colleagues, and other professionals to promote student growth and development. UETS 1b InTASC 1 CAEP 1.1, 3.5	• Works in isolation • Avoids communication or communicates ineffectively • Does not focus on learner needs	• Communicates about procedural issues, schedules, and requirements	...and • Responds to mentor inquiries/concerns about learner development and progress • Communicates about curriculum and instruction	...and • Interacts with colleagues or families related to learner growth and development	...and • Collaborates with family members and a full range of colleagues to help meet the unique needs of all learners
Standard 2. Learning Differences: The teacher understands individual learner differences and cultural and linguistic diversity.					
2.1 O Allows learners multiple ways to demonstrate learning sensitive to diverse experiences, while holding high expectations for all. UETS 2a, 2b, 2c, 2d InTASC 2 CAEP 1.1, 3.5 Cross-cutting Diversity	• Not aware of learner differences • Not accepting of differences • Does not hold high expectations for learners	• Demonstrates awareness of learner diversity • Respects individual differences	...and • Applies general strategies for diverse learners	...and • Applies understanding of specific strategies for learner diversity to encourage all learners to reach their full potential	...and • Uses learner differences as an asset to adapt and deliver instruction for all learners • Provides students multiple ways to demonstrate learning

	Standard 3. Learning Environments: The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.					
3.1 O	Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures. UETS 3a InTASC 3 CAEP 1.1, 3.5	• Does not have a schedule planned • Has unorganized and lengthy transitions • Loses Instructional time	• Plans a schedule, routines, and behavioral expectations	…and • Communicates schedule, routines, and behavioral expectations to students	…and • Implements the daily schedule • Holds students accountable to follow routines and behavioral expectations	…and • Provides explicit direction so that learners know what to do and when to do it • Supports each learner as he/she establishes expectations and develops responsibility for his/her own behavior
3.2 O	Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry. UETS 3b InTASC 3 CAEP 1.1, 3.5	• Demonstrates negative demeanor • Reprimands frequently • Leaves students unattended	• Communicates with students using developmentally appropriate language	…and • Communicates explicitly the expectations for classroom interactions • Provides opportunities for teacher-student interactions • Provides opportunities for student interactions	…and • Maintains positive interactions with and among students	…and • Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry • Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership
3.3 O	Utilizes positive classroom management strategies, including the resources of time, space, and attention, effectively. UETS 3c, 3d InTASC 3 CAEP 1.1, 3.5	• Uses time, space, and attention ineffectively • Does not have management plan	• Plans classroom management strategies • Plans instruction for the allotted time	…and • Paces instruction appropriate for student learning • Addresses inappropriate student behavior	…and • Implements classroom management strategies • Encourages learners to be engaged with the content • Manages time, space, and attention to increase participation	…and • Uses differentiated management strategies focusing on individual learner need • Gains and maintains student attention through active participation • Adjusts instructional pacing and transitions to maintain learner participation and support learning

Instructional Practice

Effective instructional practice requires that teachers have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real-world settings, and address meaningful issues. They must also understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways to assure learner mastery of the content.

Standard 4. Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline.

4.1 O	Bases instruction on accurate content knowledge using multiple representations of concepts and appropriate academic language. UETS 4a, 4c, 4d, 4e, 7c InTASC 4 and 5 CAEP 1.1, 1.3, 1.4, 3.4, 3.5	● Provides inaccurate lesson content	● Demonstrates content knowledge	…and ● Uses more than one way to explain concept ● Uses accurate academic language	…and ● Models critical and/or creative thinking in the content area ● Supports learner use of content-specific academic language	…and ● Uses multiple representations and explanations of concepts to deepen each learner's understanding ● Models and expects learners to evaluate, create, and think critically about the content ● Analyzes learner errors and misconceptions in order to redirect, focus, and deepen learning

Standard 5. Assessment: The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.

