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# SECONDARY & SPECIAL 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 Teacher Education Program. A critical component of this program is your experience in the classroom as either a student teacher or intern. This culminating experience will give you the opportunity to practice what you have studied so far.

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

- Student teachers
- Interns
- Cooperating and Mentor Teachers
- 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 [trevor.warburton@uvu.edu](mailto:trevor.warburton@uvu.edu) or 801-863-5320. I look forward to supporting you and working together for a high quality, successful experience

Sincerely,



Dr. Trevor Warburton  
Chair, Secondary & Special Education  
School of Education  
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## **Introduction**

### **Overview**

Many educators have identified student teaching and internships as the most essential and valuable components 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, grade levels, and subject areas. 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**

The purpose of student teaching/interning is to provide opportunities to develop and evaluate the major areas of teacher activity. Student teaching/interning entails the constant pursuit of productive curriculum plans, effective teaching strategies, and appropriate use of assessment to provide quality learning for all students. The experience provides an opportunity to develop and evaluate the student's competence in an actual school setting and is intended to bridge theory into practice.

## Student Teacher

Student teaching is a full-time, 14-week 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 secondary 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.

As noted, student teaching is a 14-week experience. This includes a minimum of 60 days with students. The other five days are as follows: 1 – Meeting with Cooperating Teacher to complete initial written assignment and planning; 2 – Full session of Parent Teacher Conferencing with Cooperating Teacher; 3 – One day of School or District Professional Development attended with Cooperating Teacher; and 4 – Two days of TAP workshops you will attend on the UVU campus.

### **Before Student Teaching**

- Submit the student teaching application by the 3<sup>rd</sup> Friday in January (for fall semester student teaching) and by the 3<sup>rd</sup> Friday in September (for spring student teaching)
- Student teaching placements may be considered for charter schools. If interested, contact the UVU Clinical Office.
- Out-of-area student teaching is rare, but it will be considered on a case-by-case basis. It will also incur an additional expense.
- Complete all education program classes with a grade of B- or higher
- Complete all content-related courses with a grade of C or higher
- Be familiar with the [UVU School of Education Professional Teacher Dispositions](#)

### **During Student Teaching**

- Enroll in required coursework, including TAP and Student Teaching
- Practice high moral and ethical behavior - know the legal and ethical responsibilities for the classroom
- Act and dress appropriately
- 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 on time, participate in school activities
- Apply for graduation (by Oct 1 for December graduation; by Feb 1 for May 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.
- If a student teacher does miss a day they should provide a sub plan.
- All non-school related appointments need to be scheduled outside of 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.

Student Teacher continued

### **Substituting**

UVU School of Education recognizes that emergency situations may arise in which student teachers might be called on to work as a substitute teacher-of-record without their Cooperating Teacher present. UVU student teachers may, in such an emergency situation, be employed as a substitute under the following conditions:

- The student teacher is paid (employee) for the time they are a substitute teacher-of-record alone in their classroom (registered through the district substitute staffing agency).
- The student teacher is ONLY substituting in the class to which they are assigned for their student teaching experience.
- The student teacher may substitute no more than 5 days cumulative, of which no more than 3 days may be consecutive.
- The student teacher has the opportunity to decline the request to substitute without retribution.
- Any days spent as a substitute still count toward the 65-day total.

### **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 disciplinary 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

### **Transition to Remote Learning**

In the event that your school or class is required to transition to remote learning, the student teacher will follow the lead of the Cooperating Teacher and participate directly in the development and delivery of remote instruction. Days spent developing and delivering remote instruction will count toward the 65-day total required for student teaching.

Student Teacher continued

### **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>

### **Health & Wellness Resources**

Click [here](#) to view the many resources available to UVU students.

## Interns

Interns are employed by the district and assume full-time classroom teaching responsibilities as the teacher of record for their classes. The internship involves a signed employment contract for a full academic year. Internships are only available to students eligible for fall student teaching. The school districts used to accommodate secondary student internships are Alpine, Canyons, Granite, Jordan, Nebo, North Summit, Park City, Provo, South Summit, and Wasatch.

### **Before Internship**

- Submit the intern application along with student teaching application by the 3<sup>rd</sup> Friday in January
- Complete all education program classes with a grade of B- or higher
- Complete all content-related courses with a grade of C or higher
- Be familiar with the UVU School of Education Professional Teacher Dispositions
- Attend the intern orientation meeting. This meeting is required or the intern's name will not be sent to principals for interviews
- Interns must notify the UVU Clinical Director once they've accepted an internship position

### **During Internship**

We recommend interns not teach more than 5 periods on an A/B schedule. On a traditional 7-period day the load should not exceed 5 classes. We also recommend that the mentor's schedule be created with time allowed both for observing and collaborating with the intern.

- Enroll in required coursework, including TAP and Student Teaching
- 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 Mentor Teacher and University Supervisor
- Arrive on time
- 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 a Mentor Teacher 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 TAP.
- Interns are eligible to graduate at the end of fall semester if all graduation requirements are met (apply for graduation by Oct 1).
- Interns are evaluated by school administration as employees of the district.
- Interns are evaluated by University Supervisors as part of School of Education requirements.
- Interns must attend all school and district meetings and trainings required of new teachers as contract employees of the district.

### **Absences**

- Follow district policy for absences. During fall semester, interns are still required to communicate with University Supervisors if they will be absent.



## **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 disciplinary 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

## **Early Termination of Internship**

Internships require an employment contract with a district. Terminating an internship prior to the end of the school year may be considered a breach of contract.

## **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>

## **Health & Wellness Resources**

Click [here](#) to view the many resources available to UVU students.

## **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**

We recommend interns not teach more than 5 periods on an A/B schedule. On a traditional 7-period day the load should not exceed 5 classes. We also recommend that the mentor's schedule be created with time allowed both for observing and collaborating with the intern.

- 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.
- Observe and critique 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 at a preservice competency. Student teachers/interns should not be evaluated as veteran educators.
- Observe and critique the student teacher/intern's performance on a frequent and continual basis.
- 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**

UVU offers a \$230 honorarium per student teacher in recognition and appreciation of your time and mentoring efforts. The Independent Contractor Form will be sent to you via email prior to the beginning of the semester, and it must be accurately filled out and returned via Adobe eSign prior to the first day of student teaching. We cannot issue the stipend if the form is not completed prior to the service being performed. Payment will be made after the end-of-practicum survey has been received. The form must be completed each time, even if you have submitted it previously for a different student.

# **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 4 times and give constructive criticism and positive feedback
- Complete 4 formative evaluations and 1 summative evaluation for each student teacher/intern
- Advise the Clinical Director/Department Chair of serious concerns with student teachers/interns
- Coordinate intervention when needed with school administration and UVU Clinical Director

## **Compensation**

- Mileage will be reimbursed according to UVU policies and procedures
- Compensation as part of 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. 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.
- The link is unique to each 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 evaluation, the student will receive an email requesting a digital signature.
- 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.
- If you make an error and need to resubmit an evaluation, contact the Clinical Office and we will be happy to assist you.

## 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/Mentor Teachers receive necessary training
- Ensure that student teachers/interns understand 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 Cooperating/Mentor Teachers are meeting the expectations of their assignments as mentors
- Ensure the intern has a substitute and does not use personal leave to attend the required two training sessions for TAP.

# **Teacher Assessment Project (TAP)**

## **Purpose**

Utah Valley University School of Education designed the Teacher Assessment Project (TAP) to better prepare students for the teaching profession. The TAP was created through the collaborative efforts of UVU faculty and students as well as K-12 stakeholders including teachers, administrators, and others with a connection to local public schools. This assessment allows student teachers/interns to demonstrate what they have learned throughout the program through authentic interactions with students. The TAP also provides opportunity for professional growth; student teachers/interns seek out feedback, set goals, take action, and reflect on progress and challenges.

## **State and Program Requirements**

The state of Utah requires a pedagogical performance assessment as part of licensure requirements for all teacher preparation programs. Students must complete TAP to graduate. Students must pass TAP to be recommended for licensure.

## **Process**

Students complete the TAP during their student teaching experience or the first semester of their teaching internship. The TAP is embedded throughout the elementary, secondary, and special education preparation programs. Instruction and assistance are also provided through a capstone course, workshops and UVU instructors. While students receive support and guidance through the process, each student is ultimately responsible for timely submission and the content of the completed assessment.

## **Required On-Campus Workshop Days**

As part of the TAP support process during student teaching, all student teachers and interns are required to attend in-person, on-campus workshop days. Student teachers and interns are to be excused from any activities at their assigned student teaching/internship schools for these two critical workshop days. A sub will be necessary for interns. The intern should not take personal days for the sub. These are required training days.

