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SCHOOL OF EDUCATION

Dear Colleagues:

On behalf of the UVU School of Education, welcome to the Teacher 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, *A Guide to Student Teaching*, is designed to facilitate quality experiences and provide further guidance, direction, and understanding for:

- Student Teachers
- Intern Teachers
- Cooperating Teachers
- School Administrators
- University Supervisors

This handbook includes information about program goals, suggestions and requirements for student teachers, and instructions on the responsibilities for 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 801.863.6573 or via email: [@uvu.](mailto:talitha.hudgins@uvu.edu)

Sincerely,

Talitha Hudgins, Ph.D.
Secondary Education Department Chair
School of Education
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Introduction

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

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

Student teachers and interns are expected to participate in school activities. All host schools accept the responsibility to integrate them into the same school and community activities as regular faculty. Examples of these activities include, but are not limited to, faculty meetings, staff development opportunities, and contacts with parents.

Where possible, student teachers should have opportunities to develop leadership skills working with pupils in a variety of settings, such as: before and after school enrichment classes, performance activities, student government, etc. These types of activities are also considered to be an important part of the student teaching and the internship experience. Student teachers are encouraged to get the feel of the “school climate” by attending or helping to supervise at some extracurricular activities. Student teachers are especially encouraged to participate in non-classroom activities where the cooperating teacher has some responsibility. Student teachers are **discouraged** from accepting or filling responsibilities as head or assistant coaches during student teaching. Teaching is the first priority.

Please note that the student teachers are completing the requirements for graduation and they may still have some coursework to complete. Much of this is tied to what they are doing in the classroom. They may be required to be in class on campus at times during their student teaching semester. Again, these meetings supplemented by the mentoring they receive at their school site and district are set up to address pivotal needs during this significant semester.

Mission Statement

The mission of the School of Education at Utah Valley University is to empower the student through knowledge, preparation and ethics.

To The Student/Intern Teacher

Please be aware that all program classes (except Capstone and the final Classroom Management class) must be completed with a grade of B- or higher ***before*** you can Student Teach or Intern Teach.

Welcome to student teaching or the internship. This experience will help mold the future of your teaching career. It is important that you understand the information in this section so you will have a successful experience.

Student/intern teaching is an essential component for your success as a professional teacher. You will have the opportunity to use the content and pedagogical knowledge you have gained in your university courses to create positive learning experiences for the pupils you teach. Essential to your success is also the ability to reflect upon your teaching and make positive steps toward continual improvement.

Opportunities will be provided for you to gain insight into the skills needed to perform the various functions and roles of a teacher. Student/intern teaching is a constant pursuit for productive curriculum plans, effective teaching strategies, and the appropriate use of assessment to provide quality learning for all pupils. It will be an opportunity for you to make discoveries about yourself as a teacher, evaluate your own teaching, and work with your cooperating teacher and university supervisor to discuss, collaborate, and grow to be a professional educator.

The purpose of student/intern teaching is to provide the opportunity for you to develop and evaluate the major areas of teacher activity. You will have opportunities to:

- Appraise personal qualifications for teaching.
- Apply and test professional teaching skills.
- Assume full responsibility for teaching.
- Develop personal and professional competencies.
- Demonstrate the ability to establish and strengthen professional relationships.
- Shape your own philosophy of education.
- Deepen your appreciation and understanding of the functions of the public school.
- Evaluate your competencies and readiness to enter the teaching profession.
- Prepare to meet the challenges that confront a beginning teacher.

Preparing for the Student Teaching or Internship Experience

Before beginning student teaching or an internship, you will have the opportunity to meet school personnel and become familiar with the school. Once you receive your student teaching or internship assignment you should follow the guidelines below:

- Become familiar with school policies. If the school has a teacher handbook become familiar with its content.
- Contact the cooperating teacher and set a time to meet, observe some classes, and start gathering information to make your experience more successful. Some information you should start to gather would include, but not limited to:

- Contact information for the cooperating teacher along with preferred means of contact and best times to contact. Share your contact information as well.
 - When and how the cooperating/mentor teacher wants to be contacted or does the cooperating/mentor teacher want you to just to show up the assigned day?
 - What is the contract time for teachers? What time should you be there the first day? Should you report to the office or go straight to the classroom?
 - When would be good times to observe classes prior to student teaching?
 - If student teaching in the fall, obtain permission to observe throughout the school day to see how a school year is started.
 - If student teaching in the spring and the teacher has new semester classes starting prior to your arrival, obtain permission to observe at least one or two periods to see how a new class is started.
 - What would the teacher like you to prepare and be ready to teach? What units will you be responsible for teaching?
 - Can you obtain copies of the cooperating teacher's disclosure documents, a student handbook, and a faculty handbook to review?
- Follow through on any commitments you make with your cooperating teacher.
 - Attend the student teaching orientation seminar held by the secondary education department where you will meet your university supervisor.
 - Start preparing for the units you will teach by assuring that you thoroughly understand the academic content to a degree you will be comfortable teaching it.
 - Review the student teaching handbook on line. Especially review the student teacher evaluation form and the rubric so you will understand how you will be evaluated.

Also, make sure you are aware of all UVU policies and understand what assistance can be expected from your university supervisor. This includes understanding grading policies and what UVU expects you to do in relation to your student teaching or internship experience.

Student Teaching

Student teaching is a full-time, 65-day teaching experience. It moves from observation and partial responsibility to assuming the responsibility for the full range of teaching duties under the direction and supervision of a competent cooperating teacher and a university supervisor. The school districts used to accommodate secondary student teaching assignments are: Alpine, Granite, Jordan, Canyons, Nebo, Provo, and Wasatch.

An understanding of each of the following roles will help you successfully complete student teaching:

Observer

In the role of observer, you will have the unique opportunity to watch an experienced teacher conduct and manage his or her class. You will learn strategies by watching and noting what transpires during the day, which will help you as you plan to eventually step in as the teacher. Since each teacher has his/her own style, it is important for you to recognize and adapt to the style that already exists in the room. As an observer you:

- Watch and note methodologies for instruction, classroom management, procedures, etc.
- Collaborate with the cooperating teacher in planning, teaching, and managing the class.

- Observe ways of developing the social, emotional, and physical environments of the classroom.
- Determine specifically what the cooperating teacher expects you to do with regard to curriculum and management.
- Assess learning as it relates to class work and pupil interests.
- Increase your ability to anticipate problem areas and pupils' questions and/or concerns.
- Tactfully offer assistance to your cooperating teacher.
- Practice professional ethics.

Co-Teacher

As a co-teacher, you will have the opportunity to present sections of lessons or complete lessons on specific subjects. The role of co-teacher may be assumed at any time, but should be done in consultation with your cooperating teacher. As a co-teacher you will:

- Participate in planning conferences prior to teaching—this will allow you and your cooperating teacher to work as a team in the classroom.
- Accept additional teaching responsibilities – you will begin teaching one subject, adding additional subjects as you progress.
- Conference on the activities of the day – this should include the identification of teaching strengths, areas for improvement, and further action to be pursued.

Solo Experience

In your student teaching experience, you will be given opportunities to “go solo” with your class. The solo experiences are an important part of student teaching. They are the culmination and demonstration of important learning from the observation and co-teaching roles. Solo experiences may take place at various times. By the time you solo, you should have experienced teaching with the class for a number of weeks and should feel comfortable taking charge of the class. During solo teaching:

- You provide instruction to the class without the aid of your cooperating teacher. However, please conference with your cooperating teacher prior to instruction regarding planning and curriculum coverage.
- You understand the challenges faced in a classroom without a backup teacher. It is anticipated that you will use this as an opportunity to teach the full class in instructional activities.
- Your experiences should closely simulate the experience of a new teacher.
- You should obtain feedback during regular conferences with the cooperating teacher and university supervisor which can help you as you develop and execute plans.
- You will be responsible for all subjects for at least a two to three week period of time. During the final week at the school, as you complete teaching units or concepts, your cooperating teacher should resume the teaching responsibilities.

Conferee

Periodic and consistent conferences between you, the cooperating teacher, and university supervisor are a necessary part of student teaching. This is an opportunity for feedback and improvement in your role as conferee.

Regularly scheduled conferences are essential to your success. The on-the-spot or spontaneous conference should not take the place of scheduled conferences with written feedback. You will have the opportunity to participate in at least two types of conferences: pre and post conferences. Pre-conferences take place prior to the design, development, and implementation of instructional plans, and serve to help all parties come to an understanding of the goals, special needs, and concerns that may impact the classroom. Post-conferences take place after the implementation of plans and focus on the development of feedback routines and opportunities to share interpretations of the prior experience. Additionally, the next sequence of planning will be initiated with new and shared insights.

As the individual conferences start, the cooperating teacher's leadership role will assist you in understanding the activities of the day and in formulating plans. As the semester progresses and your insights grow, you will become more skillful and take more responsibility in planning and conferencing. Productive conferences should:

- Take place in a trusting atmosphere.
- Be frank and objective.
- Focus on evidence in terms of action-behavior rather than on personalities.
- Respect the confidential nature of the instruction.
- Seek to understand the viewpoint and perception of the individuals involved.
- Lead to proposals for action.
- Allow adequate time for a topic to be thoroughly discussed.

Video Tape Analysis

Prior to the completion of your summative evaluation by your university supervisor you should discuss with them your reflections on watching yourself teach. You should video tape two segments of your teaching. These may be two segments of the same lesson. You may find it more beneficial to video two different classes with two different lesson segments. To facilitate your discussion please consider the following discussion items:

- Description of what happened in each segment of the lesson. As you watch each segment, record on the left hand side of your paper what happened. Try to give as much detail as possible, including what you said, your students said, and what was done by both teacher and students.
- Now record on the right hand side of your paper your thoughts about what happened in each segment of the lesson. Did the students reach the objective? How do you know? Were the students engaged?
- Reflection on the video tape. What were some of your strengths? What went well? What were some areas you would like to improve?

