
ELEMENTARY EDUCATION STUDENT TEACHING AND INTERN HANDBOOK

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Dear Students and Colleagues:

On behalf of the UVU School of Education, welcome to the student teaching or interning portion of the Elementary Education Program. The most essential and valuable component of this program is your experience in the classroom as either a student teacher or intern.

This handbook, *Student Teaching/Intern Handbook* is designed to facilitate quality experiences and provide further guidance, direction, and understanding for

- Student teachers
- Interns
- Cooperating Teachers
- Intern Coaches
- School Administrators
- University Supervisors

This handbook includes information about program goals, suggestions and requirements for student teachers and interns, and instructions on the responsibilities of all participants. It is a valuable, readily available resource. Please refer to its contents frequently.

If I can be of assistance, do not hesitate to contact me directly with questions or concerns at elaine.tuft@uvu.edu or 801-863-8104.

Sincerely,

Dr. Elaine Tuft
Chair, Elementary Education
School of Education
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Introduction

Overview

Many educators have identified student teaching and internships as the most essential and valuable component of a teacher education program. It is an opportunity to practice what has been learned on the university campus and, more importantly, it is an opportunity to continue academic and professional growth.

Student teachers and interns from Utah Valley University are assigned to a variety of locations and grade levels in elementary schools within our partner districts. Great care is taken when choosing the host schools and cooperating teachers to ensure the success of our students.

Mission Statement

UVU's School of Education prepares educators and clinicians to have a positive impact on children, families, and communities through **meaningful innovation, engaged pedagogy, rigorous preparation, inclusion & diversity, and transformative collaboration.**

Meaningful Innovation

Engaged Pedagogy

Rigorous Preparation

Inclusion & Diversity

Transformative Collaborations

Purpose

Student teaching/interning is the culminating experience in the UVU Teacher Preparation Program. It allows students opportunities to perform in actual classrooms as they create productive lesson plans, apply effective teaching strategies, and use assessment productively. In addition, this setting provides the preservice teachers the opportunity to receive feedback and coaching from experienced and practicing educators. In essence, this experience transitions student learning from theory to practice, by giving hands-on experience in the intended work environment.

Student Teacher

Student teaching is a full-time, 55-day teaching experience. It shifts from observation and partial responsibility to assuming the responsibility for the full range of teaching duties under the direction and supervision of a competent Cooperating Teacher and a University Supervisor. The school districts used to accommodate elementary student teaching assignments are Alpine, Canyons, Granite, Jordan, Nebo, North Summit, Park City, Provo, South Summit, and Wasatch. Student teachers should not attempt to make their own school placements.

Before Student Teaching

- Complete all education program classes with a grade of B- or higher
- Be familiar with the [UVU School of Education Professional Teacher Dispositions](#)

During Student Teaching

- Enroll in required Level 4 coursework including edTPA.
- Practice high moral and ethical behavior.
- Act and dress professionally.
- Know the legal and ethical responsibilities for the classroom.
- Work the same contract hours as the cooperating teachers. Additional time outside of contract hours is often necessary in order to fulfill responsibilities.
- Make time available for frequent conferences with the Cooperating Teacher and University Supervisor.
- Arrive at your assignment on time.
- Participate in school activities.
- Apply for graduation.

Absences

- Absences are not permitted during student teaching except for extenuating circumstances (ex: personal illness or a death in the immediate family).
- Student teachers must notify their Cooperating Teacher and University Supervisor as soon as possible before the absence.
- Student teachers **do not** have personal leave days.
- All non-school related appointments need to be scheduled outside of district contract time.
- Any days missed by a student teacher must be made up. Days must be added to the end of the student teaching experience.

Substituting

- Student teachers are allowed to substitute in an emergency in their assigned student teaching classroom if given consent from the University Supervisor, Cooperating Teacher, and the Principal. Student teachers must be registered and paid as a district substitute to be “teacher of record” alone in the class.
- A student teacher may work as a paid substitute in their assigned school for no more than three consecutive days and no more than 5 five days total.
- Days spent as a substitute teacher do NOT count toward the 55-day student teaching requirement.
- If the student teacher is not substituting and their regular classroom teacher is absent, a substitute is required to be in the classroom with the student teacher.

Commitment to Students

- Keep all information about students confidential.
- Focus on student learning.
- Maintain dignity to gain respect from students.
- Maintain an empathetic and courteous attitude toward all students.
- Employ classroom management measures that conform to the instructions of the Cooperating Teacher.
- Be mindful of each student as an individual with special abilities, interests, and capacities for learning.
- Remain impartial in working with students and strive to be fair in judging their actions.
- Show respect toward all groups and individuals.

Commitment to the Cooperating Teacher

- The Cooperating Teacher is legally responsible for the class.
- Be loyal to the Cooperating Teacher.
- Do not be judgmental of the Cooperating Teacher's teaching style.
- Do not say anything negative regarding the Cooperating Teacher to students or other faculty and staff members.
- Be respectful of the Cooperating Teacher's knowledge and experience.
- Accept the Cooperating Teacher's decisions regarding curriculum and instruction.
- Strive to meet the expectations of the Cooperating Teacher.
- Be open to suggestions from the Cooperating Teacher.
- Be willing to assume teaching responsibility.
- Preview lesson plans with the Cooperating Teacher to receive positive feedback and correction.
- Give credit and appreciation to the Cooperating Teacher for assistance rendered.

Early Termination of Student Teaching

Student teaching may be terminated by the Department Chair upon recommendation from the School of Education Admission & Retention Committee if a conclusion is reached that the situation is damaging to the pupils, the placement school, the student teacher, and/or the reputation of UVU and/or the teacher candidate fails to comply with school district policies. Before termination occurs, every effort will be made to allow the student teacher to correct the situation. It is the intent of the teacher education program to create a condition wherein each UVU student can experience success; however, each student must accept responsibility for his or her own performance and conduct. A student teacher may be offered a second placement if the Department Chair and the School of Education Admission & Retention Committee deem it appropriate.