## **Scoring**

The Tap includes three Parts (Planning, Assessment, and Professional Growth). UVU faculty members will assess the TAP. If the TAP is not completed during student teaching or the first semester of the internship, students will likely need to reenroll in the course the following semester (course fees etc. will apply). TAP templates and rubrics are available through the Capstone course.

**Part 1** includes six requirements; students *must score twelve or higher to pass with no scores of 0.*

**Part 2** includes four requirements; students *must score eight or higher with no scores of 0.*

**Part 3** includes three requirements; students *must score six or higher with no scores of 0.*

## **Note to Cooperating Teacher/Intern Coach**

The TAP is meant to complement the student teaching/intern experience. Nothing in the student teaching/intern experience can replace the quality mentoring and coaching the student teacher/intern receives from you, the Cooperating Teacher/Intern Coach. Thank you for the support and encouragement you provide as your student teacher/intern completes the requirements for TAP.

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

## Overview

The Student Teaching Evaluation Rubric or STER was developed by a committee consisting of educator preparation faculty from Utah Valley University, Utah State University, University of Utah, Weber State University, Westminster University, Brigham Young University, Southern Utah University, and Utah Tech University.

University Supervisors will use STER for all 5 of their assessments. Four evaluations will be formative with the fifth evaluation being the summative evaluation. Cooperating Teachers/Intern Coaches will use STER as an opportunity to reflect with the student teacher/intern during the clinical experience. The student teacher may use the STER to create a professional growth goal for TAP; however, they may also choose a goal that does not appear within the STER.

## Scoring

When used as a summative assessment at the end of the final clinical experience, the expected (i.e., required) level of performance is two (2) or “demonstrates competency at expected level.” In addition, when used as a summative assessment, teacher candidates/student teachers are not expected to score a three (3) on any rows of the rubric; however, teacher candidates/student teachers are not succeeding if they score a zero (0) or one (1) on any row of the rubric. Thus, to succeed, the total score must be 70 or higher (minimum of 2 on each item).

## 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.
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 option.

## Appendix: Student Teaching/Internship Handbook Secondary Education Department

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## UVU School of Education Professional Teacher Dispositions

The following dispositions were developed by a UVU committee. From Portrait of a First Year Teacher: Dispositions are professional attitudes, values, and beliefs demonstrated in verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities to impact student learning.

In general, these are habits of being and practices that make for a successful teaching experience. These dispositions are introduced within UVU School of Education coursework, but some are better developed during field experience and during clinical experience. **A student teacher or intern is a Level 4.**

Student Name:

Level: 1 2 3 4

Semester:

Scoring: Exceeds Expectations (4), Meets Expectations (3), Approaches Expectations (2), Does Not Meet Expectations (1)

<p><b>Disposition 1: Self-Efficacy</b> <i>Recognizes that intelligence, talents, and abilities can be developed through intentional effort, persistence, and input from others.</i></p>	<p>Comments:</p>
<p>a. Recognizes personal strengths and uses them to professional advantage. (3.3)            b. Recognizes limitations, is willing to change, and works to develop solutions on own before asking for support. (5.2)            c. Shows intellectual curiosity and demonstrates professional initiative by creating learning opportunities for self;            d. Reflects on and models professional growth for others. (5.2)            e. Understands that productive struggle is part of the learning process and demonstrates resilience.</p>	
<p><b>Disposition 2: High Learning Expectations for Each Student</b> <i>Views each student through an asset-based lens and believes they can achieve rigorous academic standards and social and emotional competence.</i></p>	<p>Comments:</p>
<p>a. Prepares and enacts instruction that demonstrates positive verbal and non-verbal affect. (1.1, 1.4)            b. Uses data and data analysis to inform future instruction to alter lessons as necessary to meet individual students' needs. (2.2, 3.1, 3.2, and 4.4)            c. Routinely gathers instructional materials from multiple sources and seeks additional content knowledge when necessary to ensure learning objectives are met. (2.1)            d. Utilizes effective instructional techniques that include and engage all learners. (2.4, 3.1)            e. Aligns educational technology with instructional goals to enhance student learning. (3.4)</p>	
<p><b>Disposition 3: Ethical/Professional</b> <i>Values professional conduct and ethics and respects students, families, communities, and colleagues.</i></p>	<p>Comments:</p>
<p>a. Demonstrates an understanding and follows appropriate education laws, ethics, and standards; follows program and university policies.            b. Demonstrates professionalism by exhibiting punctual attendance, completing tasks on time, and responding promptly and professionally in all communications. (5.3)            c. Establishes and maintains appropriate relationships with peers, faculty, staff, and others (including students). ( 5.2, 5.3)            d. Productively collaborates in academic and professional settings and keeps personal and professional confidences with colleagues. (5.4)</p>	
<p><b>Disposition 4: Reflective Practitioner</b> <i>Values a personal commitment to continuous growth and professional learning by fostering self-reflection and acting on feedback.</i></p>	<p>Comments:</p>
<p>a. Actively seeks and is willing to apply supportive and corrective feedback from others to make positive change. (5.2)            b. Receptive to new ideas and techniques. (5.2)            c. Critically analyzes and reflects on own learning and teaching and makes changes. (5.2)            d. Uses critical reflection to seek out, analyze, and apply current research to improve teaching practice. (5.2)</p>	
<p><b>Disposition 5: Emotionally Intelligent</b> <i>Exhibits awareness, control, and expression of one's emotions in multiple contexts to navigate interpersonal relationships in academic and professional settings.</i></p>	<p>Comments:</p>



<p><b>Disposition 6: Educational Equity</b>  <i>Demonstrates educational equity by developing and maintaining an inclusive learning environment that values individual, family, and community assets.</i></p>	<p>Comments:</p>
<ul style="list-style-type: none"> <li>a. Leverages personal or social identities such as gender, disability, ethnic origins, sexual orientation, race, immigration status, native language, or family background as assets that enhance the classroom learning environment.</li> <li>b. Welcomes and respects cultural and academic diversity, considers issues in terms of multiple perspectives, and demonstrates leadership by modeling culturally inclusive beliefs and behaviors. (4.1)</li> <li>c. Considers difference in student backgrounds, interests, and attitudes while incorporating culturally inclusive perspectives in all instructional planning. (3.3)</li> <li>d. Implements equitable and appropriate learning experiences for all students, including those with disabilities and language learners. (3.1)</li> <li>e. Develops and maintains an inclusive classroom where all students experience a sense of belonging and support.</li> </ul>	

## **Timeline for Cooperating Teachers**

This is a suggested timeline and may be adjusted by the Cooperating Teacher as needed. 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

### **1-2 Weeks**

- Assist student teacher in developing relationships with the students, including learning their names
- Review classroom rules and procedures
- Prepare student teacher to begin assuming some teaching responsibility

### **3-8 Weeks**

- Gradually assume additional teaching responsibilities
- Week 4: teach 2-3 class sections
- Week 8: teach about 4-5 class sections

### **9-14 Weeks**

- 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
- The student teacher should be responsible for teaching five to six class sections.

## **Timeline for Mentor Teachers**

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 a Mentor Teacher and the school Principal. Interns will also be provided support and guidance from a UVU University Supervisor.

### **August**

- Orient the intern to the school calendar, plan book, first-day plans, substitute teacher plans
- Help the intern develop a “first of the year” procedures outline.
- Orient the intern to the school policies/procedures.
- Assure the intern receives all necessary classroom supplies.
- Orient the intern to purchasing procedures and availability of state legislative money.
- Orient the intern to the school’s grading system
- Under the direction of the Principal, make the intern aware of any IEP or 504 plans for his/her students.
- Model lessons for the intern
- Facilitate opportunities 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

### **September**

- Orient the intern to the parent teacher conference format and suggest ideas for conducting successful parent teacher conferences
- Meet with the University Supervisor after each of their observations. Discuss the intern’s strengths or concerns with the University Supervisor
- Develop any needed improvement plans with the intern and the University Supervisor

### **October**

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

### **November**

- 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 the intern to grow professionally and gain knowledge and skills in different types of practice.

### **December**

- Share strategies for the school days preceding Winter Recess
- Continue providing opportunities for the 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 the intern to grow professionally and gain knowledge and skills in different types of practice.

# **Timeline for Principals with Interns**

## **Upon Hiring the Intern**

- Submit completed “Request for Intern” form to UVU Clinical Office
- Make certain the Mentor Teacher is assigned one period to assist
- Make certain the Mentor Teacher and the intern are assigned a common planning period (minimum of 2 planning periods in the schedule)
- Provide the intern with classroom assignment, keys, textbooks, and other related materials

## **August**

- Ensure that the teaching load as agreed upon with UVU is maintained.
- Make sure that the intern is involved in all “new teacher” induction programs provided by the school and/or district.
- Ensure the intern is made aware of any IEP or 504 accommodated students assigned to his/her classroom prior to the start of school.
- Make sure that the intern is provided with the necessary budgets and supplies including legislative money.