If there are segments of the video you would like the university supervisor to view they would be glad to watch them; however, the purpose of this assignment is to allow you to self-assess your teaching.

Student Teacher Checklist

- Be a great classroom teacher.
- Have successful evaluations from the cooperating teacher and the university supervisor.
- Improve in all areas as suggested by the evaluators.
- Successfully complete Classroom Management II and other education courses if enrolled.
- Complete the portfolio.
- Complete the senior project. *Remember to plan early and start early.

- Submit all required items on a CD by the deadline.
- Complete placement file.
- Meet university deadlines for graduation if applicable.

Internship Teaching

The intern teacher assumes full-time classroom teaching responsibilities. These responsibilities include those required of an employee of the school district in which they are interning, as well as the required responsibilities of a student teacher at UVU. Interns will work under the direction of a cooperating teacher and the school principal. Interns will also be provided support and guidance from a UVU field supervisor. You will have many of the same opportunities to plan and reflect as the student teacher, but under different circumstances.

Responsibilities of the Student Teacher/Intern Teacher

The following suggestions and requirements should assist both the student teacher and intern teacher in achieving the objectives of the classroom experience. Become acquainted with the contents of this guidebook and understand the various roles and responsibilities.

Ethical Behavior

During student/intern teaching, ethical behavior continues to be paramount. As a teacher, you are dealing with students, parents, other teachers and staff. As a student teacher you must remember you are part of a profession practicing high moral and ethical behavior. Know the legal and ethical responsibilities for the classroom.

In assuming the responsibilities involved in teaching, UVU students should keep in mind the following obligations:

Workday

Student teachers/interns are expected to work *at least* the same contract hours commitment as their cooperating teachers. Additional time may be necessary to fulfill responsibilities. Student/intern teaching is a **full-day** experience, as directed by the school principal. Outside paid employment is **strongly** discouraged during this experience.

Punctuality, Attendance, Illness

Plan to meet your class each day on time. Absences are not permitted during student teaching except for extenuating circumstances (personal illness or a death in the immediate family). Should such condition merit absence, notify the cooperating teacher and university supervisor as soon as possible (i.e., **before** the absence). Adjustments within the classroom will need to be made to cover your responsibilities. The cooperating teacher needs as much time as possible to plan for instruction. Student teachers **do not** have personal leave days. All out of school appointments should be scheduled after contract time. If days are missed, they need to be made up by adding additional days at the end of your student teaching time.

Substituting

You are not allowed to substitute in classes other than the one to which you have been assigned as a student teacher and then only as an emergency substitute. Emergency substitute teaching for your cooperating teacher can be done only with the consent of your university supervisor, your cooperating teacher, and with approval of the principal. If you are not ready to assume full responsibility for teaching the class, the district should employ a substitute even though you assume the full role for teaching.

Under no circumstances are you allowed to be compensated for substitute teaching while you are student teaching.

Commitment to the Pupils

- Keep all information about pupils confidential.
- Focus on pupil achievement.
- Maintain dignity to gain respect from pupils.
- Maintain an empathetic and courteous attitude toward all pupils.
- Employ disciplinary measures that conform to the instructions of the cooperating teacher.
- Exhibit an attitude that reflects the same interest in the classroom as you would exhibit when you obtain your own classroom.
- Be mindful of each pupil as an individual with special abilities, interests, and capacities for learning.
- Remain impartial in working with pupils and strive to be fair in judging their actions.
- Show respect toward all groups and individuals.

Commitment as an Observer

- Exhibit an attitude of cooperation. Avoid competition with the cooperating teacher.
- Take notes during the observations that can be shared in a conference with your cooperating teacher. This facilitates a relationship in which your cooperating teacher can readily share his/her observations. Such notes should be descriptive and used to answer questions and gain insight, not to evaluate or judge.

Commitment to the Cooperating Teacher

- Be loyal to your cooperating teacher. Do not be judgmental of their teaching style. Do not say anything negative regarding your cooperating teacher to students or other staff members.
- Remain cognizant that your cooperating teacher is in legal control of the class and is legally responsible for the class.
- Exhibit an attitude of respect for the professional rights, personal dignity, and greater knowledge and experience of other professionals.
- Accept your cooperating teacher's decisions and respect his/her opinions concerning the materials and methods that are to be presented.
- Know what expectations are held for you.
- Make time available for frequent conferences.
- Establish openness to suggestions.
- Be willing to assume teaching responsibility.
- Establish a procedure for previewing lesson plans with your cooperating teacher, prior to the actual lesson, to get feedback and correction.

- Give credit and appreciation to your cooperating teacher for assistance rendered.
- Take the initiative for asking and receiving suggestions.

Commitment to the Profession

- Display an accepting attitude toward all professionals.
- Act and dress professionally for the classroom and school.
- Participate in non-classroom activities with which your cooperating teacher has some responsibility.
- Know the legal responsibilities for the classroom.

Non-School and Demanding Activities

The amount of work undertaken during student teaching has a direct relationship to your effectiveness as a teacher. At this time, teaching is your primary responsibility. The obligation to educate pupils cannot be taken lightly. Thus, responsibilities other than teaching should be *kept to a minimum* and carefully considered.

UVU students are cautioned not to overload themselves with extra responsibilities during their student teaching semester. You are discouraged from participating in athletics, work commitments, performances, etc., or exceeding the required semester hours of university credit during student teaching.

Extracurricular School Activities

Student teachers are encouraged to get the feel of the “school climate” by attending or helping to supervise at some extracurricular activities. Your students will see you and feel your support as they see you at their activities. You are especially encouraged to participate in non-classroom activities where your cooperating teacher has some responsibility. Student teachers are discouraged from accepting or filling responsibilities as head or assistant coaches during student teaching. Teaching is your first priority.

Problems and/or Grievances

Problems or grievances that develop during the student/intern teaching experience should be relayed as soon as possible to the cooperating teacher and/or university supervisor. You are encouraged to discuss any professional problem at any time with the UVU field coordinator, university supervisor, or department chair.

Obligations to Utah Valley University

Each student /intern teacher is an ambassador of good will representing UVU while teaching in a cooperating school. Part of a successful student teaching/intern experience is that of developing desirable public relations with administration, faculty and staff, students, and the community. Remember: professional ethics are vital.

School of Education Procedures

School Placement

Student/intern teachers will be placed at schools where it is felt they will have the best opportunity to succeed. **Student/intern teachers should not seek to make their own school placements.**

Work Schedule

You are expected to work at least the same contract time commitment as the cooperating teachers. Additional time may be necessary to fulfill student teaching/internship responsibilities.

Grading

Since student teaching or an internship is very broad with many facets, traditional letter grades are not assigned. The student /internship teaching is a credit/no credit system. Students must be aware of the evaluation and observation forms (see Appendix). The evaluation and observation forms emphasize and establish the need for quality performance.

Student Teaching Termination

Student teaching will be terminated by the Department Chair upon recommendation by the Teacher Education Admission and Retention Committee if it is determined that the situation in a particular placement is damaging to the pupils, student/intern teacher and/or the reputation of UVU. Before removal occurs every effort will be made to correct the situation. It is the desire of the teacher education program to create a situation wherein each UVU student can experience success; however, each student must accept responsibility for his or her performance and conduct.

Maintained Records

The Teacher Education Program will maintain UVU student records for five years. After this period, the department will destroy the records. **As a cautionary measure, maintain a personal file of important documents such as formative and summative evaluations and Praxis results in your pursuit of certification.**

Student/intern teachers are required to obtain a student teacher license from the State of Utah prior to student/intern teaching. The procedures are:

- Go online to [.utah.gov/](http://utah.gov/) and click the “Student Licenses” button
- Enter personal information and verify
- If the system is unable to locate your background check or if it has expired, follow criminal background check instructions.
- Answer two additional questions. If you answer “yes” to either question, please see Leslie Hudson (advisor) immediately for further instruction.
- Pay \$25 processing fee online using a credit card.
- Select “Download License” and print license. A copy of this will also be sent to your email account on file.
- Turn license in to the Advisement Office prior to student/intern teaching.

Career Services

Career and Employment Services is located in the Losee Center, Room LC 409. (801-863-6364). There is a fee required to establish a career placement file.

Career and Employment Services will meet with you twice during the regularly scheduled classroom management time. The purposes of these meetings are:

1. Help you create a placement file which is required by most districts prior to hiring.
 - All student teachers are required to complete a placement file as part of their secondary education program requirements. This is required even if they do not anticipate immediately entering the job market.
 - One element of the placement file is 3 letters of recommendation.
 - Who should write the letters?
 - Not your university supervisor or cooperating teacher. They will have summative evaluations which will serve as recommendations.
 - The first level for choosing would be people that have seen you teach – neighboring teachers, department chair while student teaching.
 - The second level would be people that know you as a student and through that relationship have a sense of your potential as a teacher, i.e.: university professors.
 - The third level would be former employers who can write regarding your work ethic.
 - The final level would be associates who would write about your character.
2. Orient and register you with UVU Job Board.
 - This will allow you to participate in on campus interviews with school districts.
 - This will also notify you of job openings as UVU becomes aware of any openings.

Licensure

The following are the requirements for being recommended to the State Office of Education to receive a Level 1 license.

