ELEMENTARY EDUCATION STUDENT TEACHING AND INTERN HANDBOOK

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UVU ELEMENTARY EDUCATION

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UVU ELEMENTARY EDUCATION

Dear Students and Colleagues:

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

This handbook, *Student Teaching/Intern Handbook,* is designed to facilitate quality experiences and provide further guidance, direction, and understanding for
- Student Teachers
- Interns
- Cooperating Teachers
- Intern Coaches
- School Administrators
- University Supervisors

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

If I can be of assistance, do not hesitate to contact me directly with questions or concerns at kruggles@uvu.edu or 801-863-8057.

Sincerely,

Dr. Krista Ruggles
Chair, Elementary Education
School of Education
Utah Valley University

<u>Introduction</u>

Overview

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

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

Mission Statement

The School of Education prepares educators and leaders to enhance the quality of life for individuals and communities. Through engaged pedagogy, transformative collaborations, and meaningful innovations, we cultivate equity and inspire lifelong learning.

Purpose

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

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Students may complete their final clinical experience and coursework as either a student teacher or an intern. They will complete the same classes and receive the same support from UVU instructors and clinical supervisors in both options. We do not recommend one choice over the other; both will provide students with the opportunity to demonstrate proficiency and be recommended for professional licensure.

However, it is important for each student to carefully consider the differences between the two options, so they pursue the path most likely to help them succeed. The following table will help students compare experiences.

	Student Teaching	Internship
Duration	12 weeks	Full Academic Year (Aug-May)
Compensation	Student teachers are strongly encouraged to not work during student teaching 2024/2025 $6,000 stipend at the completion of student teaching	Each district is different
Application	No application required Must be academically eligible with B- or higher in program classes Be familiar with dispositions	Participate in mandatory intern meetings Submit application Must be academically eligible with B- or higher in program classes Pass dispositional review Participate in district interviews
Process	Placed by Clinical Office	Hired by District after interview
Guarantee	Placement guaranteed	Hire not guaranteed
Mentor/Support	Cooperating Teacher is "teacher of record" and in same room with you	You are the "teacher of record" Intern Coach in the school provides intermittent support, but is not in the class with you
Planning	Lesson planning and development in collaboration with Cooperating Teacher	Assume full responsibility for all lesson planning and development
Observations & Evaluations	University Supervisor: 4 Formative and 1 Summative Cooperating Teacher: 2 Formative 1 Summative Summative Eval: must receive 2's or higher	University Supervisor: 4 Formative and 1 Summative Intern Coach: 2 Formative 1 Summative Summative Eval: must receive 2's or higher
Locations	Partner districts Option for charter schools and Out of Area (extra fees apply)	Partner districts only; districts determine the schools. No charter or Out of Area.
Partner Districts	Granite, Jordan, Canyons, Alpine, Provo, Nebo, Wasatch	Granite, Jordan, Canyons, Alpine, Provo, Nebo, Wasatch
Lack of Completion	May request second placement following semester	Legal breach of employment contract May be required to complete student teaching to finish the program
Graduation	Upon successful completion of fall or spring student teaching and coursework, graduation at the end of the semester	Upon successful completion of fall clinical work and coursework, eligible for December graduation
Licensure	No license required for student teaching Eligible for professional licensure after graduation	Must apply for and receive Associate Educator License for internship Eligible for professional licensure after graduation

Level 3 Fieldwork & Student Teaching/Internship

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The full-day field experience during the 3rd semester is considered "pre-student teaching/internship". For this reason, Student Teachers will complete their student teaching where they are placed for their Level 3 fieldwork, and interns will complete their Level 3 fieldwork at the school where they have been hired as an Intern.

Student teachers should not attempt to make their own school placements.
Placements are arranged by the Clinical Office working with district and school coordinators. You are welcome to request certain placements by contacting the Clinical Office, but there is no guarantee that they will be approved. There are many variables which must be considered and may prevent a request from being possible.

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Student Teaching

Overview
Student teaching is a full-time, 12-week 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.

Student teachers should be fully engaged in the classroom and should participate in Parent Teacher Conferences, Professional Development, and PLC meetings with their Cooperating Teacher. Due to liability issues, student teachers may not be the sole supervisor on the playground.

Schedule
Student teaching begins the day before students return in the fall (fall semester) or the first day back from winter break (spring semester). Student teachers should be at the school for the entire contracted time. On early-out days, student teachers should not leave early but use the extra time for preparation with their Cooperating Teachers. In the event a 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. Remote days do not need to be made up. Student teachers follow the calendar of their district/school and take Fall or Spring Break when they do (not according to UVU's calendar).

Student teachers are required to attend a two-day TAP (Teacher Assessment Project) training during their clinical experience. These days do not have to be made up.

Leave
Student teachers do not have personal leave days. All non-school-related appointments need to be scheduled outside of the school day. In the event of an extenuating circumstance (i.e. personal illness or a death in the immediate family), the Cooperating Teacher and University Supervisor should be notified as quickly as possible prior to the absence. If the student teacher has taken over the full day, any missed days require sub plans for the cooperating teacher, this includes days missed because of sickness.