## **September/October**

- Make certain that the Mentor Teacher is expending the appropriate time and effort in assisting the intern
- Make sure the intern has subs for the required on-campus TAP training days. These are not personal sub days and should be put in as training days.
- Orient the intern to the district evaluation process
- Review the district evaluation instrument with the intern

When used as a summative assessment at the end of the final clinical experience, the expected (i.e., required) level of performance is two (2) or “demonstrates competency at expected level.” In addition, when used as a summative assessment, teacher candidates/student teachers are not expected to score a three (3) on any rows of the rubric; however, teacher candidates/student teachers are not succeeding if they score a zero (0) or one (1) on any row of the rubric. Thus, to succeed, the total score must be 70 or higher (minimum of 2 on each item).

Note that some rows of the rubric require a supervisor to consult with the teacher candidate’s mentor teacher in order to have sufficient information to assign a level of performance. These rows are marked with the phrase “Conference w/MT.” Some rows may also require that the supervisor consult with the teacher candidate/student teacher. These are marked with the phrase “Conference w/ST.”

Also, note that some row descriptors stack on each other and some do not. For example, in item 1 of the rubric, the “demonstrates competency at expected level” includes the behaviors described under “approaching competency”. And to exceed expected level of competency, one must also demonstrate the behaviors listed under both “approaching competency” and “demonstrates competency at expected level.” This stacking is indicated using “...and” at the beginning of the descriptor. On the other hand, there are some row descriptors that do not stack on each other. For example, in item 4 of the rubric, there are no “...and” phrases. So, to score a 2, or “demonstrates competency at expected level,” only the behaviors listed in that cell must be demonstrated. Finally, there are occasional uses of OR and AND to indicate that either behavior or both behaviors should be demonstrated in order to score at a specific level.

Developed by a committee consisting of educator preparation faculty from Utah State University, Utah Valley University, University of Utah, Weber State University, Westminster University, Brigham Young University, Southern Utah University, and Utah Tech University.

**LEARNERS AND LEARNING:** Effective teachers exhibit knowledge, skills and dispositions that demonstrate an awareness of and sensitivity toward diversity in learner development and student individualities.

Item stem: **Teacher candidate...**

	COMPETENCY ↓	Does not demonstrate competency (0)	Is approaching competency at expected level (1)	Demonstrates competency at expected level (2)	Exceeds expected level of competency (3)
<b>1 Conference w/MT</b>	<p><b>LL1:</b> Participate in meetings with student's parents/guardians (e.g., IEP, 504, behavior, attendance, parent teacher conferences) to help assess and plan needed student support.</p> <p><i>Demonstration competency</i></p>	Works in isolation and does not collaborate with students' parents/guardians.	Considers input from students' parents/guardians.	...and Participates in a meeting with parents/guardians under mentor supervision.	...and Initiates communication with parents/guardians to design supports that meet the specific needs of students.
<b>2 Observation</b>	<p><b>LL2:</b> Design learning that builds on the learner's background knowledge and supports students' needs.</p> <p><i>Application competency</i></p>	<p>Lacks awareness of learners' background knowledge.</p> <p>Lacks awareness of developmental needs.</p>	Demonstrates awareness of learners' background knowledge and needs (e.g. learners' names, contextual information).	...and Designs learning experiences that reflect understanding of learners' academic background knowledge.	...and Implements and modifies learning experiences based on specific learners' developmental levels.
<b>3 Observation</b>	<p><b>LL3:</b> Strengthen and support classroom norms that encourage positive teacher-student and student-student relationships.</p> <p><i>Application competency</i></p>	Does not demonstrate awareness of classroom norms.	Demonstrates understanding of the norms of the classroom (e.g. behavioral, instructional, procedural).	...and Implements classroom norms that encourage positive teacher-student and student-student relationships.	... and Actively creates and sustains classroom norms in which teacher-student and student-student relationships are positive.

**LEARNERS AND LEARNING** (Continued)

	COMPETENCY ↓	Does not demonstrate competency (0)	Is approaching competency at expected level (1)	Demonstrates competency at expected level (2)	Exceeds expected level of competency (3)
<b>4 Observation</b>	<p><b>LL4:</b> Identify adaptations made to instruction to benefit learners of varied backgrounds.</p> <p><i>Application competency</i></p>	Does not adapt instruction for learners of varied backgrounds.	Plans adaptations that may or may not be appropriate for the learners in the classroom, e.g., generic adaptations such as providing more time.	Plans and implements appropriate adaptations for learners.	Plans appropriate adaptations for learners AND adjusts instruction based on developmental, cultural, or linguistic needs of the students.
<b>5 Observation</b>	<p><b>LL5:</b> Communicate clear expectations and procedures that include positive behavior interventions to promote student ownership of behavior.</p> <p><i>Demonstration competency</i></p>	Does not communicate clear expectations AND does not use positive reinforcements.	Communicates expectations OR uses positive reinforcements.	Communicates clear expectations and procedures, including positive behavior interventions.	...and Creates opportunities for students to self-monitor their behavior.
<b>6 Observation</b>	<p><b>LL6:</b> Encourage student ownership of learning by applying real world connection and authentic learning experiences in the classroom.</p> <p><i>Application competency</i></p>	Sources and learning experiences are not appropriate for learning intentions.	Uses sources of information appropriate to content area, but the sources and learning experiences lack a real-world connection (e.g., textbook-centered).	Uses appropriate sources of information and designs learning experiences that demonstrate a real-world connection (e.g., realia, authentic media, engagement with community).	... and Engages learners in using multiple, appropriate sources of information that foster student ownership of authentic learning experiences through a real-world connection.

<p><b>7 Observation</b></p>	<p><b>LL7:</b> Provide formative and timely feedback to guide students in self-assessment of learning.</p> <p><i>Demonstration competency</i></p>	<p>Does not provide feedback to students.</p>	<p>Provides general feedback, e.g. "good job".</p>	<p>Provides specific and timely feedback and encourages students to apply it to future performance.</p>	<p>...and Structures opportunities for students to apply feedback to improve their learning and self-assessment of progress towards learning goals.</p>
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**INSTRUCTIONAL CLARITY:** Effective teachers exhibit knowledge, skills, and dispositions that demonstrate clarity regarding the content they teach and how to organize and sequence it to effectively facilitate learning and drive student engagement.

Item stem: **Teacher candidate...**

	COMPETENCY ↓	Does not demonstrate competency (0)	Is approaching competency at expected level (1)	Demonstrates competency at expected level (2)	Exceeds expected level of competency (3)
<b>8</b> Observation or Conference w/MT and ST	<p><b>IC1:</b> Demonstrate an <u>understanding</u> of Utah Core Standards.</p> <p><i>Demonstration competency</i></p> <p><b>IC2:</b> Create learning intentions and success criteria that are aligned to Utah Core Standards.</p> <p><i>Application competency</i></p>	<p>Does not demonstrate an understanding of Utah Core Standards.</p> <p>Lesson intentions and <u>success</u> criteria are missing or not aligned to Utah Core Standards.</p>	<p>Demonstrates <u>inconsistent</u> understanding of Utah Core Standards.</p> <p>OR</p> <p>Creates lesson intentions and success criteria that are <u>inconsistently</u> aligned to Utah Core Standards.</p>	<p>Demonstrates consistent understanding of Utah Core Standards</p> <p>AND</p> <p>Creates learning <u>intentions</u> and <u>success</u> criteria that are consistently aligned to Utah Core Standards.</p>	<p>...and</p> <p>Meaningfully integrates content that aligns with Utah Core Standards.</p>
<b>9</b> Observation or Conference w/MT and ST	<p><b>IC3:</b> Design learning <u>experiences</u> aligned to learning intentions and success criteria.</p> <p><i>Demonstration competency</i></p>	<p>No evidence of learning objectives/intentions in design of learning <u>experiences</u>.</p>	<p>Inconsistently provides evidence of learning objectives/intentions or success criteria in lesson plans.</p>	<p>Designs learning <u>experiences</u> that are aligned to learning intentions and success criteria.</p>	<p>...and</p> <p>Uses students' <u>response</u> to instruction to inform future lessons.</p>
<b>10</b> Observation or Conference w/MT and ST	<p><b>IC7:</b> Design a variety of instructional strategies to engage students and promote active learning.</p> <p><i>Application competency</i></p>	<p>Does not engage students or promote active learning.</p>	<p>Uses a limited range of instructional strategies.</p>	<p>...and</p> <p>Uses a variety of instructional strategies that engage students and promote active learning.</p>	<p>...and</p> <p>Uses strategies that engage a <u>majority</u> of students and promote active learning on a consistent basis.</p>

**INSTRUCTIONAL PRACTICE:** Effective teachers exhibit knowledge, skills, and dispositions that support instructional practices that drive high-quality instruction, demonstrate a data-driven and cooperative approach to teaching and learning, and meet the diverse needs of all learners.