1. Successfully complete student teaching and all School of Education requirements.
2. Successfully pass the PRAXIS II specific content area test for your subject.
3. If you have taken but not met the cut score on the PRAXIS II, then you must contact Leslie Hudson in the School of Education Advisement Center to complete paperwork which will allow you to receive a conditional license valid for 1 year. This allows you to be hired and then have the opportunity to successfully pass the PRAXIS content test within the year.
4. You must then go online at [.](#) to apply for your license. The fee for a license is currently \$55 (always subject to change by the state).
5. If you are interning and will complete all graduation requirements by the end of the semester, you will **not** graduate or be approved for licensing until the end of the spring semester.
6. If you are interning and have previously graduated from a college/university you may **not** apply for your license until the end of the spring semester.

Evaluation Process

Student/intern teaching requires precise observations and feedback on the teaching process and classroom experience. This necessitates the involvement of the **student/intern teacher**, **cooperating/mentor teacher**, and **university supervisor** in an ongoing process of evaluation.

Cooperating/mentor teachers and university supervisors should be open and honest in providing timely feedback to the student/intern teacher. Classroom teaching observations are designed to assist growth and development over the student teaching/internship experience. You will be observed a minimum of four times each, by the cooperating/mentor teacher and by the university supervisor. A post-observation conference will be held with you at the end of each classroom observation. You will also complete a video review of a teaching lesson. The cooperating/mentor teacher or university supervisor will review the video lesson with you.

Toward the end of the your experience the university supervisor and cooperating teacher should each complete a summative evaluation form and review the evaluation with you in a scheduled post-student teaching meeting held during the last two weeks of your student teaching experience. Copies of the summative evaluation will be submitted electronically to the Field Coordinator. The Field Coordinator will provide a copy of the summative evaluation to the Career Services Department for placement in a career placement file for each student completing the student/internship teaching experience.

Students who do not satisfy student teaching requirements may be referred to the Teacher Education Admission and Retention Committee. This also includes situations where adherence to the UVU Teacher Education Program Standards is in question.

Formative Evaluation

During the student teaching semester, the cooperating teacher and the University supervisor complete **four** formative evaluations each. In most cases, students progress appropriately through the program as revealed by their scores on the formative assessment observations. If however there are problems or concerns, the following steps may be considered by the Teacher Education Admission and Retention Committee

1. Determine the evaluation was fair and accurate and terminate the student teaching experience.
2. Determine the evaluation was fair and accurate and continue in the same teaching assignment with stipulations to rectify deficiencies.
3. Determine the evaluation was fair and accurate and reassign the student to a new student teaching placement.
4. Determine the evaluation was of questionable validity and take no action.
5. Determine the evaluation was of questionable validity and make an alternative placement.
6. Determine that the committee or the committee and the student may create a professional development plan.

Summative Evaluation

A summative evaluation is kept in your placement file for employment consideration. To appeal a summative evaluation, a written request must be submitted to the Field Coordinator within 30 days from the close of the student/intern teaching assignment. A hearing with the Teacher Education Admission and Retention Committee will be scheduled. Other faculty members will be involved when it is determined they have applicable information. As a result of the hearing, the committee will 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 of questionable validity and take no action.

3. Determine the evaluation was of questionable validity and provide an additional placement.
4. Determine that the committee or the committee and the student may create a professional development plan.

Roles and Responsibilities of Cooperating Teachers, University Supervisors, Principals, and the School of Education

This section describes the roles of those who are important in the student/intern teaching experience.

The Cooperating/Mentor Teacher

The cooperating/mentor teacher is an integral part of in the student/intern teaching experience. The cooperating/mentor teacher facilitates the professional experiences of the student/intern teacher. Student/intern teaching provides an opportunity to develop and evaluate the student's competence in an actual school setting. Student/intern teaching is intended to bridge theory into practice. The value of the cooperating/mentor teachers' involvement is greatly appreciated and acknowledged.

The cooperating teacher should:

1. Maintain a climate which allows the student/intern teacher to develop skills necessary for successful teaching.
2. Provide relevant experiences for UVU students that may include, but are not limited to: observation, classroom activities, teacher responsibilities (including all duties), parent/teacher conferences, professional meetings, etc.

The goal of the UVU Teacher Education Program is to equip new teachers with confidence, poise, and integrity. When the student teacher is ready to accept teaching responsibilities, allow him/her to begin teaching one subject at a time. The expectation is that the student teacher will be responsible for all subjects for at least a two to three week period of time. During the final week at the school, as the student teacher completes teaching units or concepts, the cooperating teacher should resume the teaching responsibilities.

3. Evaluate whether the student teacher demonstrates adequate knowledge of the content being taught, and assess the student teacher's communication, management, planning, presentation, and assessment skills.
 - Observe and critique the student teacher's performance on a frequent and continual basis.
 - During the 65-day teaching practicum, please complete **four** written observations, and a **final** summative evaluation. UVU evaluation forms are available for this purpose (see Appendix, p. A-2 & A-3).
 - Review the teaching experience with the student teacher, provide him/her with copies of all formative and summative evaluations, and give copies to the field coordinator office. Only the summative evaluation will be placed in the student/intern teacher's career placement file. The final evaluation form can be accessed at uvsc.edu/. Once there, click on the Secondary Education tab. The evaluation form is found on that page (pdf format). Complete the summative evaluation form, print the form, review it with the student/intern teacher, sign the form and provide a copy to the student teacher/intern and the field coordinator office.
4. Characteristics of a typical student/intern teacher:
 - Needs to be understood.

- Needs productive practice and experience.
- Is often over-anxious. No novice is under more critical continuous observation. The student/intern teacher is almost always eager to do a good job, although he/she may not at first realize what it entails.
- Is playing two roles, serious teacher and university student. It takes time to feel like a teacher and to develop a suitable manner.
- Cannot grow in an atmosphere of disapproval or resentment.
- Is often uncertain how to apply knowledge and understanding, no matter how sound the university training has been.
- Has often a vague idea how much initiative may be exercised, how closely to follow the cooperating teacher's procedure, or whether he/she is going in the right direction unless told. There is a great need for feedback, suggestions and guidance. The student/intern teacher must know where he/she stands with the cooperating teacher, or the student teacher may direct much of their teaching effort toward trying to please the cooperating teacher rather than toward quality teaching.
- Needs the warmth of human relationships and nourishment of ideas.
- Needs to initiate the changing of habits, attitudes, and behavior patterns that are ineffective.
- Develops into a unique teacher with strengths, sparkle, color, and unique personality.

The University Supervisor

The primary role of the university supervisor is to serve as a coach or mentor to the student teacher. He/she also has important roles with the cooperating/mentor teacher and the host school. Some things that the university supervisor may do to strengthen these relationships are given below.

Relationship with the Student Teacher

1. Visit when promised, be on time.
2. Communicate with the student teacher on how long you plan to observe. Encourage him/her to plan lessons so that the cooperating teacher may take over the class to allow for post observation conference.
3. Always hold a post observation conference.
4. Communicate openly. Encourage the student teacher to email or call with any concerns or questions.
5. Share teaching ideas and/or resources on each visit.
6. Give strong constructive feedback. The student teacher wants to get better.
7. Review the video recorded teaching episodes of the student teacher.

Relationship with the Cooperating/Mentor Teacher

1. The university supervisor has an important role in developing a strong relationship with the cooperating/mentor teacher. They also have a responsibility to train cooperating/mentor teachers as needed.
2. Communicate prior to each visit, asking for the cooperating/mentor teacher's input on what needs to be observed or how to help the student teacher improve.
3. Communicate at each visit and pick up any completed evaluations. Leave a copy of your evaluation from each visit.
4. Encourage them, as needed, to provide more written descriptive feedback to the student teacher as part of evaluations.

5. Share with them any improvement plan for the student teacher.
6. Review progress on any improvement plans that have been written.
7. Share teaching ideas/resources each visit with the teacher.
 - This practice will build rapport.
 - It will also help you to be seen as an educational leader.

Relationship with School Administration

1. The university supervisor is the representative of UVU to the public school.
2. Introduce yourself to the principal on the first visit.
3. As you leave after the final visit, express appreciation to the principal and give any recommendations for hiring the student teacher if you feel he/she is a strong candidate.

Relationship with School of Education

1. Notify John Burton immediately of any concerns with student teachers or their placements. This includes if a student teacher receives any 1's or several 2's on formative evaluations. This information will be forwarded to Dr. Hudgins, the department chair.
2. If a student teacher is struggling, please make John Burton aware of it. The Retention Committee may be called upon to assist. Professors who have expertise in specific areas may be called upon to assist in remediation.

SUPERVISOR VISITS - NOTE TO STUDENT TEACHERS

The university supervisor will visit at least 4 times. Each time he/she will observe you teach, complete a formative evaluation, and hold a post-observation conference with you. Some reminders concerning these visits:

- Please be responsive in scheduling observation times with your supervisor. Respond to their emails in scheduling observations.
- Email them a copy of the lesson plan you will be teaching from the day prior to their visit.
- Notify your cooperating teacher of their visits so that the cooperating teacher and university supervisor can meet and briefly discuss your progress. The cooperating teacher should have any completed evaluations ready to turn in to the university supervisor at that time.
- The university supervisor will observe for the full class period. You should then plan to meet with the supervisor for a post-observation conference. This may necessitate having your cooperating teacher teach the first part of the lesson during the next class period.

The Principal

The principal is encouraged to establish the same relationship with student teachers as with the rest of his faculty. The principal should expect the student teacher to understand the philosophy, organization, programs, and administrative expectations of the school. He should expect student teachers to conduct themselves properly in all aspects of teaching that apply to his regular professional faculty. If at any point the principal has concerns regarding the effectiveness or professionalism of the student teacher, please notify the university supervisor or John Burton immediately.