Substituting Policy
- Student teachers are only allowed to substitute if they are registered and paid as a district substitute to be "teacher of record" alone in the class.
- A student teacher may work as a paid substitute in their assigned school for no more than three consecutive days and no more than five days total.
- Days spent as a substitute teacher do not need to be made up.
- If the student teacher is not substituting and their regular classroom teacher is absent, a substitute must be in the classroom with them.
- Student teachers may refuse to be a substitute without fear of reprisal.

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Suggested Timeline

Throughout student teaching there should be a gradual transition of responsibilities from the Cooperating Teacher to the student teacher. The following is a suggested timeline for the Cooperating Teacher, which may be adjusted as needed.

Prior to the Beginning of School: Meet with student teacher to review expectations and timeline.

Weeks 1-2
- Assist student teacher in developing relationships with the students, including learning their names and identifying their personal, cultural, and community assets.
- Review classroom rules and procedures.
- Allow the student teacher to observe routines, management system, and lesson delivery.
- Meet before school and go over the daily schedule and how/when the student teacher may help in the classroom.
- Debrief after school to discuss how the day went and goals for the next day.
- Review 504s and IEPs with the student teacher.
- Prepare student teacher to begin assuming some teaching responsibility. The student teacher may take over a morning routine, mini-lesson, or part of a lesson.

Weeks 3-7
- Confer regularly with the student teacher, setting short- and long-range goals and planning units and topics to be taught as student teacher assumes more responsibility.
- By the end of Week 3, the student teacher should be responsible for approximately 1/3 of the day.
- By the end of Week 6, the student teacher should meet with their cooperating teacher to form a professional growth goal for TAP and be working on that goal.
- By the end of Week 7, the student teacher should be responsible for approximately 2/3 of the day.

Weeks 8-12
- The student teacher should be responsible for teaching all classes.
- By the end of week 12 complete end of clinical experience survey and letter of recommendation.

Teaching Observations & Evaluations

Cooperating Teacher

The cooperating teacher will fill out 2 formative evaluations during the student teacher's clinical experience. These evaluations are not graded and are meant to provide feedback to the student teacher in areas of professionalism and classroom climate. Cooperating teachers should meet with the student teacher to go over the formative evaluation. The cooperating teacher will complete a summative evaluation at the conclusion of the student teaching experience. The cooperating teacher will go over the summative evaluation with their student teacher. A letter of recommendation will need to be uploaded with the summative evaluation.

University Supervisor

During student teaching, the student teacher will have 4 formal observations conducted by the University Supervisor. University Supervisors should be open and honest in providing timely feedback to the student teacher, while also remembering that they are preservice teachers, not veteran educators. A post-observation conference should be held at the end of each observation, and a written Formative Evaluation documents the observation and discussion. Student teachers are not graded on these evaluations; their purpose is to help the

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student teacher identify what is working well and where further development should be focused. At the conclusion of student teaching, the University Supervisor will complete a Summative Evaluation and review the results with the student teacher. (An additional observation may be conducted but is not required.)

Summative Evaluation

The Summative Evaluation is a required document for graduation. Students must receive 2's or higher on the summative evaluation. If a student receives a 0 or 1 it is considered not passing. If a student teacher wishes to appeal a Summative Evaluation, a written request must be submitted to the Elementary Education Department chair within 15 days from the close of student teaching. 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.

For the Student Teacher

During Student Teaching
- Enroll in required Level 4 coursework (your Academic Advisor will send you the registration info).
- Practice high moral and ethical behavior.
- Act and dress professionally.

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- Know the legal and ethical responsibilities for the classroom.
- Make time available for frequent conferences with the Cooperating Teacher and University Supervisor.
- Arrive at your assignment on time.
- Participate in school activities.
- Apply for graduation (by Oct 1 for December graduation; by Feb 1 for May graduation)

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

Commitment to Your 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, faculty, or staff.
- 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.
- Give credit and appreciation to the Cooperating Teacher for assistance rendered.

Early Termination of Student Teaching
Student teaching may be terminated by the Department Chair upon recommendation from the School of Education Admission & Retention Committee if a conclusion is reached that the situation is damaging to the pupils, the placement school, the student teacher, 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 accommodation 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

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Health & Wellness Resources

Click here to view the many resources available to UVU students.

Notice Regarding Sexual Misconduct

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

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

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

Ombudsman	*Equal Opportunity, Affirmative Action, & Title IX*
(801) 863-7237	(801) 863-7999
Office located in SL-212B	located in BA-203

References:

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

See Also:

Alpine School District: Policy No. 4097: Sexual Harassment
Canyons School District: Employee Discrimination and Harassment, Policy Number DP358
Granite School District: Policy Prohibiting Sexual Harassment, Article V.C.1
Jordan School District: Employee Discrimination and Harassment, Policy Number DP358
Nebo School District: Employee Discrimination and Harassment Policy Statement, File #GBEB
North Summit District: Policy DAC Sexual Harassment
Park City District: Policy No. 1000: Harassment and Non-Discrimination Prohibited
Provo School District: Employee Handbook, Section 9: Discrimination and Harassment
South Summit District: Policy No. 5031: Employee Sexual Harassment
Wasatch School District: Policy Prohibiting Sexual Harassment

For the Cooperating Teacher

The Cooperating Teacher facilitates the professional experiences of the student teacher and is an integral part of student teaching.