Item stem: **Teacher candidate...**

	COMPETENCY ↓	Does not demonstrate competency (0)	Is approaching competency at expected level (1)	Demonstrates competency at expected level (2)	Exceeds expected level of competency (3)
<b>13</b> <b>Observation</b>	<b>IP1:</b> Include differentiated strategies aligned with lesson objectives to meet the unique needs of every student.  <i>Application competency</i>	Is not aware of learners' unique <u>needs</u>  AND Does not use differentiated strategies.	Demonstrates awareness of learners' unique needs but does not <u>differentiate</u> for learners' unique needs.	Includes differentiated strategies aligned with lesson objectives to meet learners' unique needs.	... and <u>Is able to</u> design instruction for students who need additional or extensive support to meet lesson objectives.
<b>14</b> <b>Observation</b>	<b>IP2:</b> Provide appropriate strategies to promote and facilitate students' problem solving, critical thinking, and discourse.  <i>Application competency</i>	Does not use strategies to promote students' problem solving, critical thinking, or discourse, e.g., uses <u>teacher-centered instruction</u> .	Allows learners to contribute during instruction.	Uses appropriate <u>strategies</u> to promote and <u>facilitate</u> students' problem solving, critical thinking, or academic discourse during instruction.	... and Uses strategies that are effective for the learning tasks and articulates their reasons for using the strategy.
<b>15</b> <b>Conference w/ST or MT</b>	<b>IP3:</b> Analyze student <u>assessment data</u> , including both formative and summative assessments, to inform and adjust instruction.  <i>Demonstration competency</i>	Does not use student assessment data to inform instruction.	Inconsistently uses <u>student assessment data</u> to inform instruction.	Uses both formative and summative data to inform and adjust instruction.	... and Consistently seeks data to inform and adjust instruction to meet the needs of learners.
<b>16</b> <b>Conference w/ST or MT</b>	<b>IP4:</b> Employ a variety of <u>assessments</u> that allow all students to demonstrate learning.  <i>Demonstration competency</i>	Does not use a variety of assessments.	Uses one type of assessment for all students.	Employs a variety of assessments, including formal and informal, <u>formative</u> and summative, that allow all students to demonstrate learning.	... and Designs assessments to meet the needs of specific students.

**INSTRUCTIONAL PRACTICE:** Effective teachers exhibit knowledge, skills, and dispositions that support instructional practices that drive high-quality instruction, demonstrate a data-driven and cooperative approach to teaching and learning, and meet the diverse needs of all learners.

Item stem: **Teacher candidate...**

	COMPETENCY ↓	Does not demonstrate competency (0)	Is approaching competency at expected level (1)	Demonstrates competency at expected level (2)	Exceeds expected level of competency (3)
<b>13</b> Observation	<b>IP1:</b> Include differentiated strategies aligned with lesson objectives to meet the unique needs of every student.  <i>Application competency</i>	Is not aware of learners' unique <u>needs</u> AND Does not use differentiated strategies.	Demonstrates awareness of learners' unique needs but does not <u>differentiate</u> for learners' unique needs.	Includes differentiated strategies aligned with lesson objectives to meet learners' unique needs.	... and <u>Is able to</u> design instruction for students who need additional or extensive support to meet lesson objectives.
<b>14</b> Observation	<b>IP2:</b> Provide appropriate strategies to promote and facilitate students' problem solving, critical thinking, and discourse.  <i>Application competency</i>	Does not use strategies to promote students' problem solving, critical thinking, or discourse, e.g., uses <u>teacher-centered instruction</u> .	Allows learners to contribute during instruction.	Uses appropriate <u>strategies</u> to promote and <u>facilitate</u> students' problem solving, critical thinking, or academic discourse during instruction.	... and Uses strategies that are effective for the learning tasks and articulates their reasons for using the strategy.
<b>15</b> Conference w/ST or MT	<b>IP3:</b> Analyze student <u>assessment</u> data, including both formative and summative assessments, to inform and adjust instruction.  <i>Demonstration competency</i>	Does not use student assessment data to inform instruction.	Inconsistently uses <u>student assessment</u> data to inform instruction.	Uses both formative and summative data to inform and adjust instruction.	... and Consistently seeks data to inform and adjust instruction to meet the needs of learners.
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Item stem: **Teacher candidate...**

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<b>13</b> Observation	<b>IP1:</b> Include differentiated strategies aligned with lesson objectives to meet the unique needs of every student.  <i>Application competency</i>	Is not aware of learners' unique <u>needs</u> AND Does not use differentiated strategies.	Demonstrates awareness of learners' unique needs but does not <u>differentiate</u> for learners' unique needs.	Includes differentiated strategies aligned with lesson objectives to meet learners' unique needs.	... and <u>Is able to</u> design instruction for students who need additional or extensive support to meet lesson objectives.
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<b>15</b> Conference w/ST or MT	<b>IP3:</b> Analyze student <u>assessment</u> data, including both formative and summative assessments, to inform and adjust instruction.  <i>Demonstration competency</i>	Does not use student assessment data to inform instruction.	Inconsistently uses <u>student assessment</u> data to inform instruction.	Uses both formative and summative data to inform and adjust instruction.	... and Consistently seeks data to inform and adjust instruction to meet the needs of learners.
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**INSTRUCTIONAL PRACTICE:** Effective teachers exhibit knowledge, skills, and dispositions that support instructional practices that drive high-quality instruction, demonstrate a data-driven and cooperative approach to teaching and learning, and meet the diverse needs of all learners.

Item stem: **Teacher candidate...**

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<b>13</b> Observation	<b>IP1:</b> Include differentiated strategies aligned with lesson objectives to meet the unique needs of every student.  <i>Application competency</i>	Is not aware of learners' unique <u>needs</u> AND Does not use differentiated strategies.	Demonstrates awareness of learners' unique needs but does not differentiate for learners' unique needs.	Includes differentiated strategies aligned with lesson objectives to meet learners' unique needs.	... and Is able to design instruction for students who need additional or extensive support to meet lesson objectives.
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<b>15</b> Conference w/ST or MT	<b>IP3:</b> Analyze student assessment data, including both formative and summative assessments, to inform and adjust instruction.  <i>Demonstration competency</i>	Does not use student assessment data to inform instruction.	Inconsistently uses student assessment data to inform instruction.	Uses both formative and summative data to inform and adjust instruction.	... and Consistently seeks data to inform and adjust instruction to meet the needs of learners.
<b>16</b> Conference w/ST or MT	<b>IP4:</b> Employ a variety of assessments that allow all students to demonstrate learning.  <i>Demonstration competency</i>	Does not use a variety of assessments.	Uses one type of assessment for all students.	Employs a variety of assessments, including formal and informal, formative and summative, that allow all students to demonstrate learning.	... and Designs assessments to meet the needs of specific students.

**PROFESSIONAL RESPONSIBILITY** (Continued)

	COMPETENCY ↓	Does not demonstrate competency (0)	Demonstrates competency at expected level (2)
<p><b>34</b> <b>Observation</b> <b>AND</b> <b>Conference</b> <b>w/MT</b></p>	<p><b>PR6:</b> Exhibit professional and ethical conduct in accordance with school, district, and state policy.</p> <p><i>Demonstration competency</i></p>	<p>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.</p> <p>OR</p> <p>Does not know or understand professional requirements.</p> <p>OR</p> <p>Does not complete all requirements for clinical experiences.</p> <p>OR</p> <p>Does not maintain instructional and non-instructional records.</p> <p>OR</p> <p>Does not maintain integrity and confidentiality in matters concerning student records and collegial consultation.</p> <p>OR</p> <p>Develops inappropriate student-teacher relationships as defined in rules, law, and policy.</p> <p>OR</p> <p>Does not maintain professional demeanor and appearance as defined by university and the local education agency (LEA).</p>	<p>Avoids actions that may adversely affect ability to perform assigned duties and carry out the responsibilities of the profession, including role-model responsibilities.</p> <p>AND</p> <p>Takes responsibility to understand and complete all requirements for clinical experience.</p> <p>AND</p> <p>Takes responsibility to understand professional requirements to maintain a current Utah Educator License.</p> <p>AND</p> <p>Maintains accurate instructional and non-instructional records.</p> <p>AND</p> <p>Maintains integrity and confidentiality in matters concerning student records and collegial consultation.</p> <p>AND</p> <p>Develops appropriate student-teacher relationships as defined in rules, law, and policy.</p> <p>AND</p> <p>Maintains professional demeanor and appearance as defined by university and the local education agency (LEA).</p>

**PROFESSIONAL RESPONSIBILITY** (Continued)

	COMPETENCY ↓	Does not demonstrate competency (0)	Demonstrates competency at expected level (2)
<b>35</b> <b>Observation and Conference w/MT</b>	<b>PR7:</b> Secure student data and respect confidentiality related to student data.  <i>Demonstration competency</i>	Does not understand nor adhere to state policies and board rules regarding data <u>privacy</u>  OR  Does not protect digital passwords or stores student data in an inappropriate and insecure place	Understands and adheres to state and federal (FERPA) policies and board rules regarding data <u>privacy</u>  AND  Protects digital passwords and stores student data in an appropriate and secure place.