Accessibility Services

The Office of Accessibility Services (OAS) provides accommodations to ensure equal access to educational opportunities for individuals with disabilities. It is the student's responsibility to request accommodations from the OAS each semester and provide sufficient documentation for appropriate and reasonable accommodations. Accommodations are not retroactive so please set up an appointment early by contacting the office at 801-863-8747, LC 312, <https://www.uvu.edu/accessibility>

Interns

Interns are employed by the district and commit to a full academic year as a full-time teacher of record. Internships are available for a full academic year that begins fall semester only. The school districts used to accommodate elementary student internships are Alpine, Canyons, Granite, Jordan, Nebo, North Summit, Park City, Provo, South Summit, and Wasatch.

Before Internship

- Be familiar with the UVU School of Education Professional Teacher Dispositions.
- Attend the intern information meeting. This meeting is required before the prospective intern receives an application for an internship.
- Submit the intern application along with student teaching application.
- Complete all education program classes with a grade of B- or higher.

During Internship

- Enroll in required Level 4 coursework including edTPA.
- Practice high moral and ethical behavior.
- Act and dress appropriately.
- Know the legal and ethical responsibilities for the classroom.
- Make time available for frequent conferences with the Intern Coach and University Supervisor.
- Interns assume full-time classroom teaching responsibilities as the teacher of record for their classes.
- The intern's workload will be heavier than a student teacher's.
- The intern must fulfill responsibilities required of an employee of the school district.
- Interns work under the direction of an Intern Coach and the school Principal.
- Interns will be provided support and guidance from a University Supervisor for fall semester.
- All coursework is due at the end of fall semester including the completion of edTPA.
- Interns graduate at the end of fall semester. *(Remember to find out the deadline to apply for graduation.)*
- Interns are evaluated by school administration as employees of the district.
Interns are evaluated by a University Supervisor and an Intern Coach as part of School of Education requirements.

Absences

- Follow district policy for absences.

Commitment to Students

- Keep all information about students confidential.
- Focus on student learning.
- Maintain dignity to gain respect from students.
- Maintain an empathetic and courteous attitude toward all students.
- Employ classroom management strategies that conform to the procedures of the school.
- Be mindful of each student as an individual with special abilities, interests, and capacities for learning.
- Remain impartial in working with students and strive to be fair in judging their actions.
- Show respect toward all groups and individuals.

Early Termination of Internship

It is the intent of UVU's Teacher Education Program to create a condition wherein each UVU student can experience success. However, each student must accept responsibility for his or her own performance and conduct. Internships may be terminated by the employing school district. Before termination occurs, every effort will be made to allow the intern to correct the situation.

A terminated intern may be offered a student teaching placement to allow the opportunity to complete requirements for graduation if the Department Chair and the School of Education Admission & Retention Committee deem it appropriate.

Accessibility Services

The Office of Accessibility Services (OAS) provides accommodations to ensure equal access to educational opportunities for individuals with disabilities. It is the student's responsibility to request accommodations from the OAS each semester and provide sufficient documentation for appropriate and reasonable accommodations. Accommodations are not retroactive so please set up an appointment early by contacting the office at 801-863-8747, LC 312, <https://www.uvu.edu/accessibility> .

Cooperating/Mentor Teachers

Role

The Cooperating/Mentor Teacher facilitates the professional experiences of the student teacher/intern and is an integral part of student teaching/internships. Cooperating Teachers work with student teachers. Mentor Teachers work with interns.

Responsibilities

- Provide relevant experiences for UVU students that may include, but are not limited to: observation, classroom activities, teacher responsibilities (all duties), parent/teacher conferences, and professional meetings.
- Evaluate whether the student teacher/intern demonstrates adequate knowledge of the content being taught, and assess the student teacher's communication, management, planning, presentation, and assessment skills.
- Observe and critique the student teacher's performance on a frequent and continual basis.
- During the student teaching/intern experience, complete two formative observations, and one summative evaluation.
- Support the student teacher/intern in assuming teaching responsibility as outlined in their respective timeline (see appendices "[Timeline for Cooperating Teacher](#)" "[Timeline for Intern Mentor](#)")

Compensation

Compensation for Cooperating Teachers and Intern Coaches will be submitted to the university after the summative evaluation is completed. Compensation requires submission of a UVU Contractual Service Form prior to the first day of student teaching/internship (effective January 1, 2022). It is submitted electronically, and a link to the form will be emailed to the Cooperating/Mentor Teachers. All fields must be completed for it to be processed, and all Cooperating/Mentor Teachers must fill it out each semester, even if they have previously done so for other students.

Observations & Evaluation Links

- We ask that you complete two (2) formative evaluations and one (1) summative evaluation for each student you work with. The semester calendar states when they should be submitted.
- Their purpose is to provide helpful feedback for continued professional development. The rubric is designed for preservice teachers, not veteran educators. The scores index forward to the next evaluation, but students/interns are only graded on the summative assessment.
- The evaluations are completed electronically, and the links will be sent to you in a separate email at the beginning of the teaching period.
- A link is unique to a specific student, and you will use the same link multiple times for the same person. Do not delete the email with the link until you have completed all three (3) evaluations.
- After you complete the summative evaluations, the students will view and sign them.
- A note about devices: you can complete different evaluations on different devices, but an evaluation must be opened and completed on the same device. If you begin an assessment on one device, get interrupted, and later attempt to finish the assessment on a different device, you will get an error message saying the link is disabled.

The University Supervisor

Role

The primary role of the University Supervisor is to support and evaluate the student teacher/intern. They also act as a liaison between the university and the school.

Responsibilities

- Support the student teacher/intern.
- Observe each student teacher/intern at least four times and give constructive criticism and positive feedback.
- Complete four formative evaluations and one summative evaluation for each student teacher/intern.
- Advise the Clinical Coordinator/Department Chair of serious concerns with student teachers/interns.
- Coordinate intervention when needed with school administration and UVU Clinical Coordinator.