Responsibilities

- Attend Student Teacher Orientation
- Meet and collaborate with the student teacher to build a positive mentor-mentee relationship.
- Provide relevant experiences for UVU student teachers that include observation, classroom activities, teacher responsibilities (all duties), parent/teacher conferences, and professional meetings.
- Fill out two formative evaluations.
- Aid the student teacher with their teacher assessment project (TAP) including signing off on the student's professional growth plan.
- Observe and critique the student teacher's performance on a frequent and continual basis.

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- Support the student teacher in assuming teaching responsibility as outlined in the aforementioned suggested timeline.
- Fill out a summative evaluation, including a letter of recommendation, for the student 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 and clinical experience. During clinical experience the Clinical Office will send a survey for cooperating teachers to fill out based on the following dispositions. This is to help the Clinical Office know if there are any issues regarding the student teacher that need to be addressed. If any issues arise earlier, please contact the Clinical Office so we can help the student form goals and succeed in the classroom.

- **Self-efficacy:** Recognizes that intelligence, talents, and abilities can be developed through intentional effort, persistence, and input from others.
- **High Learning Expectations for Each Student:** Views each student through an asset-based lens and believes they can achieve rigorous academic standards and social and emotional competence.
- **Ethical/Professional:** Values professional conduct and ethics and respects students, families, communities, and colleagues.
- **Emotionally Intelligent:** Exhibits awareness, control, and expression of one's emotions in multiple contexts to navigate interpersonal relationships in academic and professional settings.
- **Educational Equity:** Demonstrates educational equity by developing and maintaining an inclusive learning environment that values individual, family, and community assets.

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.

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Internship Overview

Interns are employed by the district and commit to a full academic year as a full-time teacher of record with a signed employment contract. They assume full-time classroom teaching responsibilities, including those required of an employee of the school district. Interns commit to completing all required UVU coursework in their final fall semester. Internships only begin in the fall.

Interns work under the direction of an Intern Coach and the school Principal. They will also be provided support and guidance from a UVU University Supervisor. Interns follow the district policy for absences. During fall semester, interns are still required to communicate with University Supervisors if they will be absent. Interns are still expected to complete all required coursework from the university during the fall semester.

Suggested Timeline

The Intern Coach facilitates the professional development and teaching experiences of the interns and plays an integral role from when they are hired until the internship's completion. Duties include but are not limited to the following:

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

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

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- Visit the intern's class every day during a variety of times so you see what is happening in all subject areas and how you can support. Send daily emails or check in at the end of the day to give feedback and answer questions.

Ongoing
- Model lessons for the intern.
- Facilitate the chance for the intern to observe other master teachers in the school.
- Review the intern's lesson plans.
- Observe the intern frequently and provide needed feedback.
- Involve the intern in Professional Learning Communities.
- Involve the intern in weekly team meetings and weekly planning sessions.
- Informal evaluations once a month as directed by district or building administration.
- Weekly coaching cycle where the intern signs up on your calendar.
- Weekly self-reflection with intern(s) about 30 minutes long.
- Make sure to teach about district testing (DIBELS, reading screeners, RISE, etc.).
- Model and give resources for parent-teacher conferences.
- Check their plan book every week to ensure proper planning is happening.
- Go to grade level collaborations to help them find their voice with their teams.

September
- Orient the intern to the parent teacher conference format and suggest ideas for conducting successful parent teacher conferences.
- The intern will need to get subs for the required, on-campus TAP workshops. Interns do not use personal days for these subs, it is understood that the district will pay for these subs since it is a required training.
- The University Supervisor will complete 1st and 2nd formative observation.
- Meet with the University Supervisor after each supervisor visit. Discuss the intern's strengths or concerns with the University Supervisor.
- Develop any needed improvement plans with the intern and the University Supervisor.

October
- The University Supervisor will complete 3rd and 4th formative observation.
- Meet with the University Supervisor after each supervisor visit. Discuss the intern's strengths or concerns with the University Supervisor.
- Review grading procedures.
- Orient the intern to the district evaluation process.
- Review the district evaluation instrument with intern.

November
- Review curriculum pacing. Is the intern where he/she needs to be in the curriculum at this point of the year?
- Continue providing opportunities for intern to grow professionally and gain knowledge and skills in diverse types of practices.
- Fill out the end-of-clinical experice survey, including a letter of recommendation.

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

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

Teaching Observations & Evaluations

Intern Coach

The intern coach will fill out 2 formative evaluations during the fall semester. These evaluations are not graded and are meant to provide feedback to the student teacher in areas of professionalism and classroom climate. Intern coaches should meet with the intern to go over the formative evaluation. The intern coach will complete a summative evaluation in November. The intern coach will go over the summative evaluation with their intern coach. A letter of recommendation will need to be uploaded with the summative evaluation.

University Supervisor

During the fall semester, the intern will have 4 formal observations conducted by the University Supervisor. University Supervisors should be open and honest in providing timely feedback to the intern, while also remembering that they are preservice teachers, not veteran educators. A post-observation conference should be held at the end of each observation, and a written Formative Evaluation documents the observation and discussion. Interns are not graded on these evaluations; their purpose is to help the intern identify what is working well and where further development should be focused. In November, the University Supervisor will complete a Summative Evaluation and review the results with the intern. (An additional observation may be conducted but is not required.)