## TAP Resources

### Unit Overview

*You will plan a unit of instruction or a segment of a unit of instruction. The unit may last between 1 and 4 weeks in length, and it should consist of at least 5 lessons/class sessions. You will gather pre-assessment data to guide your planning decisions, outline your plan for lesson and assessment design, and explain your rationale for instruction and assessment. Consult the Planning for Instruction and Assessment Rubric criteria to see how you will be evaluated. **Secondary education students should choose one class to focus on for this unit plan and assessment. Special education students should choose a small group of students or one student to focus on for this unit plan and assessment.***

***Please note: You are able to hyperlink materials and artifacts within this template. However, you must ensure that the share settings of any hyperlinks are set to "anyone with the link can view" so your instructor is able to access them.***

Unit Core Standard(s):

Goal Statement or  
Essential Questions:

Unit Summative  
Assessment Description:

Practice Standard(s) if applicable:

### Pre-Planning: Gathering Data and Research

Academic Content, Student  
Interests, Experiences, and  
Assets Pre-Assessment(s)  
Hyperlink below:

Academic Content,  
Student Interests,  
Experiences, and Assets  
Pre-Assessment Data:

Rationale for How to Use this Data for Instructional  
and Assessment Planning:

Culturally Responsive and Sustaining Educational Practices:

Rationale for How to Use these Practices for  
Instructional and Assessment Planning:

Social-Emotional Learning (SEL) Domains:

Rationale for How to Use SEL for Instructional and  
Assessment Planning:

Educational Research and/or Theory:

Rationale for How to Use this Research/Theory for  
Instructional and Assessment Planning:

### Supports for Diverse Learners

*List the student(s) in your classroom with specific learning needs (add or delete rows as needed). Identify required and/or appropriate supports for these students and provide a rationale for how those supports will help your students engage in learning.*

***Special Education students should also document participation in a meeting for students (IEP, Behavior Intervention, or Transition planning)***

*Students with Specific Learning  
Needs*

*Supports (including  
Building from Student  
Strengths,*

*Rationale for Selected Supports*



	<i>Accommodations, Modifications, and/or Challenge/Extension</i>	
<b>Student(s) #:</b>		
<b>Student(s) #:</b>		

**Special Education Students ONLY: Document your participation in a meeting for students (IEP, Behavior Intervention, or Transition Planning) here:**

**Unit Plan for Instruction**

*Provide a summary of your lesson design for each day of your unit. The Instructional Plan Summary should include an outline of learning activities, including specific pre-planned questions you will pose, instructional models and/or strategies being used, and the specific supports you will implement for diverse learners. The Assessment Plan Summary should include the formative assessments you plan to use to monitor learning throughout the lesson and final formative assessment you developed to determine the extent to which students met the lesson’s learning objectives—hyperlink the assessments as applicable. Provide a rationale for each lesson design, explaining your decision for that specific lesson design including how it builds upon previous lessons in the unit. Add rows as needed.*

	<b>Instructional Plan Summary</b>	<b>Assessment Plan Summary</b>	<b>Rationale for Lesson Design</b>
<b>Lesson 1</b> <i>Lesson Objectives:</i>		<i>Formative Assessment(s):</i>  <i>Final Formative Assessment:</i>	
<b>Lesson 2</b> <i>Lesson Objectives:</i>		<i>Formative Assessment(s):</i>  <i>Final Formative Assessment:</i>	
<b>Lesson 3</b> <i>Lesson Objectives:</i>		<i>Formative Assessment(s):</i>  <i>Final Formative Assessment:</i>	
<b>Lesson 4</b> <i>Lesson Objectives:</i>		<i>Formative Assessment(s):</i>	

		<i>Final Formative Assessment:</i>	
<b>Lesson 5</b> <i>Lesson Objectives:</i>		<i>Formative Assessment(s):</i>  <i>Final Formative Assessment:</i>	

**Assessment Analysis and Re-engaging Learners**

Complete an analysis for **one** formal assessment included within the unit. The analysis should include all students for one class (see *Special Education note below*). The assessment must include a rubric or grading criteria. Critically reflect on the assessment design and rationale. Provide both a quantitative and qualitative analysis detailing the learning patterns identified. Evidence of feedback provided to students as well as student responses to feedback (e.g. revisions, corrections, or written/verbal responses) should be submitted. Following the analysis, re-engage one or more groups of students (representing learning patterns identified through analysis). Re-engaging learners should include new or modified instruction and a new or modified assessment.

**Special education students** should complete the assessment rationale, analysis, and re-engagement for one student or a small group of students.

<b>Assessment Selected for Analysis</b>	<b>Assessment Design/Rationale</b>
<b>Assessment Analysis-Graphs, Charts, Tables</b>	<b>Assessment Analysis Narrative</b>
<b>Feedback Provided to Students</b>	<b>Strategy/Framework for Understanding and Implementing Feedback Student Responses to Feedback</b>
<b>Plan for Reengaging Learners</b>	<b>Rationale and Reflection-Plan for Re-engaging Learners</b>

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## Unit Plan for Instruction & Assessment

### Unit Overview

You will plan a unit of instruction or a segment of a unit of instruction. This unit can last between 1 and 4 weeks in length, and it should consist of at least 5 lessons/class sessions. You will gather pre-assessment data to guide your planning decisions, outline your plan for lesson and assessment design, and explain your rationale for instruction and assessment. Consult the Planning for Instruction and Assessment Rubric criteria to see how you will be evaluated. **Secondary education students should choose one class to focus on for this unit plan and assessment. Special education students should choose a small group of students or one student to focus on for this unit plan and assessment.**

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<p>Unit Core Standard(s): <i>Include the coding and wording of the standard(s) the unit will focus on. If you are only focusing on a part of a standard, bold the portion of the standard that is the focus of the unit.</i></p> <p>Practice Standard(s) if applicable <i>If the content area you selected has practice standards, select at least one that you will purposefully and meaningfully integrate and focus on throughout the unit.</i></p>	<p>Goal Statement or Essential Questions: <i>Identify the Essential Questions/Goal Statement for your unit.</i></p>	<p>Unit Summative Assessment Description: <i>Describe the summative assessment you plan to use for this unit.</i></p>
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### Pre-Planning: Gathering Data and Research