Compensation

- Mileage will be reimbursed according to UVU policies and procedures.
- Time spent in supervision will be compensated as part of the faculty/adjunct faculty load.

Observations & Evaluation Links

- We ask that you complete four (4) formative evaluations and one (1) summative evaluation for each student you work with. The semester calendar states when they should be submitted.
- Their purpose is to provide helpful feedback for continued professional development. The rubric is designed for preservice teachers, not veteran educators. The scores index forward to the next evaluation, but students/interns are only graded on the summative assessment.
- The evaluations are completed electronically, and the links will be sent to you in a separate email at the beginning of the teaching period.
- A link is unique to a specific student, and you will use the same link multiple times for the same person. Do not delete the email with the link until you have completed all five (5) evaluations.
- After you complete the summative evaluations, the students will view and sign them.
- A note about devices: you can complete different evaluations on different devices, but an evaluation must be opened and completed on the same device. If you begin an assessment on one device, get interrupted, and later attempt to finish the assessment on a different device, you will get an error message saying the link is disabled.

The Principal

Role

The primary role of the Principal is to establish the same relationship with student teachers and interns as the rest of her or his faculty.

Responsibilities

- Ensure Cooperating Teachers/Intern Coach receive necessary training.
- Ensure that student teacher/intern understands the philosophy, organization, programs, and administrative expectations of the school.
- Ensure student teachers/interns are aware of and involved in the professional development of staff that occurs through the school.
- Ensure that the Intern Coach is meeting the expectations of their assignment as a mentor and coach.

Evaluation Process

Overview

The student teaching/internship requires precise observation and feedback of the classroom experience. This necessitates the involvement of the student teacher/intern, Cooperating/Intern Coach, and University Supervisor in an ongoing process of evaluation. Cooperating Teachers/Intern Coaches and University Supervisors should be open and honest in providing timely feedback to the student teacher/intern. Classroom teaching observations are designed to assist in the growth and development of a student teacher/intern. Student teachers/interns will be observed a minimum of **two times** by the Cooperating/Intern Coach and **four times** by the University Supervisor. A post-observation conference should be held at the end of each observation.

Summative Evaluation

The University Supervisor and Cooperating Teacher/Intern Coach will each complete a summative evaluation and review the results with the student teacher/intern. The summative evaluation is a required document for graduation and licensure and is written in the form of a letter of recommendation. All summative evaluations must be signed by the student teacher/intern and the evaluator in order for the UVU student to pass student teaching, graduate, and be recommended for licensure.

Scoring

In order to receive credit for the student teaching course, an overall score of 80% or higher must be achieved for the summative evaluation.

Appeal Process

To appeal a summative evaluation, a written request must be submitted to the Elementary Education Department Chair within 15 days from the close of the student teaching/internship assignment. A hearing with the Teacher Education Admission and Retention Committee will be scheduled. As a result of the hearing, the committee may reach one of the following possible conclusions:

1. Determine the evaluation was fair and accurate and extend the student teaching experience to allow the student to rectify deficiencies either at the same or a different location or provide an opportunity for the student to redo student teaching.
2. Determine the evaluation was fair and accurate and take no action.
3. Determine the evaluation was of questionable validity and provide an additional placement.

Educative Teacher Performance Assessment (edTPA)

Purpose

Utah Valley University School of Education has adopted edTPA (the Educative Teacher Performance Assessment) to meet the state licensure requirements. This assessment allows the student teacher/intern to examine and reflect on authentic interactions with students throughout the planning, instruction, and assessment phases of teaching. This nationally scored assessment reflects current research and sound pedagogy; further, it is a step forward in advancing the education profession by requiring a level of proficiency for all candidates.

State and Program Requirements

The state of Utah requires a pedagogical performance assessment as part of licensure requirements for all teacher preparation programs. edTPA is a graduation requirement for UVU's School of Education.

Process

Students complete edTPA during their student teaching experience or the first semester of their teaching internship. Components of edTPA are embedded throughout the Elementary Education Preparation Program. Instruction, mentoring, and assistance are also provided through workshops and UVU personnel as students are completing the assessment. While students receive support and guidance through the process, the student is ultimately responsible for submission and scores.

Scoring

Upon completion of the edTPA portfolio, students submit to an external assessment entity. UVU requires students to meet required passing scores in order to be recommended for licensure. If the passing score is not met or the student receives an "Incomplete" they have the opportunity to revise and resubmit. However, there is a cost associated with resubmission. The current passing score in Utah is 42.

Appendix: Student Teaching/Internship Handbook Secondary Education Department

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UVU School of Education Professional Teacher Dispositions

1. Attendance

- 1- Exhibits a pattern of absence and/or tardiness. Fails to contact instructor to make up missed work. Gives no reason for missing class. Sometimes disrupts class by arriving late.
 - 2- Occasionally misses class and is rarely tardy. Tries to notify instructor if going to be absent or contacts instructor following absence with reason for absence.
 - 3- Consistently attends class and is on time. Usually notifies instructor in advance or arranges to meet instructor following a missed class. Usually gives reason for absence.
 - 4- Arrives at class early. Always makes prior arrangement when absence is necessary. Submits assignments prior to absences and/or follows up to complete missed work. Arranges with classmates or instructor to secure handouts or materials presented in class.
-