WHAT DO GREAT PRINCIPALS DO WITH STUDENT TEACHERS?

Principals are PR experts.

- Orient student teachers to the school, its goals, its climate.

- Build the name and image of your school with this person, everyone this person knows, and UVU.
- Recruit potential teachers – Student teachers who teach at your school are a known commodity when it comes hiring time. Your relationship with them may strengthen their desire to be at your school.

Principals are instructional leaders.

- Make sure student teachers are aware of and are involved in the professional development of staff that occurs while at your school. Let them know they are expected to work with teams on early out days, etc.
- Offer to give them a “mock” evaluation similar to what you would do for a first year teacher. This could be you or an assistant doing the evaluation.

Principals are leaders.

- Encourage strong teachers to work with student teachers. Someone took a chance on them and helped them as a cooperating teacher. Now it is their turn! Make John Burton aware of these willing and competent mentors.
- Train cooperating teachers on best practices for when they have a student teacher, i.e., when to turn it over, when to be there, how to give constructive feedback.
- Do a “mock” interview with all of the student teachers as a group when they conclude their experience with you. Let them see what a principal looks for when hiring.

Principals are stewards.

- You will not have positions at your school for all of the student teachers you assist and so you can’t hire all of them. Any help you can give in helping them in the job search is greatly appreciated.
- If you have observed their teaching offer to write a letter of recommendation for them.
- Call principals in your district where there may be openings if you’ve had a particularly strong student teacher... hopefully, they will return the favor at some later time.

The Field Coordinator

The Field Coordinator will:

- Coordinate student teaching, field experience, and intern placements.
- Serve as liaison with schools and districts in the UVU service area.
- Inform the Teacher Education Admission and Retention Committee of problematic situations regarding field experiences and student/intern teaching.
- Participate in seminars for students, cooperating teachers, principals, and university supervisors at the direction of the Department Chair.
- Assist with the supervision of field experience and student/intern teachers.
- Process letters of recommendation and evaluation forms from cooperating teachers and university supervisors for department files and student career placement files.
- Prepare honorarium payment reports each semester for cooperating teachers and university supervisors as appropriate.

Appendix: Student Teaching Guide Secondary Education Department

<i>Student Teaching Timelines</i>	A-1
<i>Student/Intern Teaching Evaluation form</i>	A-2
<i>Student/Intern Teaching Evaluation: Rubric</i>	A-3
<i>Honorarium (Contractual Services) form for Cooperating Teacher</i>	A-12
<i>Curriculum Vitae form for Cooperating Teacher</i>	A-13
<i>Lesson Planning Guide</i>	A-14
<i>Notice Regarding Sexual Harassment</i>	A-15
<i>Accessibility Services</i>	A-16
<i>Chapter Reflection Prompts and Examples</i>	A-19
<i>Senior Project: Instructions and Rubrics</i>	A-22
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<i>Student Teacher/Intern Required Documents checklist</i>	A-28

Student Teaching

Student Teaching

The UVU student teaching experience models the belief that relevancy is crucial in teaching and learning. Student teaching allows students to develop the knowledge, attitude and skills that enable them to assume full responsibility for classroom instruction. This experience prepares students to apply pedagogical theory in making instructional decisions, analyzing education needs of children in their class, using appropriate materials, and assessing student learning and performance. Students are placed in a public school classroom with an experienced cooperating teacher for the required 65 teacher contract days (approx. 13 weeks).

Suggested Timeline:

First Week:

1. Meet with the cooperating teacher on the first day, and confer regularly to plan.
2. Develop relationships with the students making sure you know their names.
3. Review classroom rules and procedures.
4. Begin assuming some teaching responsibilities (per your plan made with the cooperating teacher).

Second and Third Week:

1. Confer regularly with cooperating teacher to prepare for gradual assumption of full teaching responsibility. You should be responsible for one-third of the subjects being taught by the end of this time period.
2. Communicate with supervisor regarding observation (i.e., log, journal, and post conference following observation).
3. Attend university courses.
4. Plan to complete the Senior Project assignment.

Fourth through Seventh Weeks:

1. Continue to confer regularly with cooperating teacher, setting short and long range goals, planning units and topics to be taught during full time experience.
2. Student teacher should be responsible for two thirds of the instruction by the end of this time period.
3. Continue communication with supervisor (i.e., observations, logs, etc.). Videotape one instructional lesson during the fifth or sixth week. Review video with your supervisor.
4. Continue to attend university courses.

Eighth through Eleventh Weeks:

1. Student teacher should be responsible for the entire classroom setting.
2. Continue communication with supervisor (i.e., observation, post conference and journal/log).
3. Final observations should be done during the ninth week.
4. Continue to attend university courses.
5. Senior Project teaching should be complete.

Twelfth through Thirteenth Weeks:

1. The cooperating teacher and university supervisor complete their final summative evaluations during the twelfth and thirteenth weeks.
2. All formative and summative evaluations are to be completed and returned to the Field Coordinator.



STUDENT TEACHING OBSERVATION

Scoring for the student teaching evaluation form reflects the student teacher's degree of ability to accomplish the tasks outlined on the evaluation form.

TERMS:

Level 1: Skills Need Improvement

Score: 1

Student teacher performance needs improvement.

Student teacher makes errors, exhibits limited knowledge and/or performance, is not able to perform the task, uses inappropriate instructional strategies or makes inappropriate decisions. Consider the performance as being appropriate less than 69% of the time.

Level 2: Emerging Skills

Score: 2

Student teacher demonstrates emerging skills.

Student teacher partially meets the indicator and/or accomplishes the task(s) only part of the time. Consider the performance as being appropriate approximately 70-79% of the time.

Level 3: Basic Skills

Score: 3

Student teacher demonstrates basic skills.

Student teacher generally meets the indicator. He/she accomplishes the task most of the time. Consider the performance as being appropriate approximately 80-94% of the time.

Level 4: Proficient Skills

Score: 4

Student teacher demonstrates proficient skills.

Student teacher consistently meets the indicator. He/she accomplishes the task almost all of the time. Consider the performance as being appropriate approximately 95%-100% of the time.

EVALUATION Student Teaching Observation

KNOWLEDGE:					
		1	2	3	4
1	<p><i>Demonstrates accurate content knowledge</i></p> <p>INTASC 1, 6, 7</p>	<p>-makes content errors and/or</p> <p>-has limited ability to make connections to other areas of the discipline, and/or</p> <p>-has limited ability to correct student content errors.</p>	<p>-demonstrates a partial understanding of the disciplines he/she teach and/or</p> <p>-part of the time makes connections between content and other parts of the discipline s/he teaches and/or</p> <p>-content knowledge is partially accurate and/or out-dated, and/or</p> <p>-partial ability to answers student content questions accurately.</p>	<p>-generally shows sound, solid understanding of the central concepts, tools of inquiry and structures of the disciplines he/she teaches and/or</p> <p>-makes some connections between the content and other parts of the discipline and other disciplines, and/or</p> <p>-content knowledge is generally accurate and current, and/or</p> <p>-generally answers student content questions accurately.</p>	<p>-consistently shows sound, solid understanding of the disciplines he/she teaches, and/or</p> <p>-consistently makes connections between the content and other parts of the discipline and other disciplines, and/or</p> <p>-content knowledge is consistently accurate and current, and/or</p> <p>-consistently answers student content questions accurately.</p>
2	<p><i>Demonstrates accurate pedagogical knowledge</i></p> <p>INTASC 1, 7</p>	<p>-displays poor knowledge of instructional principles and techniques, and/or</p> <p>-chooses inappropriate strategies, and/or</p> <p>-teaching reflects poor pedagogical knowledge.</p>	<p>- shows partial knowledge of the principles and techniques of instruction, and/or</p> <p>-shows partial understanding of the advantages and limitations associated with various strategies.</p>	<p>-generally shows a sound, solid knowledge of the principles and techniques of instruction, and/or</p> <p>-generally shows knowledge of the advantages and limitations associated with various instructional strategies.</p>	<p>-consistently shows a sound, solid knowledge of the principles and techniques of instruction, and/or</p> <p>-consistently shows knowledge of the advantages and limitations, associated with various instructional strategies.</p>