Summative Evaluation

The Summative Evaluation is a required document for graduation. Interns must receive 2's or higher on the summative evaluation. If an intern receives a 0 or 1 it is considered not passing. If an intern wishes to appeal a Summative Evaluation, a written request must be submitted to the Elementary Education Department chair by November 15th. 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:

4. 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.
5. Determine the evaluation was fair and accurate and take no action.
6. Determine the evaluation was of questionable validity and provide an additional placement.

Early Termination of Internship

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

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During Internship

- Enroll in required Level 4 coursework.
- Practice high moral and ethical behavior.
- Act and dress appropriately.
- Know the legal and ethical responsibilities for the classroom.
- Make time available for frequent conferences with the Intern Coach and University Supervisor.
- Interns assume full-time classroom teaching responsibilities as the teacher of record for their classes.
- The intern's workload will be heavier than a student teacher's.
- The intern must fulfill responsibilities required of an employee of the school district.
- Interns work under the direction of an Intern Coach and the school Principal.
- Interns will be provided support and guidance from a University Supervisor for fall semester.
- All coursework is due at the end of fall semester.
- 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 a University Supervisor as part of the UVU School of Education requirements.

Commitment to Your Students

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

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

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

Ombudsman	*Equal Opportunity, Affirmative Action, & Title IX*
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See Also:

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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."

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The Intern Coach facilitates the professional development and teaching experiences of the interns and plays an integral role from the time an intern is hired until the completion of the internship.

Responsibilities
- Support the intern in teaching duties.
- Evaluate whether the intern demonstrates adequate knowledge of the content being taught, and assess the intern's communication, management, planning, presentation, and assessment skills at a preservice competency. Interns should not be evaluated as veteran educators.
- Observe and critique the intern's performance on a frequent and continual basis.
- Help the intern set a professional growth goal and actionable steps to complete for the TAP.
- Fill out 2 formative evaluations and 1 summative evaluation, include a letter of recommendation in the summative evaluation.

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.

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 and clinical experience. During clinical experience the Clinical Office will send a survey for cooperating teachers to fill out based on the following dispositions. This is to help the Clinical Office know if there are any issues regarding the student teacher that need to be addressed. If any issues arise earlier, please contact the Clinical Office so we can help the student form goals and succeed in the classroom.

- **Self-efficacy:** Recognizes that intelligence, talents, and abilities can be developed through intentional effort, persistence, and input from others.
- **High Learning Expectations for Each Student:** Views each student through an asset-based lens and believes they can achieve rigorous academic standards and social and emotional competence.
- **Ethical/Professional:** Values professional conduct and ethics and respects students, families, communities, and colleagues.
- **Emotionally Intelligent:** Exhibits awareness, control, and expression of one's emotions in multiple contexts to navigate interpersonal relationships in academic and professional settings.
- **Educational Equity:** Demonstrates educational equity by developing and maintaining an inclusive learning environment that values individual, family, and community assets.

Compensation

Click here to enter text.

UVU offers a $230 honorarium per intern 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 teaching for the intern. We cannot issue the stipend if the form is not completed prior to the service being performed. Payment will be made after the Summative Survey has been received at the end of the 12 weeks. The form must be completed each time, even if an Intern Coach has submitted it previously for a different student.

Click here to enter text.

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

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

Compensation

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

Observations & Evaluation Links

- We ask that you complete four (4) formative evaluations and one (1) summative evaluation for each student you work with. The semester calendar states when they should be submitted.
- Their purpose is to provide helpful feedback for continued professional development. The rubric is designed for preservice teachers, not veteran educators. Students/interns are only graded on the summative assessment.
- The evaluations are completed electronically, and the link will be sent to you in a separate email at the beginning of the teaching period.
- The link will take you to a dashboard that will house all of the students you are observing. You need to be logged in to your UVU account to complete the observation
- 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 for assistance.

For the Principal

Role

Click here to enter text.

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

Substituting Policy

- Student teachers are allowed to substitute in an emergency in their assigned student teaching classroom if given consent from the University Supervisor, Cooperating Teacher, and the Principal. Student teachers must be registered and paid as a district substitute to be "teacher of record" alone in the class.
- A student teacher may work as a paid substitute in their assigned school for no more than three consecutive days and no more than five days total.
- If the student teacher is not substituting and their regular classroom teacher is absent, a substitute is required to be in the classroom with the student teacher.
- Student teachers may refuse to be a substitute without fear of reprisal.

Suggested Timeline for Principals with Interns

March

- Set up a time to meet at the school and introduce yourself, tour the school, etc.
- Place them on an email list at school so they feel welcome and start to learn the culture of the school and things going on.
- Invite them to meet their grade-level team.
- Notify them of summer professional development (PD) opportunities not in conflict with UVU summer courses.
- Give Intern Coach the intern's contact information.
- Invite the intern to come in during assigned grade level planning for next year, if offered.

June-August

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

September

- Ensure the intern has a substitute and has not used their personal days for the 2 required TAP Workshop Days.
- Orient the intern to the district evaluation process.
- Review the district evaluation instrument with the intern.

Ongoing (through May)

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

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

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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/inters 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 <u>pass</u> 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.

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.

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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.