5.1 C	Uses data sources to assess the effectiveness of instruction and to make adjustments in planning and instruction. UETS 5a, 5c, 5d, 8a InTASC 6 CAEP 1.1, 1.2, 3.5	● Does not collect or use data	● Collects data	…and ● Analyzes data to document student learning ● Uses formative assessment during instruction	…and ● Uses data to evaluate the outcomes of teaching ● Monitors learning and adjusts instruction during the lesson	…and ● Targets instructional, intervention, and enrichment strategies based on data ● Uses multiple formative and summative assessments to make ongoing adjustments in instruction based on a wide range of individual learner needs
5.2 C	Documents student progress and provides descriptive feedback to student, parent/guardian, and other stakeholders in a variety of ways. UETS 5b, 5e InTASC 6 CAEP 1.1, 3.5	● Does not document learner progress ● Does not provide feedback	● Documents learner progress ● Provides general feedback	…and ● Provides specific and timely feedback	….and ● Provides feedback to individuals and groups based on identified elements of quality work (e.g. rubrics, checklists, exemplars) ● Shares assessment feedback with parents/guardians under the direction of the mentor teacher	…and ● Uses a variety of effective formats to document and provide feedback on learner progress ● Initiates ongoing, open communication between home and school about learner progress ● Provides timely, descriptive, and specific feedback to individuals and groups
5.3 C	Designs or selects pre-assessments, formative, and summative assessments in a variety of formats that align to learning objectives and engage the learner in demonstrating knowledge and skills. UETS 5a InTASC 6 CAEP 1.1, 1.2, 1.3, 3.5	● Does not assess student learning ● Assessment is inappropriate	● Lesson plan includes an assessment	…and ● Designs, selects, or adapts assessments that align with learning objectives	…and ● Uses a variety of assessment formats to evaluate student learning	…and ● Designs assessments in a variety of formats that match learning objectives and Utah Common Core standards ● Selected assessment(s) differentiate levels of student learning allowing the teacher to reteach missed concepts ● Selected assessment(s) accounts for individual learning styles and multicultural differences of learners minimizing bias

Standard 6. Instructional Planning: The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, practices, and the community context.

6.1 C	Demonstrates knowledge of the Utah Core Standards and references them in short- and long-term planning. UETS 4b, 6a InTASC 7 CAEP 1.1, 1.3, 1.4, 3.4, 3.5	• Unfamiliar with Utah Core Standards • Instructional materials do not align with standards • No evidence of learning objectives • No evidence of planning	• Includes Utah Core Standards in lesson plans	…and • Includes appropriate learning objectives based on Utah Core Standards	…and • Aligns daily instruction with Utah Core Standards • Selects instructional materials that support standards	…and • Plans and implements short- and long-term learning experiences that reference Utah Core Standards learning objectives and content • Organizes and adapts learning experiences and materials to align with the Utah Core Standards
6.2 C	Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge. UETS 6b, 6e InTASC 7 CAEP 1.1, 1.4, 3.4, 3.5	• Does not acknowledge the importance of integrating cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication)	• Acknowledges the importance of integrating cross-disciplinary skills	…and • Plans lessons in which cross-disciplinary skills are modeled	…and • Plans lessons that engage students in using cross-disciplinary skills	…and • Plans lessons that demonstrate how knowledge and skills transfer to other content areas • Designs learning experiences that promote the application of knowledge in multiple content areas

Standard 7. Instructional Strategies: The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways.