2. Class Preparation

- 1- Work completed with little attention to quality. Work may be sloppy and/or contain errors. Emphasis on getting work done rather than learning. Assignments are sometimes late or missing. Comes unprepared to class (no text or class material, hasn't read, etc.) Uses current knowledge rather than additional resources to complete work. Procrastinates.
 - 2- Assignments are completed correctly and with accuracy. Work shows basic grasp of the assignment's intent. Meets assignment deadlines adequately. Is prepared for class most of the time. Makes use of resources provided to complete work.
 - 3- Work is completed with attention to detail, is sequential, and is logical. Shows evidence of thoughtful analysis of the assignment. Work shows that adequate time and planning were allocated. Candidate consistently comes to class well prepared. Seeks new resources and additional information to complete work.
 - 4- Work is of exceptional quality. Shows a desire to pursue the intended learning at a deep level. Work shows evidence of personal reflection and revision. Always attends class well prepared. Uses an array of quality resources to add to the breadth and depth of a project.
-

3. In-Class Performance

- 1- Inattentive in class and may attend to other materials not related to class. Rarely participates in class discussions. May distract others in the class with behaviors or talking.
 - 2- Is attentive in class. Attention is focused on class-related materials and activities. Responds appropriately when called on. Does not distract others in the classroom.
 - 3- Actively engaged and interested in the class activities. Volunteers to respond to questions. Participates in discussions. Stays focused. Has done necessary preparation for class.
 - 4- Shows initiative in class activities. Applies knowledge to other situations and makes connections with previous learning. Asks questions showing intellectual interest. Seeks to extend understanding through higher-level thinking.
-

4. Self-Reflection

- 1- Does not recognize personal limitations or strengths. Does not accept suggestions and constructive criticism of others. Does not engage in critical thinking. Does not demonstrate ability to learn through self-reflection.
- 2- Has some recognition of personal limitations and strengths. Responds defensively to suggestions and constructive criticism of others. Sometimes engages in self-reflection by providing vague, general suggestions for improvement or is dependent on others (instructor, supervisor) for ideas; asks questions but expects others to provide answers instead of seeking additional sources (e.g., scholarly readings).

- 3- Recognizes personal limitations and strengths. Accepts suggestions and constructive criticism of others. Demonstrates ability to think critically. Demonstrates ability to learn through self-reflection. Candidate is willing and able to recognize own difficulties or deficiencies and begins to develop potential solutions.
- 4- Recognizes personal limitations and strengths and uses them to best professional advantage. Actively seeks suggestions and constructive criticism. Regularly practices critical thinking. Critically analyzes one's teaching behaviors; asks questions derived from personal reflection and scholarly readings.

5. Relationships With Others

- 1- Usually works only with those of similar abilities, race, gender, or ethnicity. Displays intolerant, disrespectful, and unresponsive behavior toward the ideas and views of others. Main concern appears to be for self, with little concern for others. Does not listen well.
- 2- Accepts others who are different in abilities, race, gender, or ethnicity. Displays respectful and responsive behavior toward the ideas and views of others. Interacts with others in a polite and professional manner. Shows awareness of others' needs. Listens attentively to others.
- 3- Willingly works with others from different abilities, race, gender, or ethnic groups. Welcomes feedback and interaction with others. Shows concern for others and their needs. Listens carefully to others and respects their views.
- 4- Actively seeks opportunities to work with those of different abilities, race, gender, or ethnicity. Actively seeks interaction and feedback from variety of other people. Has compassion for others. Listens actively and values the opinions of others.

6. Group Work

- 1- Puts forth minimal effort and fails to do a fair share of work, or is excessively controlling. Shows little regard for other people or their ideas. Does not relate well with others. Does not share information or ideas.
- 2- Does a fair share of work. Accepts responsibility. Accepts ideas of others. Relates adequately with others. Shares information and ideas.
- 3- Contributes ideas and efforts to the group. Actively seeks out and incorporates ideas of others. Willingly works with others to improve the overall environment. Relates well to others and regularly shares information and ideas.
- 4- Promotes group goals by contributing above and beyond expectations. Encourages the use of ideas from all. Actively advances success for the group.

7. Professional Development and Involvement

- 1- Shows little interest in activities or events that promote professional development. Attends only when mandatory. Unaware of professional organizations, professional publications, or other educational resources.
- 2- Occasionally participates in professional activities or events that promote professional development. Aware of professional organizations, professional publications, and other educational resources.
- 3- Willingly participates in professional activities or events that promote professional development. Belongs to professional organization(s).
- 4- Seeks opportunities to be involved in professional activities or events. Takes a leadership role in professional organization(s). Makes professional growth a high priority.

8. Resourceful

- 1- Always relies on others to solve problems. Demonstrates little or no curiosity or interest in learning.
- 2- Generally relies on others to solve problems.
- 3- Demonstrates initiative by consulting with others to solve problems.

- 4- Demonstrates initiative by consulting with others as well as developing own solutions to problems. Shows curiosity and interest in learning.

9. Respect For School Rules, Policies, and Norms

- 1- Unaware of rules and policies. Sometimes disregards known policies or restrictions. Wants exceptions to be made for self or tries to get around established rules of behavior, dress, etc. May embody an attitude of “rules were made for others.”
- 2- Aware of rules and policies and usually follows them without being reminded by others. Accepts reminders for breaches of rules or policies, and does not attempt to circumvent them.
- 3- Knows rules and policies. Follows them consistently. Understands the purpose of regulations and respects their intent. Accepts responsibility for personally following them.
- 4- Follows rules and policies and encourages others to respect them. Shows exemplary patterns of behavior.

10. Communication

- 1- Uses incorrect grammar in oral and/or written communications. May use slang, profanity, inappropriate vocabulary, or offensive language. Does not express ideas clearly. May display distracting language habits.
- 2- Usually uses correct grammar in oral and/or written communication. Generally uses language that is appropriate and not offensive. Can convey ideas accurately.
- 3- Uses correct grammar in oral and written communication. Communication is free of offensive or inappropriate language. Uses language to express ideas effectively.
- 4- Speaking and writing are flawless in terms of grammatical correctness. Expresses ideas articulately.