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Appendix: Student Teaching/Internship Handbook
Elementary Education Department

Lesson Planning Template

UVU School of Education Professional Teacher Dispositions

Student Teaching/Intern Utah Teacher Candidate STER Observation Rubric

TAP Resources

Click here to enter text.

UVU Elementary Education Lesson Planning Template

UVU ELEMENTARY EDUCATION

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

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

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

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

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

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

VI. Academic Language	
Language Function:	

Language Supports	
Vocabulary:	
Syntax:	
Discourse:	

Language Supports:	
Vocabulary:	
Syntax:	
Discourse:	

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

UVU School of Education Teacher Dispositions

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)

	Comments:
Disposition 1: Self-Efficacy *Recognizes that intelligence, talents, and abilities can be developed through intentional effort, persistence, and input from others.*	Comments:
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.	
Disposition 2: High Learning Expectations for Each Student *Views each student through an asset-based lens and believes they can achieve rigorous academic standards and social and emotional competence.*	Comments:
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)	
Disposition 3: Ethical/Professional *Values professional conduct and ethics and respects students, families, communities, and colleagues.*	Comments:
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)	
Disposition 4: Reflective Practitioner *Values a personal commitment to continuous growth and professional learning by fostering self-reflection and acting on feedback.*	Comments:
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)	
Disposition 5: Emotionally Intelligent *Exhibits awareness, control, and expression of one's emotions in multiple contexts to navigate interpersonal relationships in academic and professional settings.*	Comments:

Disposition 6: Educational Equity *Demonstrates educational equity by developing and maintaining an inclusive learning environment that values individual, family, and community assets.*	Comments:

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.

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)

c. Considers difference in student backgrounds, interests, and attitudes while incorporating culturally inclusive perspectives in all instructional planning. (3.3)

d. Implements equitable and appropriate learning experiences for all students, including those with disabilities and language learners. (3.1)

e. Develops and maintains an inclusive classroom where all students experience a sense of belonging and support.

Student Teaching Evaluation Rubric (STER), July 2024

Aligned with the USBE General Teacher Education Competencies, which were approved June 6, 2024

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)
1 Conference w/MT	**LL1:** 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. *Demonstration competency*	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.
2 Observation	**LL2:** Design learning that builds on the learner's background knowledge and supports students' needs. *Application competency*	Lacks awareness of learners' background knowledge. Lacks awareness of developmental needs.	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.
3 Observation	**LL3:** Strengthen and support classroom norms that encourage positive teacher-student and student-student relationships. *Application competency*	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.

	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)
4 Observation	**LL4:** Identify adaptations made to instruction to benefit learners of varied backgrounds. *Application competency*	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.
5 Observation	**LL5:** Communicate clear expectations and procedures that include positive behavior interventions to promote student ownership of behavior. *Demonstration competency*	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.
6 Observation	**LL6:** Encourage student ownership of learning by applying real world connection and authentic learning experiences in the classroom. *Application competency*	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.

7 Observation	LL7: Provide formative and timely feedback to guide students in self-assessment of learning. *Demonstration competency*	Does not provide feedback to students.	Provides general feedback, e.g. "good job".	Provides specific and timely feedback and encourages students to apply it to future performance.	....and Structures opportunities for students to apply feedback to improve their learning and self-assessment of progress towards learning goals.

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

	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)
11 **Observation**	**IC4:** Plan learning progressions that build upon students' previous learning and support current learning intentions. *Application competency*	Lesson plans are not appropriate for the age of students or grade level.	Lesson plans are appropriate for the age of students or grade level including cursory evidence of previous learning, (e.g., pacing guide, anecdotal evidence).	...and Lesson plans are built upon previous evidence of learning and support current learning intentions.	...and Lesson plans extend previous learning and are flexibly adjusted to provide appropriate challenges.
12 **Observation AND Conference with/MT**	**IC5:** Provide opportunities for students to track, reflect on, and set goals for their learning. *Application competency* **IC6:** Allow students multiple opportunities and means for demonstration of competency. *Demonstration competency*	Does not provide opportunities for students to demonstrate competency, and/or track, reflect on, or set goals for their learning.	Provides infrequent opportunities for students to track, reflect on, OR set goals for their learning. Provides one teacher-selected means for students to demonstrate competency.	Provides opportunities for students to demonstrate competency, track, reflect on, and set goals for their learning AND Allows multiple opportunities for demonstrating competency.	...and Guides students in analyzing their own learning, setting their own goals, and selecting appropriate means to demonstrate competency.

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)
13 **Observation**	**IP1:** Include differentiated strategies aligned with lesson objectives to meet the unique needs of every student. *Application competency*	Is not aware of learners' unique needs 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.
14 **Observation**	**IP2:** Provide appropriate strategies to promote and facilitate students' problem solving, critical thinking, and discourse. *Application competency*	Does not use strategies to promote students' problem solving, critical thinking, or discourse, e.g., uses teacher-centered instruction.	Allows learners to contribute during instruction.	Uses appropriate strategies to promote and facilitate 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.
15 **Conference w/ST or MT**	**IP3:** Analyze student assessment data, including both formative and summative assessments, to inform and adjust instruction. *Demonstration competency*	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.
16 **Conference w/ST or MT**	**IP4:** Employ a variety of assessments that allow all students to demonstrate learning. *Demonstration competency*	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.