INSTRUCTION:					
		1	2	3	4
3	<p><i>Selects appropriated learning objectives and outcomes that meet the needs of all learners</i></p> <p>INTASC 1, 2, 3, 7</p>	<p>-poor ability to write or use written lesson plans, and/or</p> <p>-poor ability to choose goals and objectives that are not relevant to curricular needs and or student learning styles, strengths and needs, and/or</p> <p>-poor ability to choose goals and objectives that engage students in appropriate subject matter.</p>	<p>-partial ability to write and use written lesson plans, and/or</p> <p>-partial ability to select outcomes and objectives that are valuable, appropriate for curriculum goals, relevant to learners, students' stage of development, learning style, strength, and needs, and/or</p> <p>-partial ability to choose goals and outcomes that engage students in subject matter.</p>	<p>-generally writes and uses written lesson plans, and/or</p> <p>-generally selects outcomes and objectives that are valuable, appropriate for curriculum goals, relevant to learners, students' stage of development, learning style, strength, and needs, and/or</p> <p>-generally chooses goals and outcomes that engage students in subject matter.</p>	<p>-consistently writes and uses written lesson plans, and/or</p> <p>-consistently selects outcomes and objectives that are valuable, appropriate for curriculum goals, relevant to learners, students' stage of development, learning style, strength, and needs, and/or</p> <p>-consistently chooses goals and outcomes that engage students in subject matter.</p>
4	<p><i>Aligns teaching methods, activities, assessments, and materials with lesson objectives</i></p> <p>INTASC 1, 7, 8</p>	<p>-poor ability to align teaching methods, activities, and assessments with lesson objective(s) and/or</p> <p>-there is a disconnect between objectives and instruction and assessment.</p>	<p>-partial ability to align teaching methods, activities, and assessments with lesson objective(s).</p> <p>-sometimes a mismatch between objectives and instruction and assessment.</p>	<p>-generally aligns teaching methods, activities, and assessments with lesson objective(s).</p>	<p>-consistently aligns teaching methods, activities, and assessments with lesson objective(s).</p>
5	<p><i>Engages students in the learning process through a variety of instructional strategies, materials, and technologies</i></p> <p>INTASC 1, 4</p>	<p>-uses a single instructional strategy and/or</p> <p>-demonstrates poor ability to use a variety of instructional strategies, and/or</p> <p>-uses whole group instruction exclusively</p> <p>-poor ability to choose instructional materials beyond pencil and paper, and/or</p> <p>-poor ability to use technology appropriately.</p>	<p>-partial ability to use a variety of instructional strategies and grouping techniques, and/or</p> <p>-partial ability to use a variety of instructional materials, and/or</p> <p>-partial ability to use technology or use it appropriately.</p>	<p>-generally uses a variety of instructional strategies and grouping techniques to achieve different purposes and meet student needs, and/or</p> <p>-generally uses a variety of instructional materials to achieve instructional purposes and meet student needs, and/or</p> <p>-generally uses technology appropriately.</p>	<p>-consistently uses a wide variety of instructional strategies and grouping techniques to achieve different purposes and meet student needs, and/or</p> <p>-consistently uses a variety of instructional materials to achieve instructional purposes and meet student needs, and/or</p> <p>-consistently uses technology appropriately.</p>

6	<p><i>Provides clear, accurate instruction</i></p> <p>INTASC 1, 6, 7</p>	<p>-poor ability to provide clear or accurate instruction, and/or</p> <p>-poor ability to create a logical sequence for instruction</p>	<p>--partial ability to use clear, accurate instruction, and/or</p> <p>-partial ability to have a logical sequence to instruction</p>	<p>-generally provides clear, accurate instruction, and/or</p> <p>-generally provides a logical sequence to instructional presentation</p>	<p>-consistently provides clear, accurate instruction, and/or</p> <p>-consistently provides a logical sequence to instructional presentation</p>
7	<p><i>Uses on-going analysis of student learning to make instructional decisions</i></p> <p>INTASC 2, 3, 8</p>	<p>-poor ability to evaluate how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g., developmental stages, prior knowledge, learning styles, and interests) and/or</p> <p>-poor ability to vary his or her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students and/or</p> <p>-poor ability to monitor and adjust strategies in response to learner feedback.</p>	<p>-partial ability to evaluate how to achieve learning goals, choose alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g., developmental stages, prior knowledge, learning styles, and interests) and/or</p> <p>-partial ability to vary his or her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students and/or</p> <p>-partial ability to monitor and adjust strategies in response to learner feedback.</p>	<p>-generally evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g., developmental stages, prior knowledge, learning styles, and interests) and/or</p> <p>-generally varies his or her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students and/or</p> <p>-generally monitors and adjusts strategies in response to learner feedback.</p>	<p>-consistently evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g., developmental stages, prior knowledge, learning styles, and interests) and/or</p> <p>-consistently varies his or her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students and/or</p> <p>-consistently monitors and adjusts strategies in response to learner feedback.</p>
8	<p><i>Articulates clear academic expectations</i></p> <p>INTASC 1, 6</p>	<p>- students' ability to understand what they are supposed to learn is poor.</p>	<p>-students partially understand what they are supposed to learn.</p>	<p>-students generally understand what they are supposed to learn.</p>	<p>-students consistently understand what they are supposed to learn.</p>
9	<p><i>Communicates effectively (verbally and nonverbally)</i></p>	<p>-poor ability to use correct English conventions, and/or uses slang or offensive language (oral and written), and/or</p> <p>-poor ability to communicate</p>	<p>-partial ability to use correct English conventions, and/or uses slang or offensive language (oral and written) part of the time, and/or</p>	<p>-generally uses correct English conventions, refrains from using slang or offensive language (oral and written), and/or</p> <p>-generally communicates</p>	<p>-consistently uses correct English conventions, refrains from using slang or offensive language (oral and written), and/or</p>

	INTASC 6	effectively with students, parents and colleagues (oral and written), and/or - poor ability to understand and use appropriate media communication techniques, and/or - speech is unclear and/or difficult to hear.	- partial ability to communicate effectively with students, parents and colleagues (oral and written), and/or - partial ability to understand and use appropriate media communication techniques, and/or - speech is unclear and/or difficult to hear some of the time.	effectively with students, parents and colleagues (oral and written), and/or - generally understands and uses appropriate media communication techniques, and/or - generally speaks clearly and audibly.	- consistently communicates effectively with students, parents and colleagues (oral and written), and/or - consistently understands and uses appropriate media communication techniques, and/or - consistently speaks clearly and audibly.
10	<i>Uses effective questioning skills to stimulate discussion for particular purposes.</i> INTASC 6, 8	- questioning is very limited, poor quality, mainly factual, minimal wait-time and/or - response is often by the teacher with very limited student input.	- partial ability to question; questions are poor quality limited wait-time, and/or - partial ability to ask questions that stimulate discussion or questions are mainly factual, and/or - response is limited to a few students.	- generally questions are of uniformly high quality, with adequate wait-time for students to respond, and/or - generally asks questions and stimulates discussion in different ways for particular purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question and/or - generally involves the whole class in discussions.	- consistently questions are of uniformly high quality, with adequate wait-time for students to respond, and/or - consistently asks questions and stimulates discussion in different ways for particular purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question, and/or - consistently involves the whole class in discussions.
11	<i>Designs instruction to meet students' diverse learning needs</i>	- poor ability to plan for learning opportunities that recognize and address variation in experience, learning styles and performance modes, and/or -lessons and activities seldom	- partial ability to plan for learning opportunities that recognize and address variation in experience, learning styles and performance modes, and/or - partial ability to create lessons	- generally plans for learning opportunities that recognize and address variation in experience, learning styles and performance modes, and/or - generally , lessons and	- consistently plans for learning opportunities that recognize and address variation in experience, learning styles and performance modes, and/or - consistently , lessons and

	INTASC 3	operate at multiple levels to meet the developmental and individual needs of diverse learners, and/or - poor respect given to individual differences.	and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners, and/or - partial ability to respect individual differences.	activities operate at multiple levels to meet the developmental and individual needs of diverse learners, and/or - generally , individual differences are respected.	activities operate at multiple levels to meet the developmental and individual needs of diverse learners, and/or - consistently , individual differences are respected.
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ASSESSMENT:					
		1	2	3	4
12	<i>Selects appropriate assessment instruments</i> INTASC 8	- poor ability to select, construct, and use assessment instruments, and/or - poor ability to use appropriate formal and informal assessment techniques.	- partial ability to select, construct, and use assessment instruments, and/or - partial ability to use a variety of formal and informal assessment techniques.	- generally knows how to select, construct, and use assessment instruments, and/or - generally uses a variety of formal and informal assessment techniques (e.g., observation, portfolios, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, standardized tests, etc.).	- consistently knows how to select, construct, and use assessment instruments, and/or - consistently and appropriately uses a variety of formal and informal assessment techniques (e.g., observation, portfolios, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, standardized tests, etc.).
13	<i>Utilizes formal and informal assessment strategies to determine if desired learning outcomes are attained</i> INTASC 8	- poor ability to integrate assessment and planning, and/or - poor ability to use assessment data to inform instruction and make decisions about objective, materials, and effectiveness of teaching strategies, and/or - poor ability to use assessment data to evaluate student learning.	- partial ability to integrate assessment and planning, and/or - partial ability to use assessment data to inform instruction and make decisions about objective, materials, and effectiveness of teaching strategies, and/or - partial ability to use assessment data to evaluate student learning.	- generally integrates assessment and planning, and/or - generally uses assessment data to inform instruction and make decisions about objective, materials, and effectiveness of teaching strategies, and/or - generally uses assessment data to evaluate student learning.	- consistently integrates assessment and planning, and/or - consistently uses assessment data to inform instruction and make decisions about objective, materials, and effectiveness of teaching strategies, and/or - consistently uses assessment data to evaluate student learning.