<p>Academic Content, Student Interests, Experiences, and Assets Pre-Assessment(s) Hyperlink below: <i>Collect pre-assessment data about your unit topic. Hyperlink the pre-assessment(s) you develop to gather this information here.</i></p>	<p>Academic Content, Student Interests, Experiences, and Assets Pre-Assessment Data: <i>Once you gather your pre-assessment data, you need to summarize what you learn here. You can select any format to do this, which can include hyperlinking data analysis documents.</i></p>	<p>Rationale for How to Use this Data for Instructional and Assessment Planning: <i>Explain how you will use the pre-assessment data you gathered as you plan instruction and assessment in this unit AND justify those decisions.</i></p> <p><i>Your explanation should consist of <b>2-3 paragraphs</b> related to the pre-assessment data you gathered. You may type your rationale here OR you can hyperlink it.</i></p>
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<p>Culturally Responsive and Sustaining Educational Practices: <i>Consider and list students and families interests and experiences connected to the unit content. Identify and list a few culturally responsive and sustaining educational practices that will support your students to access and engage in learning and complement the content in your unit, including possible unit resources created or</i></p>	<p>Rationale for How to Use these Practices for Instructional and Assessment Planning: <i>Explain how the culturally responsive and sustaining educational practices selected will be used in your unit AND justify those decisions. Within the explanation and justification include the resources created or developed from culturally <u>and/or</u> linguistically diverse perspectives. Also make clear connections between students and families interests and experiences and the unit design and assessment. Make sure to address both instruction and assessment.</i></p> <p><i>Your explanation should consist of <b>two to three paragraphs</b>. You may type your rationale here OR you can hyperlink it.</i></p>
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<p>developed from culturally <u>and/or</u> linguistically diverse perspectives.</p> <p><b>Resources:</b>  <a href="#">Culturally Sustaining Pedagogy: An Introduction - CENTER FOR THE PROFESSIONAL EDUCATION OF TEACHERS</a>  <a href="#">The principles of culturally responsive teaching - THE EDUCATION HUB</a>  <a href="#">Culturally Responsive-Sustaining Education Framework</a>  <a href="#">Culturally Responsive Teaching</a></p>	
<p>Social-Emotional Learning (SEL) Domains:  Identify and list at least one social and emotional learning domain that applies to and can guide the planning of instruction and assessment in your unit.</p> <p><b>Resources:</b>  <a href="#">Connecting SEL to Academic Outcomes</a>  <a href="#">How to Embed SEL Into Your Instruction</a>  <a href="#">Integrating SEL in Secondary Curriculum</a></p>	<p>Rationale for How to Use SEL for Instructional and Assessment Planning:  Explain how the social and emotional learning domains selected will be used in your unit AND justify those decisions. Address how you will connect this to the academic learning goals of the unit.</p> <p>Your explanation should consist of <b>two to three paragraphs</b>. You may type your rationale here OR you can hyperlink it.</p>
<p>Educational Research and/or Theory:  Identify and list educational research and/or theory that applies to and can guide the planning of instruction and assessment in your unit. Paraphrase the research and provide an APA citation.</p> <p><b>Examples:</b>  Some examples of educational research topics include, but are not limited to: Funds of Knowledge, Differentiation, Universal Design for Learning (UDL), SIOP, Academic Language, Content-Specific Models of Instruction (e.g., Five Es, CRA, GRR).</p>	<p>Rationale for How to Use this Research/Theory for Instructional and Assessment Planning:  Explain how the educational research and/or theories you selected will be used in your unit AND justify those decisions. Address both instruction and assessment.</p> <p>Your explanation should consist of <b>one paragraph per</b> educational research or theory identified. You may type your rationale here OR you can hyperlink it.</p>
<p><b>Supports for Diverse Learners</b>  List the student(s) in your classroom with specific learning needs (add or delete rows as needed). Identify required and/or appropriate supports for these students and provide a rationale for how those supports will help your students engage in learning.</p> <p><b>Special Education students</b> should also document participation in a meeting for students (IEP, Behavior Intervention, or Transition planning)</p>	
<p>Students with Specific Learning Needs</p> <p><b>Resources:</b>  <a href="#">English Language Proficiency - UEN</a></p>	<p>Supports (including Building from Student Strengths, Accommodations, Modifications, and/or Challenge/Extension)</p> <p>Rationale for Selected Supports</p>

Can Do Descriptors   WIDA			
<p>State the specific learning need. If a student has an IEP or 504, identify what that plan addresses. If a student is a multilingual learner, state what level of language learning they are at. If you do not have information from the school about student language learning levels, use the WIDA standards as a guide.</p> <p>Protect student privacy by using a pseudonym or a number/letter etc.</p>	<p>List the supports you will use for this/these student(s) that are appropriate for and specific to this unit. Any required accommodations or modifications noted in an IEP or 504 plan must be included.</p>	<p>Explain, in <b>1-2 sentences</b>, how the selected supports will allow the student(s) to engage in the unit (both instruction and assessment).</p>	
Student 1:			
Student 2:			
<p><b>Special Education Students ONLY: Document your participation in a meeting for students (IEP, Behavior Intervention, or Transition Planning) here:</b>  <i>Provide evidence of your participation in the meeting here.</i></p>			
<p><b>Unit Plan for Instruction</b>  <i>Provide a summary of your lesson design for each day of your unit. The Instructional Plan Summary should include an outline of learning activities, including specific pre-planned questions you will pose, instructional models and/or strategies being used, and the specific supports you will implement for diverse learners. The Assessment Plan Summary should include the formative assessments you plan to use to monitor learning throughout the lesson and final formative assessment you developed to determine the extent to which students met the lesson's learning objectives—hyperlink the assessments as applicable. Provide a rationale for each lesson design, explaining your decision for that specific lesson design including how it builds upon previous lessons in the unit. Add rows as needed.</i></p>			
	<b>Instructional Plan Summary</b>	<b>Assessment Plan Summary</b>	<b>Rationale for Lesson Design</b>
<p><b>Lesson 1</b>  Lesson Objectives:  Identify the specific learning objectives</p>	<i>Provide an outline of the learning activities you will facilitate and students will engage in during this lesson. Make sure to</i>	<i>Formative Assessment(s):</i>  <i>Final Formative Assessment:</i> List and link (as applicable) the formative assessments you will use to monitor learning	<i>Explain, in a concise paragraph, your instruction and assessment design decisions for each lesson AND justify those decisions. Also explain how this lesson builds upon</i>

<i>for each lesson. The objectives should be tightly aligned to the unit standard(s) and it should be clear how the objectives build upon each other and deepen learning across the unit.</i>	<i>include instructional models and/or strategies you will use, pre-planned questions you will pose, and the specific supports you will implement for diverse learners. This can be in bullet or listing format.</i>	<i>during the lesson and the final formative assessment at the end of the lesson.</i>	<i>previous lessons and/or extends or deepens learning within the unit.</i>
<b>Lesson 2</b> Lesson Objectives:		Formative Assessment(s):  Final Formative Assessment:	
<b>Lesson 3</b> Lesson Objectives:		Formative Assessment(s):  Final Formative Assessment:	
<b>Lesson 4</b> Lesson Objectives:		Formative Assessment(s):  Final Formative Assessment:	
<b>Lesson 5</b> Lesson Objectives:		Formative Assessment(s):  Final Formative Assessment:	

**Assessment Analysis and Re-engagement**  
 Complete an analysis for **one** formal assessment included within the unit. The analysis should include all students for one class (see *Special Education note below*). The assessment must include a rubric or grading criteria. Critically reflect on the assessment design and rationale. Provide both a quantitative and qualitative analysis detailing the patterns of learning identified. Evidence of feedback provided to students as well as student responses to feedback (e.g. revisions, corrections, or written/verbal responses) should also be submitted. Following the analysis, re-engage one or more groups of students (representing patterns of learning identified through the analysis). Re-engagement should include both new or modified instruction and a new or modified assessment, based on data collected through the assessment analysis.

**Special education students** should complete the assessment rationale, analysis, and re-engagement for one student or a small group of students.