	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)
17 Observation OR Conference w/MT	**IP5:** Provide feedback to students and parents that supports learning and growth. *Demonstration competency*	Does not provide feedback to students.	Provides limited feedback to students.	Provides explicit feedback to students and parents that supports learning and growth.	…and Seeks opportunities to provide feedback to students' parents/guardians to support student learning and growth.
18 Conference w/ ST or MT	**IP6:** Provide relevant learning opportunities that are grounded in student interests, needs, and backgrounds. *Application competency*	Does not use students' interests, needs, and backgrounds to inform instruction.	Provides instruction that takes into account some students' interests.	Provides relevant learning opportunities that are grounded in students' academic needs and backgrounds.	…and Integrates into instruction an awareness of all students' communities and personal backgrounds.
19 Observation	**IP7:** Encourage students to think about, engage with, and access content in creative ways. *Demonstration competency*	Does not encourage students to think about, engage with, and access content in creative ways.	Allows for student choice during instruction.	… and Encourages students to think about, engage with, and access content in creative ways.	…and Consistently structures opportunities for students to think about, engage with, and access content in creative ways.
20 Observation OR Conference w/MT	**IP8:** Intentionally selects tools and technology to design and implement activities that promote active student technology use. *Application competency*	Does not intentionally or appropriately use available tools and technology.	Uses appropriate teacher-centered tools and technologies during instruction.	Intentionally selects and uses tools and technology to design and implement activities that promote active student technology use.	…and Actively seeks, modifies, or creates tools and technology that promote meaningful and active student technology use.

CLASSROOM CLIMATE: Effective teachers exhibit the knowledge, skills, and dispositions that enable them to create appropriate physical, social, and emotional environments to support learning.

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)
21 **Observation**	**CC1:** Create a learning climate that is sensitive to multiple experiences and backgrounds, including trauma informed practices and restorative practices. *Demonstration competency*	Creates a classroom environment that is insensitive to students' experiences and backgrounds OR interacts insensitively with students.	Creates a learning environment that is sensitive to students' experiences and backgrounds AND interacts sensitively with students.	Creates a learning climate that is sensitive to student experiences and backgrounds AND includes trauma informed and restorative practices in the classroom.	...and Aligns trauma-informed and restorative practices to students' backgrounds and experiences.
22 **Observation**	**CC2:** Promote a classroom environment in which students will respect and value each other. *Application competency*	Creates a classroom environment in which students are disrespectful.	Creates a classroom environment where the teacher conveys respect for students.	... and Creates a classroom environment in which students respect and value each other.	...and Explicitly teaches students to respect and value each other.
23 **Observation AND Conference w/MT**	**CC3:** Involve students in establishing clear guidelines for behavior. *Application competency*	Does not establish clear guidelines for behavior.	Establishes clear guidelines for behavior.	...and Involves students in establishing clear guidelines for behavior.	...and Meaningfully involves students in the ownership of action steps and guidelines for subsequent behavior.
24 **Observation AND Conference w/MT**	**CC4:** Address physical and emotional safety concerns in a timely manner. *Application competency*	Does not address physical and emotional safety concerns.	Shows awareness of physical and emotional safety concerns.	...and Addresses physical and emotional safety concerns in a timely manner.	...and Creates an environment that proactively addresses physical and emotional safety concerns.

CLASSROOM CLIMATE (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)
25 **Observation AND Conference w/MT**	**CC5:** Consistently applies the norms of the classroom to align with schoolwide expectations. *Application competency*	Norms of the classroom do not align with schoolwide expectations.	Inconsistently applies the norms of the classroom to align with schoolwide expectations.	Consistently applies the norms of the classroom to align with schoolwide expectations.	and... Improves or adds norms of the classroom to better align with schoolwide expectations.
26 **Observation**	**CC6:** Strategically organize and structure the classroom environment for optimal student learning. *Application competency*	Fails to use classroom management strategies.	Uses classroom management strategies.	...and Strategically organizes and structures the classroom environment for optimal student learning, including use of instructional and classroom management strategies that promote student learning.	...and Manages time, space, and attention to increase participation.
27 **Observation**	**CC7:** Model and maintain routines and procedures to encourage a predictable and functional classroom. *Demonstration competency*	Has unorganized, lengthy transitions and routines, creating lost instructional time.	Plans a schedule and uses routines and procedures.	...and Models routines and behavioral expectations for students.	...and Holds students accountable to follow routines and behavioral expectations.
28 **Observation**	**CC8:** Encourage an environment where students feel safe to take risks, participate and engage. *Application competency*	Creates an environment in which students feel unsafe.	Creates an environment in which most students participate.	...and Creates an environment in which students feel safe to participate and engage.	...and Creates an environment in which students are encouraged to take risks as part of the learning process.

PROFESSIONAL RESPONSIBILITY: Effective teachers exhibit the knowledge, skills, and dispositions that demonstrate awareness of and adherence to professional and ethical standards personally, within their school community, with parents, and within their local community.