11. Emotional Control/Responsibility

- 1- Emotions are not under control. May lose temper and show outbursts of anger. Is disrespectful of peers and others. Does not take personal responsibility for emotions and behaviors. Blames others or outside circumstances for loss of emotional control.
- 2- Maintains basic control of emotions. May show emotional reaction, but does not lose temper or control. Is able to listen to the perspectives of others. Is responsible for his/her emotions and behaviors.
- 3- Displays steady emotional temperament, even in potentially volatile situations. Is receptive to viewpoints of others and their suggestions. Holds self accountable for his/her emotions and behaviors. Displays a sense of humor and/or willingness to get along with others.
- 4- Always maintains composure regardless of circumstances. Respects the viewpoints of others and treats them with dignity even when not in agreement with them. Can be depended on to always be accountable and responsible for his/her own emotions and behaviors.

12. Ethical Behavior and Role Model

- 1- Shows pattern of dishonest or deceitful behavior, including academic dishonesty. Fails to use discretion in keeping personal confidences. Cannot be counted on to keep word or to follow through as promised.
- 2- Is truthful and honest when interacting with others and in academic presentation. Uses discretion in keeping personal or professional confidences. Strives to be trustworthy and to keep word.
- 3- Is honest when interacting with others and in academic presentation. Puts truth above personal need or advantage. Always dependable in terms of keeping personal and professional confidences. Can be counted on to follow through and keep word.
- 4- Unwaveringly honest when interacting with others and in academic presentation. Can be counted on in all circumstances to keep personal and professional confidences. Is trustworthy and can always be depended upon to keep word.

Suggested Timeline for Cooperating Teachers

This is a suggested timeline and may be adjusted by the Cooperating Teacher as needed. After the student has had an appropriate amount of time observing, assisting, and being coached with their teaching, it is normal for cooperating teachers to leave the classroom and be in another part of the school during the student teaching experience to allow the student teacher to grow and develop as a solo teacher.

Prior to the Beginning of School

- Meet with the student teacher to review expectations and timeline.

1st and 2nd Week

- Assist student teacher in developing relationships with the students, including learning their names.
- Review classroom rules and procedures.
- Allow the student teacher to observe your routines, management system, and how you teach your lessons while allowing them to assist in appropriate ways.
- Prepare student teacher to begin assuming some teaching responsibility.

3rd – 7th Week

- Confer regularly with the student teacher to prepare for gradual assumption of full teaching responsibility.
- By the end of the third week, the student teacher should be responsible for approximately one-third of the day.

7th Week

- Continue to confer regularly with the student teacher, setting short and long range goals, planning units and topics to be taught as student teacher assumes responsibility for instruction.
- By the end of the seventh week, the student teacher should be responsible for teaching approximately two-thirds of the day.

8-11th Weeks:

- The student teacher should be responsible for teaching all classes.

Suggested Timeline for Intern Coaches

The intern assumes full-time classroom teaching responsibilities. These responsibilities include those required of an employee of the school district in which they are interning, as well as the required responsibilities of a student teacher at UVU. Interns will work under the direction of an Intern Coach and the school Principal. Interns will also be provided support and guidance from a UVU University Supervisor.

June-July

- Facilitate intern's participation in any relevant district-level professional development that does not conflict with summer classes the intern may have.
- Facilitate connections with grade-level teams or PLC's.
- Provide the intern access to become familiar with any school-adopted curriculum they will be expected to use.

August

- Orient intern to school calendar, plan book, first-day plans, substitute teacher plans.
- Help plan Back to School Night.
- Help the intern develop a "first of the year" procedures outline.
- Orient the intern to the school policies/procedures.
- Help plan the first few weeks of school.
- Ensure the intern is made aware of any IEP or 504 accommodated students assigned to his/her classroom prior to the start of school.
- Orient the intern to the school's grading system.
- Let your intern know your expectations/how you are here to support them as their Intern Coach.
 - You will be in their rooms every day.
 - You will set up weekly intern reflections with them to check in on how they are doing.
 - You will have weekly coaching cycles: pre-conferences, observations and debriefs.
 - Schedule: what does your schedule look like and how do they sign-up for observations, etc. What does this routine look like? Share your google doc calendar with them. Teach them how to sign-up for observations each week.
- The first week of school, be there every day, at least half of the day
 - Introduce yourself to the class and let the students know you will be visiting the class throughout the year.
 - Observe class, be there to answer questions, etc.
 - Assess students for the intern.
- Visit the interns class every day during a variety of times so you see what is happening in all subject areas and how you can support. Send daily emails or check in at the end of the day to give feedback and answer questions.

Ongoing

- Model lessons for the intern.
- Facilitate the chance for the intern to observe other master teachers in the school.
- Review the intern's lesson plans.
- Observe the intern frequently and provide needed feedback.
- Involve the intern in Professional Learning Communities.
- Involve the intern in weekly team meetings and weekly planning sessions.
- Informal evaluations once a month as directed by district or building administration

- Weekly coaching cycle where the intern signs up on your calendar
- Weekly self-reflection with intern(s) about 30 minutes long.
- Make sure to teach about district testing (DIBELS, reading screeners, RISE, etc.).
- Model and give resources for parent-teacher conferences.
- Ask to see plan book every week. If it's empty, help them plan.
- Go to grade level collaborations to help them find their voice with their teams.

September

- Orient the intern to the parent teacher conference format and suggest ideas for conducting successful parent teacher conferences.
- Conduct 1st formative evaluation for the UVU School of Education. Copies of the completed form will be emailed to the intern and the University Supervisor.
- Meet with the University Supervisor after each supervisor visits. Discuss the intern's strengths or concerns with the University Supervisor.
- Develop any needed improvement plans with the intern and the University Supervisor.

October

- Continue to conduct formative evaluations for the University. Discuss the intern's strengths or concerns with the University Supervisor.
- Review grading procedures.
- Orient the intern to the district evaluation process.
- Review the district evaluation instrument with intern.