7.1 O	Practices a range of developmentally, culturally, and linguistically appropriate instructional strategies to meet the needs of individuals and groups of learners. UETS 2b, 2e, 6c, 7a, 7b InTASC 8 CAEP 1.1, 1.2, 1.4, 3.5 Cross-cutting diversity	• Inappropriate strategies • No variety of strategies • Insensitivity to individual differences • No adjustments to instruction	• Uses instructional strategies focused on lesson objectives	…and • Incorporates various instructional strategies	…and • Identifies each learner's diverse learning strengths and needs • Attempts to adjust instruction based on the developmental, cultural, or linguistic needs of the students in individual or small group settings	…and • Monitors and adjusts instruction in response to developmental, cultural, and linguistic needs of individuals and groups of learners • Enhances instruction by using a variety of appropriate strategies
7.2 O	Provides multiple opportunities for students to develop higher-order and meta-cognitive skills. UETS 3f, 6d, 7e InTASC 8 CAEP 1.1, 1.2, 1.4, 3.4, 3.5	• Is not familiar with higher-order and metacognitive skills	• Uses instructional strategies focused on lower-order thinking skills (e.g., uses memorization, recall, and rote knowledge for most assessments/tasks)	…and • Uses instructional strategies in which higher-order thinking skills are modeled	…and • Uses instructional strategies that engage learners in higher-order thinking	…and • Provides learners with explicit instruction to analyze, synthesize, and make decisions • Provides opportunities for learners to reflect on their own learning • Provides opportunities for students to generate and evaluate new ideas
7.3 O	Supports and expands each learner's communication skills through reading, writing, listening, and speaking. UETS 3f, 7d InTASC 8 CAEP 1.1, 1.4, 3.4, 3.5	• Communication skills are not taught or developed specifically • No opportunities for learner communication	• Engages learners in listening and/or reading during instruction	…and • Allows learners to contribute through speaking or writing as part of instruction	…and • Provides opportunities for learners to practice communication skills, including reading, writing, listening, and speaking	…and • Teaches content-specific reading, reading, writing, listening, and speaking skills for effective communication • Provides opportunities for learners to expand communication skills to articulate thoughts and ideas

7.4 O	Uses a variety of available and appropriate technology and/or resources to support learning. UETS 3e, 7f, 7g InTASC 8 CAEP 1.1, 1.3, 1.5, 3.4, 3.5 Cross-cutting technology	● Does not use available technology	● Uses teacher-centered technologies	…and ● Uses technology to engage students	…and ● Uses student-centered technologies in ways that promote learning	…and ● Evaluates and uses various appropriate technologies to support content and skill development ● Incorporates appropriate technology and/or resources to extend learner content knowledge and skill development
7.5 O	Develops learners' abilities to find and use information to solve real-world problems. UETS 7f, 7g InTASC 8 CAEP 1.1, 1.3, 1.4, 3.4, 3.5	● Sources not appropriate for instruction	● Provides multiple appropriate sources of information	…and ● Uses multiple, appropriate sources of information during instruction	…and ● Engages learners in using multiple, appropriate sources of information	…and ● Develops each learner's ability to find, understand, and analyze diverse sources of information ● Provides opportunities for learners to use multiple sources of information for quality and accuracy

Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful, intensive professional learning by regularly examining practice through ongoing study, self-reflection, and collaboration. They must be aware of legal and ethical requirements and engage in the highest levels of professional and ethical conduct.

Standard 8. Reflection and Continuous Growth: The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

8.1 C	Adapts and improves practice based on reflection and new learning. UETS 8b, 8c, 8d, 8e InTASC 9 CAEP 1.1, 1.2, 3.3, 3.4, 3.5	● Does not reflect on instruction ● Does not accept feedback	● Attends to feedback from mentor teacher and supervisor	…and ● Develops a plan to improve practice in response to feedback ● Self-reflects on lesson effectiveness	…and ● Applies feedback from mentor teachers, supervisors, and self-reflection to improve teaching and learning in the classroom	…and ● Applies current professional learning to classroom practice, consistent with its intent ● Acknowledges the impact of bias on own teaching ● Collaborates with supervisor to develop a professional learning plan based on data and the Utah Effective Teaching Standards

Standard 9. Leadership and Collaboration: The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.