<b>Assessment Selected for Analysis</b> <i>Choose one formal assessment from the unit to analyze. The assessment must include a rubric or grading criteria, but does not need to be a summative assessment. When choosing an assessment, pay attention to alignment between the standards, the assessment, and the grading criteria. The assessment chosen for analysis does not need to include all standards included within the unit.</i>	<b>Assessment design/rationale</b> <i>Provide a rationale for the assessment design. The rationale may include, but is not limited to pre-assessment data, knowledge of students, culturally responsive and sustaining practices, social-emotional learning (connected to academic goals), research and theory, and support for students with diverse learning needs.</i>  <i>Your rationale should be <b>1-2 paragraphs in length</b>. You may <b>hyperlink or type</b> your rationale here.</i>
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<p>You may <b>hyperlink</b> the assessment chosen <a href="#">here</a>.</p>	
<p><b>Assessment Analysis (Graphs, Charts, Tables)</b>  <i>In this section assessment data should be expressed quantitatively through one or more graphs, charts, and/or tables representing the learning patterns identified within the class. Typically, a few different learning patterns are uncovered through analysis and students can be grouped within one of the patterns. A few students may not easily fit one of the patterns. Consider which type(s) of graph(s), chart(s), and/or table(s) best demonstrates student learning in connection with the grading criteria. Include completed student assessments for each learning pattern identified.</i></p> <p>You may <b>hyperlink</b> the completed student assessments (one for each pattern of learning identified) and your graphs, tables, charts <a href="#">here</a>.</p>	<p><b>Assessment Analysis-Narrative</b>  <i>Include a narrative for the learning patterns identified through the analysis, both in terms of what students were able to learn (assets) and what learning has not been demonstrated to this point. Typically, a few different learning patterns are uncovered through analysis and students can be grouped within one of the patterns. A few students may not easily fit one of the patterns; if this is the case student learning may be described individually. The narrative should include examples from completed student assessments (the one you chose for analysis). The examples should illustrate the learning patterns identified.</i></p> <p><i>A description of the quantitative data displayed within the graphs, charts, and/or tables should be included within the narrative. Specifically, the magnitude of effectiveness of the instruction received and demonstrated by students through the assessment (e.g, 20% of students are approaching or partially met the standard, 80% met the standard, and 20% exceeded the standard ect.).</i></p> <p>Your narrative should be <b>2-3 paragraphs in length</b>. You may <b>hyperlink or type</b> the narrative analysis of the assessment <a href="#">here</a>.</p>
<p><b>Feedback provided to students</b>  <i>Feedback in this section should be connected to the assessment you chose to analyze. Feedback provided to students should address both areas of strength and areas for growth. Feedback should be aligned to the grading criteria and include developmentally appropriate (student-friendly) language. Include one example of feedback provided to students for each learning pattern identified. Feedback may be written on the actual assessment, another document, or recorded (audio or video).</i></p> <p>You may <b>hyperlink or insert</b> the feedback provided to students for each learning pattern <a href="#">here</a>.</p>	<p><b>Strategy/framework for understanding and implementing feedback and student responses to feedback.</b>  <i>Include a strategy or framework for students to understand and implement the feedback provided. For example, students may be given instruction on feedback through a PPT, verbal instructions, or a handout. Following this instruction, students have class time to read/listen and respond to the feedback and/or make corrections/revisions. Include at three student responses to feedback (e.g. written/audio, revisions, corrections) <a href="#">here</a>.</i></p> <p>You may <b>hyperlink or type</b> the strategy or framework for understanding and implementing feedback and student responses to feedback (e.g. written/audio, revisions, corrections) <a href="#">here</a>.</p>
<p><b>Plan for Re-engaging Learners</b>  <i>Plan and teach an appropriate lesson that will re-engage one or more groups of students. The group(s) should represent one or more learning pattern(s) identified through the initial assessment analysis. A new strategy/tool/approach that is different from what was used in the original lesson must be included. After re-engaging the learners, the same group(s) of students should be re-assessed using a new or modified assessment and grading criteria (e.g, rubric).</i></p>	<p><b>Effectiveness of Plan for Re-engaging Learners</b>  <i>When explaining the rationale for re-engaging learners, consider what you learned through analysis of the original assessment as well as knowledge of students, culturally responsive and sustaining practices, social-emotional learning (connected to academic goals), research and theory, and support for students with diverse learning needs.</i></p> <p><i>After completing the new lesson and assessment, critically reflect on the effectiveness of your efforts to re-engage learners. As part of the reflection, compare the original lesson to the new strategy/tool/approach included within the plan for re-engaging learners. Compare the assessment data from the original assessment to the new or modified assessment. Include two of the new completed student assessments.</i></p>

*The summary for re-engaging learners should be **1-2 paragraphs in length**. You may **hyperlink or type** the new re-engagement plan summary and the new or modified assessment and grading criteria **here**.*

*Your rationale should be **1 paragraph**. Your reflection should also be **1 paragraph**. You may **hyperlink or type** the rationale for the plan for re-engaging learners and the reflection of the effectiveness of the plan **here**. You may also **hyperlink** the new completed student assessments **here**.*

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**Professional Growth Plan**

**Overview of Professional Growth Plan**

*You will design and implement a professional growth plan connected to teaching-related goals of your choosing. During the first 2-4 weeks of student teaching, you will identify an area for growth. Afterwards, you will make goals and create a plan to address this area for growth. You will present this plan to your cooperating teacher (or intern mentor) and 4990 instructor for approval. Once your plan has been approved, you will implement the plan for 3-5 weeks. During this time, you will monitor your progress and continuously reflect on your experience. These reflections will serve as the primary evidence for evaluation. You will be required to supply additional evidence to show your progress, including regular feedback from your cooperating teacher (or intern mentor). Consult the Professional Growth Rubric criteria to see how you will be evaluated.*

**Special education students** will choose a professional growth goal related to community partnership.

**Developing the Professional Growth Plan**

Identifying an Area for Growth

*Designing your Professional Growth Plan*

Actionable step:	Purpose/Goal:	Schedule (day, time, week, etc.):	Anticipated challenges and possible solutions:
Actionable Step:	Purpose/Goal:	Schedule (day, time, week, etc.):	Anticipated challenges and possible solutions:
Actionable Step:	Purpose/Goal:	Schedule (day, time, week, etc.):	Anticipated challenges and possible solutions:
Actionable Step::	Purpose/Goal:	Schedule (day, time, week, etc.):	Anticipated challenges and possible solutions:
Actionable Step:	Purpose/Goal:	Schedule (day, time, week, etc.):	Anticipated challenges and possible solutions:

*Receiving Feedback and Revising your Plan*

Feedback	Optional: Modifications due to feedback
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Documentation of Approval

**Cooperating Teacher or Intern Mentor/Coach**

Name \_\_\_\_\_ Date \_\_\_\_\_

I have reviewed the student's professional growth plan, provided feedback, reviewed modifications (as necessary), and approve this plan.

Signature \_\_\_\_\_

**Implementing the Professional Growth Plan**

Week 1 reflection Date range:	Relevant evidence	Feedback from cooperating teachers or intern mentors/coaches
Week 2 reflection Date range:	Relevant evidence	Feedback from cooperating teachers or intern mentors/coaches
Week 3 reflection Date range:	Relevant evidence	Feedback from cooperating teachers or intern mentors/coaches
Week 4 reflection Date range:	Relevant evidence	Feedback from cooperating teachers or intern mentors/coaches
Week 5 reflection Date range:	Relevant evidence	Feedback from cooperating teachers or intern mentors/coaches
<b>Final Reflection</b>		

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***Professional Growth Plan***

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**Special education students** should choose a professional growth goal related to community partnership.

### Developing the Professional Growth Plan

#### Identifying an area for growth

In this section you need to **1) describe your goals** and **2) explain your rationale for choosing these goals**. You may write about your process here or create a video describing your process ([hyperlink the video here if needed.](#))

During the first 2-4 weeks of student teaching (or interning), you will need to identify an area in which you would like to improve or are experiencing challenges. Examples of areas for professional growth include, but are not limited to:

- building relationships with parents or community
- managing time or improving organizational skills
- building a relationship with an individual student or small group of students
- integrating cultural or community assets into your curriculum
- improving element(s) of your teaching practice
- adding instructional elements to your pedagogy apart from direct instruction
- setting boundaries with students, parents, and administrators in effective and professionally responsible ways
- becoming a teacher activist
- participating in building clubs or after school communities for students
- trying a research-based pedagogy or procedure that has not been implemented in the school or classroom before

You must also **include at least one piece of external evidence** that connects with your identified area for growth. Examples of this evidence include, but are not limited to:

- a supervisor, peer, or administrator observation (or the relevant portion of the observation)
- an administrator, parent, or supervisor email
- results of a student or parent survey
- a recorded one-on-one conversation with an administrator or teacher in your department (grade level)
- students' work
- a letter or email from a school psychologist or school counselor regarding a student

(Please de-identify last names and student numbers as needed.)

You may [hyperlink this evidence here](#), or paste it directly to this document.

#### Designing your professional growth plan

Design and create a schedule for your professional growth plan. List actionable steps (specific activities and planned events), purposes for the steps, a schedule, and anticipated challenges. (Add rows as needed.)

Actionable step: <b>Describe one of the actionable steps within your</b>	Purpose/Goal: <b>Provide rationale for how the step connects to your goals and overall professional</b>	Schedule (day, time, week, etc.): <b>Describe when (and duration of) each step.</b>	Anticipated challenges and possible solutions. : <b>Explain any anticipated challenges. For example:</b>
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<p><b>professional growth plan.</b> Describe each activity or planned event on a separate row. Be specific as possible. If you are using resources (websites, documents, images, descriptions, videos, etc.) hyperlink them here.</p>	<p><b>growth plan.</b> Be as clear and detailed as possible.</p>	<p>For example:</p> <ul style="list-style-type: none"> <li>• Will you do the activity once, twice, or if it's recurring? Be specific.</li> <li>• Describe specific dates, class periods, or times.</li> <li>• We recommend creating an excel sheet, google calendar, or other organizational system. If you create this, you may hyperlink it here if you'd like.</li> </ul>	<ul style="list-style-type: none"> <li>• Things may not go exactly as planned. Are you concerned about time constraints?</li> <li>• Are you concerned that students won't respond as you wish?</li> <li>• Are you nervous to try something new?</li> <li>• Are you concerned due to your past performance in this area?</li> </ul> <p>(There will be varied challenges in individual plans.)</p> <p><b>Describe how you plan to address the challenge.</b> Describe how you might pivot, adjust, adapt, or move forward if you encounter the anticipated challenge.</p>
Actionable Step:	Purpose/Goal:	Schedule (day, time, week, etc.):	Anticipated challenges and possible solutions:
Actionable Step:	Purpose/Goal:	Schedule (day, time, week, etc.):	Anticipated challenges and possible solutions:
Actionable Step::	Purpose/Goal:	Schedule (day, time, week, etc.):	Anticipated challenges and possible solutions:
Actionable Step:	Purpose/Goal:	Schedule (day, time, week, etc.):	Anticipated challenges and possible solutions:
<p>Receiving feedback and revising your plan  <i>At least one week prior to implementation, you must <b>receive approval from your cooperating teacher (or intern mentor/coach).</b> Based on their feedback, you will need to <b>adjust your plan as needed.</b> Below, you will need to describe feedback and describe modifications you made to your plan due to feedback. Your cooperating teacher or intern mentor/coach must sign this document when they determine you are ready to implement the plan.</i></p>			
<p>Feedback  <i>Copy and paste, summarize, and describe comments or feedback from cooperating teachers or intern mentors/coaches.</i></p> <p><i>Tip 1: Cooperating teachers or intern mentors/coaches will likely comment directly on this document when providing feedback. Before resolving comments, copy</i></p>		<p>Optional: Modifications due to feedback  <i>Describe modifications you made to your plan, due to feedback. Document and justify adjustments to your plan.</i></p>	