November

- Complete formative evaluations and a summative evaluation.
- Review curriculum pacing. Is the intern where he/she needs to be in the curriculum at this point of the year?
- Continue providing opportunities for intern to grow professionally and gain knowledge and skills in different types of practice.

December

- Share strategies for days preceding winter break.
- Continue providing opportunities for intern to grow professionally and gain knowledge and skills in different types of practice.

January - May

- Discuss district hiring procedures with the intern.
- Help the intern to prepare for additional district evaluations.
- Continue providing opportunities for intern to grow professionally and gain knowledge and skills in different types of practice.

Suggested Timeline for Principals with Interns

February

- Contact Intern after intern interviews in the spring semester to offer internship.
- Set up a time to meet at the school and introduce yourself, tour the school, etc. Place them on an email list at school so they feel welcome and start to learn the culture of the school and things going on.
- Invite them to meet their grade-level team.
- Notify them of summer professional development (PD) opportunities not in conflict with UVU summer courses.
- Give Facilitator contact information.

June-August

- Make sure that the intern is provided with the necessary budgets and supplies including legislative money.
- Ensure the intern has access to set up their classroom.
- Assure the intern receives all necessary classroom supplies.
- Orient the intern to purchasing procedures and availability of state legislative money.

September

- Orient the intern to the district evaluation process.
- Review the district evaluation instrument with the intern.

September-May

- Make certain that the Intern Coach is expending the appropriate time and effort in assisting the intern

Preservice Teacher _____
School _____
UVU Supervisor _____

Semester _____
Grade(s) _____
Cooperating Teacher _____

Date _____
Subject _____

Scoring Directions: 0 = Not Effective, 1 = Beginning, 2 = Developing, 3 = Preservice Effective/USBE Emerging Effective, NS = Not Scored

The Learner and Learning

- _____ 1.1 Creates developmentally appropriate and challenging learning experiences based on each learner's strengths, interests, and needs
- _____ 1.2 Collaborates with families, colleagues, and other professionals to promote student growth and development
- _____ 2.1 Allows learners multiple ways to demonstrate learning sensitive to diverse experiences, while holding high expectations for all
- _____ 3.1 Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures
- _____ 3.2 Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry
- _____ 3.3 Utilizes positive classroom management strategies effectively, including the resources of time, space, and attention

Instructional Practice

- _____ 4.1 Bases instruction on accurate content knowledge using multiple representations of concepts and appropriate academic language
- _____ 5.1 Uses data sources to assess the effectiveness of instruction and to make adjustments in planning and instruction
- _____ 5.2 Documents student progress and provides descriptive feedback to student, parent/guardian, and other stakeholders in a variety of ways
- _____ 5.3 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.
- _____ 6.1 Demonstrates knowledge of the Utah Core Standards and references them in short and long-term planning
- _____ 6.2 Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge
- _____ 7.1 Practices a range of developmentally, culturally, and linguistically appropriate instructional strategies to meet the needs of individuals and groups of learners
- _____ 7.2 Provides multiple opportunities for students to develop higher-order and meta-cognitive skills
- _____ 7.3 Supports and expands each learner's communication skills through reading, writing, listening, and speaking
- _____ 7.4 Uses a variety of available and appropriate technology and resources to support learning
- _____ 7.5 Develops learners' abilities to find and use information to solve real-world problems

Professional Responsibility

- _____ 8.1 Adapts and improves practice based on reflection and new learning
- _____ 9.1 Participates actively in decision-making processes, while building a shared culture that affects the school and larger educational community
- _____ 9.2 Advocates for the learners, the school, the community, and the profession
- (For discussion only; no formative scoring)**
- _____ 10.1 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 Is responsible for compliance with all requirements of State Board of Education Rule R277-530 at all levels of teacher development

Evaluator's Written Formative Evaluation

Evaluator's written observation of teacher candidate's teaching practices, skills and behaviors, interactions with students, both strengths and areas for learning and growth in reference to the Teacher Candidate Performance & Assessment Evaluation System (PAES) rubric. For all indicators *not scored* in this observation write "NS."

Preservice Teacher Signature _____

UVU ID number _____

Evaluator Signature _____

Cooperating Teacher University Supervisor

(Distribution: Make copies of this observation. Keep one for evaluator, give one to the teacher candidate, and return one to UVU School of Education)

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)