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)
29 **Conference w/MT**	**PR3:** Demonstrates intellectual curiosity and values continuous growth by engaging in professional learning. *Application competency*	Does not reflect on instruction; does not accept feedback.	Attends to feedback from mentor teacher and supervisor	…and Demonstrates intellectual curiosity and values continuous growth by engaging in professional learning.	…and Develops and applies a plan to improve practice in response to feedback and self-reflection. OR Is aware of strengths and weaknesses and develops related personal professional learning goals.
30 **Observation AND Conference w/MT**	**PR4:** Engages in reflective practices that support professional, instructional, and schoolwide improvement. *Demonstration competency*	Does not respond to feedback or make changes.	Applies supportive and corrective feedback from others to make positive changes.	…and Critically analyzes and reflects on own learning and teaching and makes intentional changes.	…and Uses critical reflection to seek out, analyze, and apply current research/ literature to improve individual, team, or schoolwide practice.
31 **Observation AND Conference w/MT**	**PR5:** Use effective communication with students, parents, and colleagues about student learning. *Demonstration competency*	Does not communicate with students, parents, OR colleagues about student learning.	Communicates negatively with students, parents, OR colleagues about student learning.	Uses effective communication with students, parents, and colleagues about student learning.	…and Seeks out opportunities to interact with colleagues and/or parents/ guardians related to learner growth and development.

	COMPETENCY ⬇	Does not demonstrate competency (0)	Demonstrates competency at expected level (2)
32 Observation AND Conference w/MT	**PR1:** Understand equal opportunity as outlined in R277-328 by acknowledging that all students are capable of learning. *Basic content knowledge competency*	Does not acknowledge that all students are capable of learning.	Acknowledges that all students are capable of learning and provides support based on students' academic needs.
33 Observation and Conference w/MT	**PR2:** Comply with relevant school, district, and state laws, rules, and policies governing the profession. *Application competency*	Does not understand nor adhere to university policies, federal and state laws, State Board of Education rules, state and local policies, supervisory directives, professional, moral, and ethical conduct and does not hold others accountable to do the same.	Understands, adheres to, and upholds university policies, federal and state laws, State Board of Education rules, state and local policies, supervisory directives, professional, moral, and ethical conduct.

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

PROFESSIONAL RESPONSIBILITY (Continued)

	COMPETENCY ⬇	Does not demonstrate competency (0)	Demonstrates competency at expected level (2)
35 **Observation and Conference w/MT**	**PR7:** Secure student data and respect confidentiality related to student data. *Demonstration competency*	Does not understand nor adhere to state policies and board rules regarding data privacy 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 privacy 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 <u>ensure that the share settings</u> of any hyperlinks <u>are set to "anyone with the link can view"</u> so your instructor is able to access them.***

Unit Core Standard(s): Practice Standard(s) if applicable:		Goal Statement or Essential Questions:	Unit Summative Assessment Description:

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 support 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*

	Accommodations, Modifications, and/or Challenge/Extension)	
Student(s) #:		
Student(s) #:		
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.

	Instructional Plan Summary	**Assessment Plan Summary**	**Rationale for Lesson Design**
Lesson 1 *Lesson Objectives:*		*Formative Assessment(s):* *Final Formative Assessment:*	
Lesson 2 *Lesson Objectives:*		*Formative Assessment(s):* *Final Formative Assessment:*	
Lesson 3 *Lesson Objectives:*		*Formative Assessment(s):* *Final Formative Assessment:*	

Lesson 4 *Lesson Objectives:*		*Formative Assessment(s):* *Final Formative Assessment:*	
Lesson 5 *Lesson Objectives:*		*Formative Assessment(s):* *Final Formative Assessment:*	

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.

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

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.**

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

Unit Core Standard(s): *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.* Practice Standard(s) if applicable *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.*	Goal Statement or Essential Questions: *Identify the Essential Questions/Goal Statement for your unit.*	Unit Summative Assessment Description: *Describe the summative assessment you plan to use for this unit.*

Pre-Planning: Gathering Data and Research

Academic Content, Student Interests, Experiences, and Assets Pre-Assessment(s) Hyperlink below: *Collect pre-assessment data about your unit topic. Hyperlink the pre-assessment(s) you develop to gather this information here.*	Academic Content, Student Interests, Experiences, and Assets Pre-Assessment Data: *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.*	Rationale for How to Use this Data for Instructional and Assessment Planning: *Explain how you will use the pre-assessment data you gathered as you plan instruction and assessment in this unit AND justify those decisions.* *Your explanation should consist of **2-3 paragraphs** related to the pre-assessment data you gathered. You may type your rationale here OR you can hyperlink it.*
Culturally Responsive and Sustaining Educational Practices: *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*		Rationale for How to Use these Practices for Instructional and Assessment Planning: *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.*

developed from culturally <u>and/or</u> linguistically diverse perspectives. **Resources:** *Culturally Sustaining Pedagogy: An Introduction - CENTER FOR THE PROFESSIONAL EDUCATION OF TEACHERS* *The principles of culturally responsive teaching - THE EDUCATION HUB* *Culturally Responsive-Sustaining Education Framework* *Culturally Responsive Teaching*	*Your explanation should consist of **two to three paragraphs**. You may type your rationale here OR you can hyperlink it.*
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.* **Resources:** *Connecting SEL to Academic Outcomes* *How to Embed SEL Into Your Instruction* Integrating SEL in Secondary Curriculum	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.* *Your explanation should consist of **two to three paragraphs**. You may type your rationale here OR you can hyperlink it.*
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.* **Examples**: *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).*	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.* *Your explanation should consist of **one paragraph per** educational research or theory identified. You may type your rationale here OR you can hyperlink it.*