MANAGEMENT AND LEARNING ENVIRONMENT:					
		1	2	3	4
14	<i>Communicates behavioral expectations to students</i> INTASC 5, 6	-demonstrate poor ability to convey behavior expectations. -students demonstrate poor ability to understand behavior expectations.	- partial ability to convey behavior expectations at appropriate times, and/or -students partially understand behavior expectations.	- generally conveys behavior expectations at appropriate times, and/or -students generally understand behavior expectations.	- consistently conveys behavior expectations at appropriate times, and/or -students consistently understand behavior expectations.
15	<i>Employs effective management strategies and maintains consistent standards for classroom behavior</i> INTASC 5	-management strategies are inappropriate and/or has poor ability to react to student behavior or social interaction, and/or - poor ability to support classroom behavior standards - poor ability to respond to inappropriate behaviors.	- partial ability to employ a variety of management strategies to foster active involvement and positive social interaction, and/or - partial ability to support classroom behavior standards.	- generally employs a variety of management strategies to foster active involvement and positive social interaction, and/or - generally supports classroom behavior standards.	- consistently employs a variety of management strategies to foster active involvement and positive social interaction, and/or - consistently supports classroom behavior standards.
16	<i>Creates a physically and emotionally safe learning environment</i> INTASC 5	-allows an unsafe emotional and/or physical environment, and/or - poor ability to promote respect, responsibility.	- partial ability to promote positive relationships, cooperation, conflict resolution, and/or - partial ability to promote respect, responsibility.	- generally promotes positive relationships, cooperation, conflict resolution, and/or - generally promotes respect, responsibility.	- consistently promotes positive relationships, cooperation, conflict resolution, and/or - consistently promotes respect, responsibility.
17	<i>Organizes, allocates, and manages all classroom resources to maximize time spent on learning</i> INTASC 5	- poor ability to use time wisely for appropriate learning purposes and productive tasks, and/or -students are seldom involved in active learning and/or -pacing is slow , students are often off task , and/or - poor ability to respond to inappropriate behaviors.	- partial ability to use time wisely for appropriate learning purposes and productive tasks, and/or - partial ability to involve students actively in learning or -pacing is slow and students are sometimes off task.	- generally uses time wisely for appropriate learning purposes and productive tasks, and/or -students are generally , actively involved in learning and/or -pacing is generally appropriate.	- consistently uses time wisely for appropriate learning purposes and productive tasks, and/or -students are consistently , actively involved in learning and/or -pacing is consistently appropriate.

PROFESSIONALISM:					
		1	2	3	4
18	<i>Reflects on own practice and makes thoughtful changes</i> INTASC 9	- poor ability to reflect on own practice, and/or - poor ability to accept responsibility for actions.	- partial ability to use classroom observation about students to evaluate, refine, and revise own practice, and/or - partial ability to seek and utilize solutions.	- generally uses classroom observation about students to evaluate, refine, and revise own practice, and/or - generally seeks and utilizes solutions.	- consistently uses classroom observation about students to evaluate, refine, and revise own practice, and/or - willingly seeks and utilizes solutions.
19	<i>Shows respect to students, colleagues, families</i> INTASC 10	- disrespectful to students, parents, colleagues, and/or - allows disrespect among students, and/or - ignores students; is not sensitive or responsive, and/or - discusses students in inappropriate ways or with inappropriate persons.	- partial ability to establish respectful relationships with students, parents, colleagues, and/or - partial ability to foster respect among students and teachers, and/or - partial ability to talk to and listen to students, show sensitivity and responsiveness, and/or - partial ability to be an advocate for students.	- generally establishes respectful relationships with students, parents, colleagues, and/or - generally fosters respect among students and teachers, and/or - generally talks to and listens to students; is sensitive and responsive, and/or - generally an advocate for students.	- consistently establishes respectful relationships with students, parents, colleagues, and/or - consistently fosters respect among students and teachers, and/or - consistently talks to and listens to students; is sensitive and responsive, and/or - consistently an advocate for students.
20	<i>Establishes collaborative relationships and builds rapport with colleagues</i> INTASC 10	- poor ability to participate with other professionals and peers to support education, and/or - demeans others, and/or - poor ability to identify resources to support student learning and success.	- partial ability to participate with colleagues and peers to further the cause of education, and/or - partial ability to identify school and community resources to support student learning and success, and/or - partial ability to value and respect the contribution of all colleagues.	-- generally participates with colleagues and peers to further the cause of education, and/or -- generally identifies school and community resources to support student learning and success, and/or -- generally values and respects the contribution of all colleagues.	- consistently participates with colleagues and peers to further the cause of education, and/or - consistently identifies school and community resources to support student learning and success, and/or - consistently values and respects the contribution of all colleagues.

21	<i>Uses feedback from multiple sources to refine practice and to promote professional growth</i> <i>INTASC 9</i>	-becomes defensive when given feedback, and/or - blames outside influences for problems with practice or student learning.	- partial ability to use feedback from peers or other practicing professionals to evaluate, refine and revise own practice.	- generally uses feedback from peers or other practicing professionals to evaluate, refine and revise own practice.	- consistently uses feedback from peers or other practicing professionals to evaluate, refine and revise own practice.
22	<i>Maintains professional stance regarding attendance, punctuality, demeanor, honesty, accountability, and professional ethics*</i> <i>INTASC10</i>	-misses work, tardy -seldom dresses professionally -spends class time planning - any problems with honesty and/or professional practices and conduct, contact UVSC School of Education immediately.	- part of the time is present, punctual, -prepared some of the time -professionally dressed part of the time, - any problems with honesty and/or professional practices and conduct, contact UVSC School of Education immediately.	- generally present, punctual, - generally prepared, - generally professionally dressed, - generally honest, accountable; adheres to professional practices and conduct for Utah educators.	- consistently present, punctual, - consistently prepared, - consistently professionally dressed, - consistently honest, accountable; adheres to professional practices and conduct for Utah educators.

*Note: If a student teacher scores in the one (1) range, contact the UVU supervisor and the UVU field coordinator as soon as possible.



SCHOOL OF EDUCATION

Curriculum Vitae Cooperating Teacher

Personal Data

Name: _____ Daytime Phone: _____

Mailing Address: _____

Number of years teaching after earning certification: _____

Current Teaching Position

School District: _____ Years of Employment: _____

Present School: _____ Grade/Subject(s): _____

Professional Employment History

Dates	Description

Education

Date Awarded	Degree	Institution

Field of Specialization (i.e., majors, minors, endorsements, etc.)

I hereby certify that the information listed above is accurate and current.

_____ Date

_____ Signature



SCHOOL OF EDUCATION

School of Education Lesson Planning Guide

Name: _____ Date _____ Time _____

Grade Level: _____ Subject: _____ Cooperating Teacher _____

I. Utah State Core Curriculum Standard(s)

II. Lesson Objective(s) / Goal(s)

III. Preparation (teacher materials, student materials, etc.)

IV. Technology Use:

V. Instructional Procedures:

VI. Accommodation(s) for Diverse Learner(s)

VII. Evaluation/Assessment of Student Progress

Regarding Sexual Harassment:

A student assumes the responsibility to conduct himself/herself 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 university Ombudsman for consultation in matters of personal and school issues and concerns.

Student Ombudsman

Ashley Robertson

arobertson@uvu.edu

(801) 863-8665

Office located in SC 107.

References:

- Student Rights and Responsibilities, Sanctions, and Grievances, UVU Policy # E-6.2
- Sexual Harassment and Consensual Relationships and Grievance, Policy # C-3.10
- Under the “Student” tab on the UVSC website, click on “Student Policies” or go to: <http://www.uvu.edu/policies/officialpolicy/index.cfm>

See Also:

Alpine School District: Policy # 4097 (ref. Procedure # 4097, ref. Rules and Regulations # 4097)
“Alpine School 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.”

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

Provo School District: Licensed Policy and Procedure Handbook, Section 11-4: Sexual Harassment, p. 57

Accessibility Services

1. **General Policy Statement**

In accordance with *The Americans with Disabilities Act*, and *Section 504 of the Vocational Rehabilitation Act of 1973*, Utah Valley University will implement procedures both in spirit and letter of the law to ensure equal access to educational opportunities for individuals with disabilities.

2. **Confidentiality**

Disability and disability-related information will be kept in confidential files according to the confidentiality FERPA provisions of GRAMA and the ADA. Information may be shared on a need-to-know basis

3. **Establishment of Eligibility**

- a. It is the student's responsibility to inform Accessibility Services Department (ASD) of the need for academic adjustments, accommodations, or auxiliary aids. ASD will represent the University in determining the nature and extent of authorized adjustments, accommodation, or aids.
- b. It is the responsibility of the student to provide adequate documentation of medical, psychological, learning, or other disabilities. This should be done in a timely manner. ASD will provide a form outlining what documentation is needed.
- c. Students should provide ASD with a signed and dated *Release of Information* authorization so that ASD can contact physicians or others regarding their information as it relates to the student's requests and needs. Failure to provide a release of information may affect service provision.
- d. If the documentation is outdated or does not provide the information needed to document a disability, the student may be required to provide updated documentation.
- e. Individual learning styles, academic problems, or test difficulty or anxiety do not in themselves, constitute a disability and as such do not require academic adjustments or accommodations.

4. Student Responsibilities

- a. It is the individual student's responsibility to request academic adjustments, accommodations, or auxiliary aids from ASD. Student requests should be made at least two weeks prior to the needed academic adjustments, accommodations, or auxiliary aids; for text on tape, interpreters or more extensive accommodations, at least six weeks.
- b. It is the responsibility of the student requesting academic adjustments, accommodations, or auxiliary aids to provide ASD with appropriate documentation of the medical and/or psychological diagnosis (ICD 10 or DSM-IV-TR) and any additional diagnosis which verifies capabilities and functional limitations and supports his/her request for a specific accommodation.
- c. Students should sign a *Release of Information* form to be kept in their confidential file.
- d. Students are required to meet with an ASD counselor each semester for a case review to determine academic adjustments, accommodations, or auxiliary aids for that semester. Accommodations or academic adjustments, authorized for eligible students, will be based on documentation of functional limitations and capabilities, and the learning or educational requirements of the university.
- e. Upon student request, ASD will provide each student with an *Accommodation Letter(s)*, which authorizes academic adjustments, accommodations, or auxiliary aids for that semester. These letters are updated each semester. Letters from previous semesters are not valid.
- f. Students are responsible for the delivery of the *Accommodations Letter(s)* to designated faculty member(s).
- g. All students, including students with disabilities, must meet the conduct and performance standards required of all students at Utah Valley University.
- h. If the students feel they have experienced discrimination, they may avail themselves of UVU's grievance procedure for students by contacting Accessibility Services, LC 312 (863-8747).