<i>Performance Expectation</i>	<i>Not Effective</i>	<i>Beginning</i>	<i>Developing</i>	<i>Preservice Effective (USBE Emerging Effective)</i>	<i>Inservice Effective</i>	
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	<ul style="list-style-type: none"> ● Provides developmentally inappropriate instruction ● Lacks awareness of developmental needs 	<ul style="list-style-type: none"> ● Creates lessons according to grade level Utah Core Standards 	...and <ul style="list-style-type: none"> ● Adds to or modifies lessons to provide varied learning experiences 	...and <ul style="list-style-type: none"> ● Implements learning experiences based on specific learners’ developmental levels 	...and <ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● Works in isolation ● Avoids communication or communicates ineffectively ● Does not focus on learner needs 	<ul style="list-style-type: none"> ● Communicates about procedural issues, schedules, and requirements 	...and <ul style="list-style-type: none"> ● Responds to mentor inquiries/concerns about learner development and progress ● Communicates about curriculum and instruction 	...and <ul style="list-style-type: none"> ● Interacts with colleagues or families related to learner growth and development 	...and <ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● Not aware of learner differences ● Not accepting of differences ● Does not hold high expectations for learners 	<ul style="list-style-type: none"> ● Demonstrates awareness of learner diversity ● Respects individual differences 	...and <ul style="list-style-type: none"> ● Applies general strategies for diverse learners 	...and <ul style="list-style-type: none"> ● Applies understanding of specific strategies for learner diversity to encourage all learners to reach their full potential 	...and <ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> Does not have a schedule planned Has unorganized and lengthy transitions Loses Instructional time 	<ul style="list-style-type: none"> Plans a schedule, routines, and behavioral expectations 	<p>...and</p> <ul style="list-style-type: none"> Communicates schedule, routines, and behavioral expectations to students 	<p>...and</p> <ul style="list-style-type: none"> Implements the daily schedule Holds students accountable to follow routines and behavioral expectations 	<p>...and</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Demonstrates negative demeanor Reprimands frequently Leaves students unattended 	<ul style="list-style-type: none"> Communicates with students using developmentally appropriate language 	<p>...and</p> <ul style="list-style-type: none"> Communicates explicitly the expectations for classroom interactions Provides opportunities for teacher-student interactions Provides opportunities for student interactions 	<p>...and</p> <ul style="list-style-type: none"> Maintains positive interactions with and among students 	<p>...and</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Uses time, space, and attention ineffectively Does not have management plan 	<ul style="list-style-type: none"> Plans classroom management strategies Plans instruction for the allotted time 	<p>...and</p> <ul style="list-style-type: none"> Paces instruction appropriate for student learning Addresses inappropriate student behavior 	<p>...and</p> <ul style="list-style-type: none"> Implements classroom management strategies Encourages learners to be engaged with the content Manages time, space, and attention to increase participation 	<p>...and</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Provides inaccurate lesson content 	<ul style="list-style-type: none"> Demonstrates content knowledge 	<p>...and</p> <ul style="list-style-type: none"> Uses more than one way to explain concept Uses accurate academic language 	<p>...and</p> <ul style="list-style-type: none"> Models critical and/or creative thinking in the content area Supports learner use of content-specific academic language 	<p>...and</p> <ul style="list-style-type: none"> 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
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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 O	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	<ul style="list-style-type: none"> Does not collect or use data 	<ul style="list-style-type: none"> Collects data 	<p>...and</p> <ul style="list-style-type: none"> Analyzes data to document student learning Uses formative assessment during instruction 	<p>...and</p> <ul style="list-style-type: none"> Uses data to evaluate the outcomes of teaching Monitors learning and adjusts instruction during the lesson 	<p>...and</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Does not document learner progress Does not provide feedback 	<ul style="list-style-type: none"> Documents learner progress Provides general feedback 	<p>...and</p> <ul style="list-style-type: none"> Provides specific and timely feedback 	<p>...and</p> <ul style="list-style-type: none"> 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 	<p>...and</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Does not assess student learning Assessment is inappropriate 	<ul style="list-style-type: none"> Lesson plan includes an assessment 	<p>... and</p> <ul style="list-style-type: none"> Designs, selects, or adapts assessments that align with learning objectives 	<p>...and</p> <ul style="list-style-type: none"> Uses a variety of assessment formats to evaluate student learning 	<p>...and</p> <ul style="list-style-type: none"> 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 assessments(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	<ul style="list-style-type: none"> Unfamiliar with Utah Core Standards Instructional materials do not align with standards No evidence of learning objectives No evidence of planning 	<ul style="list-style-type: none"> Includes Utah Core Standards in lesson plans 	<p>...and</p> <ul style="list-style-type: none"> Includes appropriate learning objectives based on Utah Core Standards 	<p>...and</p> <ul style="list-style-type: none"> Aligns daily instruction with Utah Core Standards Selects instructional materials that support standards 	<p>...and</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Does not acknowledge the importance of integrating cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) 	<ul style="list-style-type: none"> Acknowledges the importance of integrating cross-disciplinary skills 	<p>...and</p> <ul style="list-style-type: none"> Plans lessons in which cross-disciplinary skills are modeled 	<p>...and</p> <ul style="list-style-type: none"> Plans lessons that engage students in using cross-disciplinary skills 	<p>...and</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> • Inappropriate strategies • No variety of strategies • Insensitivity to individual differences • No adjustments to instruction 	<ul style="list-style-type: none"> • Uses instructional strategies focused on lesson objectives 	... and <ul style="list-style-type: none"> • Incorporates various instructional strategies 	...and <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Is not familiar with higher-order and metacognitive skills 	<ul style="list-style-type: none"> • Uses instructional strategies focused on lower-order thinking skills (e.g., uses memorization, recall, and rote knowledge for most assessments/tasks) 	... and <ul style="list-style-type: none"> • Uses instructional strategies in which higher-order thinking skills are modeled 	...and <ul style="list-style-type: none"> • Uses instructional strategies that engage learners in higher-order thinking 	...and <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Communication skills are not taught or developed specifically • No opportunities for learner communication 	<ul style="list-style-type: none"> • Engages learners in listening and/or reading during instruction 	... and <ul style="list-style-type: none"> • Allows learners to contribute through speaking or writing as part of instruction 	... and <ul style="list-style-type: none"> • Provides opportunities for learners to practice communication skills, including reading, writing, listening, and speaking 	...and <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Does not use available technology 	<ul style="list-style-type: none"> • Uses teacher-centered technologies 	... and <ul style="list-style-type: none"> • Uses technology to engage students 	... and <ul style="list-style-type: none"> • Uses student-centered technologies in ways that promote learning 	...and <ul style="list-style-type: none"> • 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 7g, 7f InTASC 8 CAEP 1.1, 1.3, 1.4, 3.4, 3.5	<ul style="list-style-type: none"> • Sources not appropriate for instruction 	<ul style="list-style-type: none"> • Provides multiple appropriate sources 	... and <ul style="list-style-type: none"> • Uses multiple appropriate sources of information during instruction 	... and <ul style="list-style-type: none"> • Engages learners in using multiple, appropriate sources of information 	...and <ul style="list-style-type: none"> • 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	<p>Adapts and improves practice based on reflection and new learning.</p> <p>UETS 8b, 8c, 8d, 8e InTASC 9 CAEP 1.1, 1.2, 3.3, 3.4, 3.5</p>	<ul style="list-style-type: none"> • Does not reflect on instruction • Does not accept feedback 	<ul style="list-style-type: none"> • Attends to feedback from mentor teacher and supervisor 	<p>...and</p> <ul style="list-style-type: none"> • Develops a plan to improve practice in response to feedback. • Self-reflects on lesson effectiveness. 	<p>...and</p> <ul style="list-style-type: none"> • Applies feedback from mentor teachers, supervisors, and self-reflection to improve teaching and learning in the classroom 	<p>...and</p> <ul style="list-style-type: none"> • 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
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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.