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 **Resources**: English Language Proficiency - UEN	*Supports (including Building from Student Strengths, Accommodations,*	*Rationale for Selected Supports*

Can Do Descriptors | WIDA	Modifications, and/or Challenge/Extension)	
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. *Protect student privacy by using a pseudonym or a number/letter etc.*	*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.*	*Explain, in **1-2 sentences,** how the selected supports will allow the student(s) to engage in the unit (both instruction and assessment).*
Student 1:		
Student 2:		

Special Education Students ONLY: Document your participation in a meeting for students (IEP, Behavior Intervention, or Transition Planning) here:
Provide evidence of your participation in the meeting 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.

	Instructional Plan Summary	**Assessment Plan Summary**	**Rationale for Lesson Design**
Lesson 1	*Provide an outline of the learning activities you will*	Formative Assessment(s):	*Explain, in a concise paragraph, your instruction and assessment*

Lesson Objectives: Identify the specific learning objectives 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.	*facilitate and students will engage in during this lesson. Make sure to 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.*	*Final Formative Assessment: List and link (as applicable) the formative assessments you will use to monitor learning during the lesson and the final formative assessment at the end of the lesson.*	*design decisions for each lesson AND justify those decisions. Also explain how this lesson builds upon previous lessons and/or extends or deepens learning within the unit.*
Lesson 2 *Lesson Objectives:*		*Formative Assessment(s):* *Final Formative Assessment:*	
Lesson 3 *Lesson Objectives:*		*Formative Assessment(s):* *Final Formative Assessment:*	
Lesson 4 *Lesson Objectives:*		*Formative Assessment(s):* *Final Formative Assessment:*	
Lesson 5 *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.

Assessment Selected for Analysis	**Assessment design/rationale**
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	*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.*

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. *You may **hyperlink** the assessment chosen here.*	*Your rationale should be **1-2 paragraphs in length**. You may **hyperlink or type** your rationale here.*
Assessment Analysis (Graphs, Charts, Tables) *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.* *You may **hyperlink** the completed student assessments (one for each pattern of learning identified) and your graphs, tables, charts here.*	**Assessment Analysis-Narrative** *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.* *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.).* *Your narrative should be **2-3 paragraphs in length**.You may **hyperlink or type** the narrative analysis of the assessment here.*
Feedback provided to students *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).* *You may **hyperlink or insert** the feedback provided to students for each learning pattern here.*	***Strategy/framework for understanding and implementing feedback and student responses to feedback.*** *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) here.* *You may **hyperlink or type** the strategy or framework for understanding and implementing feedback and student responses to feedback (e g. written/audio, revisions, corrections) here.*
Plan for Re-engaging Learners *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*	**Effectiveness of Plan for Re-engaging Learners** *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.*

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).	*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.*
*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.*

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	
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	Relevant evidence	Feedback from cooperating teachers or intern mentors/coaches
Date range:		
Week 5 reflection	Relevant evidence	Feedback from cooperating teachers or intern mentors/coaches
Date range:		
Final Reflection		

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** should 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. :
Describe one of the actionable steps within your professional growth plan. Describe each activity or planned event on a separate row. Be specific as possible. If you are using resources (websites, documents,	*Provide rationale for how the step connects to your goals and overall professional growth plan. Be as clear and detailed as possible.*	*Describe when (and duration of) each step.* *For example:* - *Will you do the activity once, twice, or if it's recurring? Be specific.*	*Explain any anticipated challenges. For example:* - *Things may not go exactly as planned. Are you concerned about time constraints?* - *Are you concerned that students won't*

images, descriptions, videos, etc.) hyperlink them here.		• *Describe specific dates, class periods, or times.* • *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.*	*respond as you wish?* • *Are you nervous to try something new?* • *Are you concerned due to your past performance in this area?* *(There will be varied challenges in individual plans.)* ***Describe how you plan to address the challenge.*** *Describe how you might pivot, adjust, adapt, or move forward if you encounter the anticipated challenge.*
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
*At least one week prior to implementation, you must **receive approval from your cooperating teacher (or intern mentor/coach).** Based on their feedback, you will need to **adjust your plan as needed.** 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.*

Feedback	Optional: Modifications due to feedback
Copy and paste, summarize, and describe comments or feedback from cooperating teachers or intern mentors/coaches. *Tip 1: Cooperating teachers or intern mentors/coaches will likely comment directly on this document when providing feedback. Before resolving comments, copy 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*	*Describe modifications you made to your plan, due to feedback. Document and justify adjustments to your plan.*

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.

Week 1 reflection	Relevant evidence	Feedback from cooperating teachers or intern mentors/coaches
Date range: *Describe progress on your professional goal.* *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, describe challenges or frustrations. Describe small modifications you will be making due to wisdom gained during the week. If you*	*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.* You must have at least TWO pieces of evidence in the implementation portion of your portfolio.	*If applicable, describe any feedback cycles with your cooperating teacher or intern mentor/coach, and describe modifications to your plan moving forward.*

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. *You may provide this reflection as text, or a video reflection.*		
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
Final Reflection *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.*		

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