5. Authorized Accommodations

- a. If based upon a review and assessment of a student's documentation the student is determined to be eligible under *The Americans with Disabilities Act*, appropriate academic adjustments, accommodations, or auxiliary aids for an educational setting will be authorized by ASD.
- b. Accommodation needs may change over time and a prior history of accommodation itself, does not warrant the continued provision of a similar accommodation.
- c. Accommodations or academic adjustments for eligible students, authorized by Federal law and regulation, will be based on documentation of functional limitations and capabilities, and the learning, educational, or other requirements of the University.
- d. The determination for authorizing accommodations rests with ASD.
- e. ASD may refuse consistent with Federal and State law and regulation to provide requested accommodations, academic adjustments, or auxiliary aids if it constitutes an undue burden on the University.
- f. ASD may at its discretion and based upon the facts of a particular situation authorize temporary accommodations, auxiliary aids, or services pending receipt of documentation.
- g. Not all requested accommodations will be granted.

Source: UVU Accessibility Services Department, Resource Guide, 2001.
USU Accessibility Services Department, Room LC 312, office: 801/863-8747
or fax: 801/863-8377.

Chapter Reflection Prompts

Respond to each chapter in the portfolio with a cover sheet by answering to the questions: “What”, “So What”, and “Now What”.

What is the evidence?

- “**It is. . .**”; (Be clear and concise)
- Set the scene for the reader. The description should be logical and detailed enough to allow reader to have a clear sense of what you are trying to convey.

So What– How you meet unit standards/ plans for professional growth

- “**It’s here because. . .**” (Be clear, concise and convincing)
- Show how the evidence demonstrates your competence, how you meet the standard(s).

Now What – What are the plans for professional growth and teaching improvement and how did you come to this conclusion

- Discuss your understanding of yourself as a teacher.
- Identify successes and challenges (things that didn’t go so well)
- Identify decisions for teaching improvement and professional growth
 - **Possible thinking:** *How does what I have done as a teacher candidate, demonstrate my ability to teach, help students learn, and meet teaching standards?*
 - How has your teaching positively impacted student learning?
 - What did you learn about yourself as a teacher? Decisions about change – would you do something differently, the same, or no change.
 - What are the possibilities for growth?
 - How did you arrive at the conclusion? Why did it take place? This is the thinking that allows you to make decisions about how you positively affect student learning. You could decide to do something the same way, differently, or not at all.
 - Show the reader how you use what you have learned from the teaching-learning experience to inform and improve your practice.
 - Indicate what you know about yourself as a teacher and not describe teaching in general.

Chapter Reflection Examples

Chapter Reflection-Learning Environment

This section includes a behavioral case study, a case study on the multi-cultural environment of a school, the contextual factors of a classroom, and a service learning project. Each of these assignments required time spent in a classroom/school analyzing or modifying its environment. Each paper focuses on a different area in the classroom environment: one on the set-up of the classroom, one on a particular program within the classroom, one on the cultures of the class, and finally one on the behavior.

These assignments each helped me to gain a greater understanding of creating a positive and engaging classroom environment. The multi-cultural presentation demonstrates my knowledge in the classroom community and the diverse backgrounds that make up that community. This understanding is necessary in helping each student feel accepted, needed and celebrated in the classroom. The community investigations are evidence of an understanding of the classroom set-up and all the work that goes into it. This understanding has prepared me to set-up my classroom in a sensible and effective way that will contribute to the learning of my students. Lastly, the management case study conveys my experience in modifying the behavior of a student. Each student in a classroom is important. Without managing their behavior, it can prevent their learning and the learning of those around them. Through this case study, I have determined some effective strategies in modifying the behavior of my students in order to help them succeed.

As a future educator, the environment I create in my classroom is crucial to the learning of each student. A student must feel safe, represented, and wanted in their classroom. I will now go into my classroom with a greater grasp on how to create that environment for each student. My goal is to give my students an environment that stimulates their growth as individuals.

Chapter Reflection-Assessment

This section includes a spelling inventory, literacy case study, and an analysis of student learning in literacy, as well as one in math. The spelling inventory is a representation of my ability to properly test and place students into appropriately leveled groups for further instruction in spelling. The literacy case study is a reflection on a running record that I took and then analyzed with various assessment tools. The analyses contain a summary of learning goals, a graphic representation of student learning/achievement, and a reflection on the outcomes.

These assignments each demonstrate my ability to properly assess students in various subjects. They also display my ability to reflect upon assessment and make instructional decisions or goals based on the outcomes of those assessments. My skills in assessing and grouping students for further instruction are demonstrated in the spelling inventory. An example of my proficiency in record keeping and analyzing can be seen in the analyses.

After performing these various assessments, I feel more prepared to properly assess and scaffold my own future classroom. With the employment of various assessment tools and rubrics, I will be able to determine the skills and abilities of individual students and then determine their unique learning needs. After completing these assignments, I am now better able to understand and fulfill each of those needs.

Chapter Reflection-Instruction

This section contains instructional plans for math and literacy, an instructional PowerPoint presentation, various lessons in the Specially Designed Academic Instruction in English (SDAIE) format, a Backwards Designed unit, and Creative Arts integrated lessons. The plans in math and literacy contain entire units with learning goals, objectives, and assessments for a second grade classroom. The PowerPoint is a presentation designed for the purpose of supplementing a unit on the discovery of America. The lessons in SDAIE format are lessons designed for my field experiences, but redesigned to meet the language goals and objectives of English Language Learners. The Backwards Design unit is a social studies unit for a fifth grade classroom on the discovery and colonization of America. This unit was designed by first deciding on the learning objectives and goals, and then the assessments were created, followed by the planning of individual lessons. The Creative Arts Field Assignment is an example of social studies lessons that integrate creative arts.

These instructional units and lesson plans convey my ability to design an instructional unit in various subjects. They further demonstrate my ability to adapt those instructional plans to meet the needs of all learners, such as English Language Learners and learners with visual learning styles. The Backwards Design Unit demonstrates my understanding of the importance of starting instruction with a goal in mind before the methods of assessment and instruction are decided. The PowerPoint and Creative Arts lessons demonstrate my ability to supplement and integrate my instruction with such things as art and technology as a means of engaging all learners.

By preparing these instructional units and plans, I am better able to design instructional plans for my future classroom. I will begin by determining the needs of the learners, considering the Core Curriculum, and then create learning goals and objectives. I will then determine the proper means of assessment for that unit. This will be followed by the planning of individual lessons that are scaffolded to meet each learners needs and are supplemented with art, technology, and movement that will help to engage each student in the learning experience.

Chapter Reflection-Professionalism

This folder contains copies of the signature sheets for professional competencies. Each line has been signed once I have proved competence in the given area by completing the requirements and then typing up a reflection on them. These competencies include such areas as ethics, laws, organization, finances, volunteering, professional development, etc. Each signature notes that I have proved my competence and professionalism in that area. This section also contains a beginning of the year letter to parents.

These signatures convey my professionalism in the teaching profession. They are proof that I am familiar with the many areas that are part of professional teaching. In order to obtain these signatures I have researched, attended conferences, and reflected on my own teaching practices and thus gained a greater understanding of each individual topic. I have become familiar with the laws and rights of a teacher, their responsibility for the safety of their students, and the rights of the students' families. I have evaluated journals, finances, pay scales, and resources. I have researched and reflected on teaching ethics, current issues, and my own teaching philosophy. I have attended conferences and meetings with districts, parents, faculties, and professional development groups. Each of these accomplishments has contributed to my competence as an educator. The letter to parents represents my ability to communicate with parents and include them as a part of their child's learning process.

With my own classroom, I will send out a similar letter informing parents about my classroom and opening up communication with them. This will help the parents to see me as a professional and as someone who is there to help their child. In my professional career I will be more prepared because of the competence that I have gained from these requirements. However, I will continue to further my competence by

focusing on my professional development. I will continue to take courses on new teaching strategies, preparing students for year end tests required by the government, or various other topics. I will continue to read about and research other professional teaching areas to progress in my teaching career. Doing this will allow me to grow and better myself as a professional educator.

Chapter Reflection-Reflection

This section contains a metaphor on instruction compared to a doctor's office. The metaphor explains how a differentiated classroom is like a general practitioner's office that has to meet the various needs of their patients. This section also contains my cultural self-concept. This is a reflection of my own beliefs about my self and my culture.

These assignments demonstrate a thorough understanding of myself and of instruction. The ability to look at one's self and one's teaching is essential in understanding one's abilities in the classroom. A teacher must be familiar with their own personality and with each part of instruction in order to design lessons that fit the personality and needs of their classroom. Also, through analyzing my own cultural self-concepts, I can better understand each of my students and create an environment in which they can feel an important and accepted part.

Not only do these reflections demonstrate my future ability to understand my own personality and the needs of my classroom and my students, but they also display my ability to reflect on my own teaching practices in the future. In my own classroom, I will need to reflect daily on such things as: how well a situation was handled, how a lesson went, or whether or not a certain method of instruction was most fitting of the objective being assessed. Good teaching practice involves the ability to look at what went well, what could have gone better, and then creating goals to correct the situation in the future. This is a practice I will employ in my future teaching.

Senior Project

During your student teaching assignment you will complete a senior project. The purpose of this project is to help you continue to understand the teaching/learning process and to demonstrate your skills and abilities as a teacher.

Your project will involve teaching a unit, which will include planning, teaching, assessing, evaluating learning and teaching, and reflecting on the teaching/learning process.

Completion of the Senior Project is a requirement for graduation and licensure through the School of Education at Utah Valley University.

Directions and scoring guides are included. Suggested page lengths are also included with each section.