9.1 C	<p>Participates actively in decision-making processes, while building a shared culture that affects the school and larger educational community.</p> <p>UETS 9a, 9b, 9d, 9e InTASC 10 CAEP 1.1, 3.3, 3.5</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Participates in required school activities • Communicates with colleagues/classmates when required 	<p>...and</p> <ul style="list-style-type: none"> • Attends and participates in team meetings and other collaborative opportunities, when invited 	<p>...and</p> <ul style="list-style-type: none"> • Acknowledges own actions that lead to success of all learners • Maintains cordial professional relationships with colleagues/classmates 	<p>...and</p> <ul style="list-style-type: none"> • Participates with colleagues and collaborates in decision making • Accepts responsibility for the success of all learners
9.2 C	<p>Advocates for the learners, the school, the community, and the profession.</p> <p>UETS 9c InTASC 9 CAEP 1.1, 3.3, 3.5</p>	<ul style="list-style-type: none"> • Lacks respect for learners and families • Communicates negatively about learners, families, or the profession • Interacts inappropriately with learners, families, or colleagues/classmates 	<ul style="list-style-type: none"> • Respects learners, families, and the profession • Communicates positively about learners, families, and the profession • Interacts appropriately with learners, classmates, colleagues, and families 	<p>...and</p> <ul style="list-style-type: none"> • Positively represents the profession, school, and university 	<p>...and</p> <ul style="list-style-type: none"> • Contributes to learner success by responding to learner and/or family/community concerns 	<p>...and</p> <ul style="list-style-type: none"> • 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.

<i>Performance Expectation</i>		<i>No</i>	<i>Yes</i>
10.1 C	<p>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.</p> <p>UETS 10a, 5f InTASC 9 CAEP 1.1, 1.4, 3.3, 3.5, 3.6</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<p>Is responsible for compliance with all requirements of State Board of Education Rule R277-515 at all levels of teacher development.</p> <p>UETS 10b InTASC 9 CAEP 1.1, 1.4, 3.3, 3.5, 3.6</p>	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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)

UVU Elementary Education Lesson Planning Template



Name(s):		Lesson length:
Grade Level:	Subject:	Topic:

I. Standards	
Utah State Core Curriculum Strand(s) and Standard(s):	
Summative Assessment:	
Central Focus:	
Goal Statement/Rationale:	

II. Intended Learning Outcomes	
Learning Objective/Goal/ Target/Indicator: (Know and Do)	Know: Do:

III. Assessment of Student Progress	
Pre-assessment:	
Informal assessment(s):	
Formal assessment:	

IV. Preparation	
Students' prior knowledge, skills and assets:	Prior Knowledge: Prior Skills: Personal Assets: Cultural Assets: Community Assets:
Student preparation (if applicable):	
Teacher preparation:	
Technology integration (as applicable):	

V. Instructional Procedures (including models of instruction, strategies, assessments, differentiation, transitions, etc.)	

VI. Academic Language	
Language Function:	
Language Demand	
Vocabulary:	
Syntax:	
Discourse:	
Language Supports:	
Vocabulary:	
Syntax:	
Discourse:	

VII. Addressing Learners' Needs - Use what you have learned in these courses to respond to these items.	
Differentiation/ Individualization:	
Support for ELLs: Fluency Stage Specific Support:	
Accommodations/ Modifications for IEPs/504s:	

Notice Regarding Sexual Misconduct:

A student assumes the responsibility to conduct one's self in an appropriate manner. Categories of misconduct that are not considered responsible behavior include, but are not limited to, the following:

- Failure to respect the right of every person to be secure and protected from fear, threats, intimidation, harassment, hazing and /or physical harm caused by the activities of groups or individuals.
- Sexual assault, harassment, or any other unwelcome verbal or physical sexual activity, including the support of assistance of such activities.

A student, while properly enrolled at the [University], will have the right to ... freedom from sexual harassment ... (and) access to the college Ombudsman for consultation in matters of personal and school issues and concerns.

Ombudsman

(801) 863-7237

Office located in SL-212B

Equal Opportunity, Affirmative Action, & Title IX

(801) 863-7999

located in BA-203

References:

- [Student Rights and Responsibilities Code, UVU Policy # 541.](#)
- [Laws and Policy Resources, UVU Policies #162, #165.](#)
- Equal Opportunity and Affirmative Action, report a complaint:
 - Call (801) 863-7999, or
 - Email TitleIX@uvu.edu , or
 - Online [Report a Complaint](#)

See Also:

Alpine School District: Policy No. 4097: Sexual Harassment

Canyons School District: Employee Discrimination and Harassment, Policy Number DP358

Granite School District: Policy Prohibiting Sexual Harassment, Article V.C.1

Jordan School District: Employee Discrimination and Harassment, Policy Number DP358

Nebo School District: Employee Discrimination and Harassment Policy Statement, File #GBEB

North Summit District: Policy DAC Sexual Harassment

Park City District: Policy No. 1000: Harassment and Non-Discrimination Prohibited

Provo School District: Employee Handbook, Section 9: Discrimination and Harassment

South Summit District: Policy No. 5031: Employee Sexual Harassment

Wasatch School District: Policy Prohibiting Sexual Harassment

This is an example of a district level policy: “(Name of District) is committed to the maintenance of an environment which is free from any form of sexual harassment; an environment in which employees are allowed to work free from unwanted conduct or communication of a sexual nature; one which is in compliance with State and Federal laws dealing with this form of discrimination.”