9.1 C	Participates actively in decision-making processes, while building a shared culture that affects the school and larger educational community. UETS 9a, 9b, 9d, 9e InTASC 10 CAEP 1.1, 3.3, 3.5	● Fails to fulfill required duties (e.g., contracted school day, etc.) ● Displays lack of respect for colleagues/classmates ● Blames others, including students, for lack of success	● Participates in required school activities ● Communicates with colleagues/classmates when required	…and ● Attends and participates in team meetings and other collaborative opportunities, when invited	…and ● Acknowledges own actions that lead to success of all learners ● Maintains cordial professional relationships with colleagues/ classmates	…and ● Participates with colleagues and collaborates in decision making ● Accepts responsibility for the success of all learners
9.2 C	Advocates for the learners, the school, the community, and the profession. UETS 9c InTASC 9 CAEP 1.1, 3.3, 3.5	● Lacks respect for learners and families ● Communicates negatively about learners, families, or the profession ● Interacts inappropriately with learners, families, or colleagues/classmates	● Respects learners, families, and the profession ● Communicates positively about learners, families, and the profession ● Interacts appropriately with learners, classmates, colleagues, and families	…and ● Positively represents the profession, school, and university	…and ● Contributes to learner success by responding to learner and/or family/community concerns	…and ● Advocates for all students to be prepared for high school graduation and future school work success ● Seeks opportunities to make a positive impact on teaching quality, school improvement, and student achievement

Standard 10. Professional and Ethical Behavior: The teacher demonstrates the highest standard of legal, moral, and ethical conduct, as specified in Utah State Board Rule R277-515.

	Performance Expectation	*No*	*Yes*
10.1 C	Is responsible for compliance with university policies, federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives. UETS 10a, 5f InTASC 9 CAEP 1.1, 1.4, 3.3, 3.5, 3.6	• Does not understand nor adheres to university policies, federal and state laws, State Board of Education rules, state and local policies, supervisory directives, professional, moral, and ethical conduct and does not hold others accountable to do the same	• Understands, adheres to, and upholds university policies, federal and state laws, State Board of Education rules, state and local policies, supervisory directives, professional, moral, and ethical conduct and holds others accountable to do the same
10.2 C	Is responsible for compliance with all requirements of State Board of Education Rule R277-515 at all levels of teacher development. UETS 10b InTASC 9 CAEP 1.1, 1.4, 3.3, 3.5, 3.6	• Does not avoid actions that may adversely affect ability to perform assigned duties and carry out the responsibilities of the profession, including role- model responsibilities • Does not know or understand professional requirements • Does not complete all requirements for clinical experiences • Does not maintain instructional and non-instructional records • Does not maintain integrity and confidentiality in matters concerning student records and collegial consultation • Develops inappropriate student-teacher relationships as defined in rules, law, and policy • Does not maintain professional demeanor and appearance as defined by university and the local education agency (LEA)	• Avoids actions that may adversely affect ability to perform assigned duties and carry out the responsibilities of the profession, including role-model responsibilities • Takes responsibility to understand and complete all requirements for clinical experience • Takes responsibility to understand professional requirements, to maintain a current Utah Educator License, and to complete license upgrades, renewals, and additional requirements in a timely way • Maintains accurate instructional and non-instructional records • Maintains integrity and confidentiality in matters concerning student records and collegial consultation • Develops appropriate student-teacher relationships as defined in rules, law, and policy • Maintains professional demeanor and appearance as defined by university and the local education agency (LEA)

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

	Date	Comments /Notes	Other
Content Area			
Degree			
Graduate Degree			
Specialized Course Work			
Years of Teaching			
Number of Years at Current Site			
Endorsement Specializations			
Teaching Status (i.e., Provisional/Career Status)			
General Experience as a Mentor			
Years as Mentor			
School			
Number of Student Teachers			
Commendations			

Leadership Roles
  Dept. Chair
  Grade-Level Chair
  Committee Work			

Specialized Training
  SIOP
  AVID
  REACH
  AP
  National Board Certification			

Willingness to Participate in University-Site Teacher/Cooperating Professional Training			

_____   _____   _____   _____
Administrator Signature   School   District   Date