and paste these comments below. If context is needed, provide a brief explanation or background information regarding the comment.

*Tip 2: Cooperating teachers or intern mentors/coaches may also provide you with verbal feedback during a meeting. If this occurs, take notes during the meeting to document your conversation, and refer to these notes in your descriptions below.*

Documentation of Approval

**Cooperating Teacher or Intern Mentor/Coach**

Name \_\_\_\_\_ Date \_\_\_\_\_

I have reviewed the student's professional growth plan, provided feedback, reviewed modifications (as necessary), and approve this plan.

Signature \_\_\_\_\_

**Implementing the professional growth plan**

*You will need to document progress while you implement your plan. You will do this through weekly reflections (you may do more than once-a-week reflections. Weekly is the minimum.) You need to also provide two or more pieces of evidence (throughout the semester) of plan implementation.*

<p>Week 1 reflection</p> <p>Date range: <i>Describe progress on your professional goal.</i></p> <p><i>For example, what activities (actionable steps) did you implement/ What did you learn about teaching, your students, your job, the community, the school, your cooperating teacher, the curriculum, yourself, etc.? Did implementation go as planned? If so, describe successes. If implementation did not go as planned,</i></p>	<p>Relevant evidence</p> <p><i>If applicable, copy/paste, attach, or hyperlink evidence for your activities and growth. Evidence of implementation include, but are not limited to videos of your teaching, student work, feedback (from students, colleagues, administration, supervisors, parents, etc.), notes from class observations, professional development materials, curriculum materials, podcasts, minutes of a club or meeting, a letter from an administrator, observations or meeting notes with your cooperating teacher.</i></p> <p>You must have at least TWO pieces of evidence in the implementation portion of your portfolio.</p>	<p>Feedback from cooperating teachers or intern mentors/coaches</p> <p><i>If applicable, describe any feedback cycles with your cooperating teacher or intern mentor/coach, and describe modifications to your plan moving forward.</i></p>
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<p><i>describe challenges or frustrations. Describe small modifications you will be making due to wisdom gained during the week. If you are going to make major modifications to your plan based on the week's events, you must send this document to your mentor to get feedback and approval for these changes.</i></p> <p><i>You may provide this reflection as text, or a video reflection.</i></p>		
<p>Week 2 reflection</p> <p>Date range:</p>	<p>Relevant evidence</p>	<p>Feedback from cooperating teachers or intern mentors/coaches</p>
<p>Week 3 reflection</p> <p>Date range:</p>	<p>Relevant evidence</p>	<p>Feedback from cooperating teachers or intern mentors/coaches</p>
<p>Week 4 reflection</p> <p>Date range:</p>	<p>Relevant evidence</p>	<p>Feedback from cooperating teachers or intern mentors/coaches</p>
<p>Week 5 reflection</p> <p>Date range:</p>	<p>Relevant evidence</p>	<p>Feedback from cooperating teachers or intern mentors/coaches</p>
<p><b>Final Reflection</b></p> <p><i>You will need to write 2-3 paragraphs (or create a 3-6 minute video reflection) providing detailed reflections, sufficient explanations, and evidence of success, challenges, and shortcomings in reaching professional growth goals. Optional: Provide a detailed plan for continued growth and progress related to the professional growth goals in this portfolio, or other professional goals.</i></p>		

## Teacher Assessment Project (TAP) Rubric

Unit Planning and Assessment					
1 Planning for Instruction and Assessment					
	Sources of Evidence	Beginning (0)	Developing (1)	Meets (2)	Exceeds (3)
<p><b>1.1 Pre-assessment for unit planning and instruction</b></p> <p><b>Elementary and Secondary</b> students should design and carry out a unit for one class.</p> <p><b>Special Education</b> students should design and carry out a unit for <b>one student or a small group of students</b></p>	<p><b>TAP Part 1 &amp; 2 template:</b></p> <p>Hyperlinked Academic Content, Student Interests, Experiences, and Assets Pre-Assessment(s)</p> <p>Analysis and Summary of Pre-Assessment Data about Academic Content, Student Interests, Experiences, and Asset</p> <p>Rationale for How to Use this Pre-Assessment Data for Instructional and Assessment Planning</p>	<p>Pre-assessment is <b>not aligned</b> to the unit objectives.</p> <p>Pre-assessment <b>does not include</b> questions about students' interests, experiences, and assets related to the unit objectives.</p> <p>Pre-assessment data <b>does not inform unit design</b> within the rationale.</p>	<p>Pre-assessment is <b>partially aligned</b> to the unit objectives.</p> <p>Pre-assessment <b>includes surface level questions</b> about students' interests, experiences, and assets related to the unit objectives.</p> <p>Pre-assessment <b>partially informs the unit design.</b></p>	<p>Pre-assessment is <b>aligned</b> to the unit objectives.</p> <p>Pre-assessment <b>includes a variety of</b> specific and open-ended questions about students' interests, experiences, and assets related to the unit objectives.</p> <p>Pre-assessment data <b>informs the unit design.</b></p>	<p><b>And</b> the pre-assessment provides an opportunity for students to...</p> <p>Share ideas about what they would like to learn and/or focus on throughout the unit.</p> <p><b>Or</b></p> <p>Create personal learning goals related to unit objectives.</p>





## UVU Lesson Planning Guide

<b>Name(s):</b>	<b>Lesson length:</b>
<b>Grade Level:</b>	<b>Subject:</b>

<b>I. Standards</b>	
<b>Utah State Core Curriculum Strand(s) and Standard(s):</b>	
<b>Utah Core Literacy or Math Standard (secondary only):</b>	
<b>Summative (Unit) Assessment:</b>	
<b>Central Focus:</b>	

<b>II. Intended Learning Outcomes</b>	
<b>Learning Objective/Target/Indicator: (Know and Do)</b>	

<b>III. Academic Language</b>		
<b>Language Function:</b>		
<b>Language Demand</b>		
	<b>Vocabulary:</b>	
	<b>Syntax:</b>	
	<b>Discourse:</b>	
	<b>Mathematical Precision (secondary math only):</b>	
<b>Language Support:</b>		

<b>IV. Assessment of Student Progress</b>
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<b>Pre-assessment:</b>	
<b>Formative assessments:</b>	
<b>Final formative assessment:</b>	

<b>V. Preparation</b>	
<b>Students' prior knowledge, skills and assets:</b>	
<b>Student preparation (if applicable):</b>	
<b>Teacher preparation:</b>	
<b>Technology integration (as applicable):</b>	

<b>VI. Addressing Learners' Needs</b>	
<b>Differentiation/Individualization:</b>	
<b>Support for ELLs:</b>	
<b>Accommodations/Modifications for IEPs/504s:</b>	

<b>VII. Instructional Procedures (including models of instruction, strategies, assessments, differentiation, transitions, etc.)</b>	

## **Notice Regarding Sexual Harassment:**

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 College, 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.

### ***Student Ombudsman/Title IX Coordinator***

(801) 863-8665

Office located in SC 107.

### References:

- Student Rights and Responsibilities Code, UVU Policy # 541.
- Sexual Harassment and Consensual Relationships and Grievance, UVU Policy # 155.
- Under the "Current Students" tab on the UVU website, click on "Student Conduct and Conflict Resolution", then "Title IX/Sexual Misconduct" or go to:  
<https://www.uvu.edu/studentconduct/report/misconduct.html>.

### **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."