General Format for all responses:

Start a new page for each section

Please use bold headings for each section in your responses

12-point font

Font: Similar to Times New Roman or Garamond

Single Space -- Double space between paragraphs

Include graphics and or charts where requested

1. Contextual Factors

Discuss relevant issues regarding the student population of your class and how these may affect the teaching-learning process. *In your paper discuss:*

- **Community/district, school, and classroom factors and how this information will help me plan my instruction.**
 - Geographic location, description of the community and school population.
 - Socio-economic profile (main type of employment, number of students on free or reduced price lunch); race/ethnicity, other cultural considerations of the community.
 - Classroom and school factors such as room/building arrangement, availability of learning resources, technology, classroom/school rules, grouping patterns, scheduling, etc.
- **Student characteristics**
 - Age, gender, race/ethnicity, special needs, culture, language, achievement levels
- **Prior learning** that may influence the development of your learning goals, instruction and assessment; knowledge students already have about the subject.
- **Implications for instruction: (How does this information help me plan my lesson? What information has implications for meeting student needs?)**
 - Discuss the students' prior learning and one other contextual factor listed above and how these influence your teaching and instructional planning.
 - Be specific

Requirement: Written response

Suggested length: 2+ pages

CONTEXTUAL FACTORS:	
Indicator	Expectation
Community and school classroom, student characteristics	With few exceptions, comprehensive understanding of: -community, classroom, and student characteristics; -student skills and prior learning that may affect learning
Implications for instruction	Provides specific implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.

2. *Instructional Planning: Goals, Objectives, Instruction, and Assessment*

- Choose *learning goals and objectives* that are appropriate for grade level, student readiness, and CORE requirements. The goals and objectives should also be influenced by the student and classroom characteristics from the contextual factors section of your unit.
- Design your *instructional plan* (a unit with a minimum of 5 lesson plans) to be taught in your student/intern teaching classroom. Use multiple instructional methods and strategies.
- Design *assessment plans* to monitor student progress toward learning goal(s). Use multiple assessment methods and approaches to assess student learning. Assessments should be conducted at appropriate times during instruction and at appropriate intervals. These assessments should authentically measure student learning and may include performance-based tasks, paper-and-pencil tasks, personal communication, etc.

Section 1: Plans

- Unit Instruction Plan/Overview:
 - Create an outline or chart to summarize your goals, objectives, instructional plan and assessments.
- Lesson and Assessment Plans:
 - Use the UVU School of Education Lesson plan form.
 - Make sure that all instruction, activities and assessments and materials support your goals and objectives for the lesson and the unit.
 - Include all lesson plans in your submission. Also include any worksheets, handouts, etc. you plan to use in your lessons.
 - Based on your goals and objectives, plan your assessment for the unit. You need three types of assessment in your plan: pre-assessment, formative, and summative (before, during, and after).
 - Include scoring guides or rubrics for each assessment tool, along with copies of assessments (tests, questions, etc.), prompts and or directions to complete tasks for assessment, and criteria for judging student success (scoring guides/ rubrics, rating scales, checklists, answer key, etc.)

Section 2: Written Discussion

- **Discuss**
 - Why your learning goals are appropriate in terms of prerequisite knowledge, skills and other student needs.
- **Discuss**
 - How you will evaluate your learning goals and how you will determine ongoing student progress throughout your instructional unit.
 - How you will determine if students meet criteria for mastery (standards of performance).

Requirement: Unit Instruction Plan/Overview; lesson and assessment plans, assessment instruments, scoring rubrics/keys, written discussion.

Suggested Length: Unit plan (1+ page); lesson plans (will vary); assessments and rubrics (will vary); written discussion (1+ page)

INSTRUCTIONAL PLANNING:	
Indicator	Expectation
Goals/Objectives	All goals and objectives are: -appropriate for needs of all students; -clearly stated as learning outcomes -aligned with state/local standards
Instructional Design: Accuracy	-with few exceptions, all content appears to be accurate
Instructional Design: Alignment	-all learning goals are covered in the design.
Instructional Design: Sequence, Structure	-with few exceptions, all instruction: -follows a logical sequence -is based on accepted pedagogical practice, -appears to be useful in moving students toward achieving the learning goals.
Instructional Design: Suitability	-with few exceptions, clearly suitable to students varied learning needs
Instructional Design: Variety	-significant variety with a clear contribution to learning.

3. *Instructional Decision-Making/Analysis of Student Learning*

Section 1, Instructional Decision-Making: Provide examples of instructional decision-making based on students' learning or response to instruction.

- **For two instructional situations from your unit, respond to the following (approximately ½ page single-spaced for each):**
 - Choose a time when the students' learning or response to instruction caused you to modify your original instructional plan.
 - Describe the student learning or response that caused you to rethink your plans. Cite **specific** evidence to support your answers. This *may* come from assessments (please don't use pre-assessment for this response), or from student responses during your instruction.
 - Describe what you did and explain why you thought this would improve student learning and progress toward reaching your learning goals and objectives.
 - Describe how your instructional decision worked (or didn't), and what you would do in a similar situation in the future.

Section 2, Analysis of Student Learning: Analyze all of your assessment data, Pre-, Formative, and Post-, to determine students' progress toward the unit learning goals. Describe the effect on student learning that transpired during instruction for the *whole class*, a *subgroup*, and an *individual*.

- **Whole class (Describe the instruction given to the whole class)**
 - Create a table or chart of the data* for your whole class (use pseudonyms, initials or numbers for the students – not full names) on the assessment measures from your unit (*Note: This can be done easily in Microsoft Excel).
 - **AND/OR** provide a summary of qualitative data (i.e., anecdotal records, etc.) for your whole class on any assessment measures that did not result in quantifiable scores.
 - Summarize what the data showed concerning the progress your whole class made toward your learning goals and objectives. Use three sub-paragraphs, describing Pre-Assessment performance, Formative Assessment performance, and Post-Assessment performance for the whole class.
 - Create a graph* of the Pre- and Post-assessment data for the entire class. You may also include Formative data in the graph *if you wish* (*Note: This can be done easily in Microsoft Excel).
 - Include scans of student work – artifacts of at least the Pre- and Post-Assessments (though you may include other artifacts as well) for a representative sample of your class (2-3 lower functioning, 2-3 average functioning, 2-3 higher functioning – **black out the names!**) These scans may be included in a file labeled "Student Work" or "Student Artifacts," OR you may insert them into the text.

- **Sub-group (Describe the learning of the *sub-group* receiving the instruction)**
 - Select a group characteristic (language, socio-economic status, special needs, etc.) to analyze.
 - Provide a rationale for why you chose this characteristic to form subgroups. Suggestion – you wanted to look at performance based on English as a first language vs. English as a second language, etc.)
 - Indicate on the above table or chart of the data which students in the class are part of your selected sub-group (e.g., lower socio-economic groups vs. higher socio-economic groups etc.).
 - **AND/OR** provide a summary of qualitative data (i.e., anecdotal records, etc.) for the selected sub-group on any assessment measures that did not result in quantifiable scores.
 - Summarize what the data showed concerning the progress the selected sub-group made toward the learning goals. In other words, compare results describing Pre-Assessment performance, Formative Assessment performance, and Post-Assessment performance for the selected sub-group - using three sub-paragraphs.
- **Individual (Describe the learning of the *student* receiving the instruction)**
 - Select one student. Use a pseudonym, first initial, or number for this student.
 - Explain why it is important to understand the learning of this individual.
 - Use data from all assessment measures to draw conclusions about the progress of this student on the learning goals. Describe Pre-Assessment performance, Formative Assessment performance, and Post-Assessment performance for the selected student – using three sub-paragraphs.
 - (No graphic representation is necessary for this section.)

Required: Written discussion, assessment results, charts and graphs, scans or pictures of student work/artifacts (black out student names).

Suggested length: Discussion, charts and graphs (2-3 pages); student artifacts (will vary)

INSTRUCTIONAL DECISION MAKING & ANALYSIS OF STUDENT LEARNING	
Indicator	Expectation
Instructional Decision Making	<ul style="list-style-type: none"> -with few exceptions, all -modifications of the instructional plans are made to address individual student needs; -modifications in instruction are congruent with learning goals; -modifications are informed by the analysis of student learning/performance, best practice, or contextual factors; -includes explanation of why the modifications would improve student progress.
Analysis of Student Learning/ Data Interpretation	<ul style="list-style-type: none"> -with few exceptions, all -interpretations are meaningful, and appropriate -conclusions are drawn from the data.
Analysis of Student Learning/ Evidence of impact on student learning	<ul style="list-style-type: none"> -analysis of student learning includes complete evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal.

4. Reflection and Self-Evaluation

Reflect on your performance as a teacher and link your performance to student learning results. Evaluate your performance and identify future actions for improved practice and professional growth.

- **Success:**
 - Select one learning goal/lesson where your students were most successful.
 - Provide possible reasons for this success. Consider your goals, instruction, and assessment along with other relevant classroom characteristics.
- **Improvement:**
 - Select one learning goal/lesson where your students were least successful.
 - Provide possible reasons for this lack of success. Consider your goals, instruction, and assessment along with other relevant classroom characteristics.
 - Discuss what you could do differently in the future to improve your students' performance.
- **Possibilities for professional development:**
 - Describe at least two professional learning goals that emerged from your insights and experiences with this unit.

- For example, redesigning instructional goals, objectives, instruction and/or assessment; classroom management; instructional planning, etc.
- Identify two specific steps you will take to improve your performance in each of the critical areas you've identified.

Required: Written response

Suggested length: 1 ½ to 2 pages, approximately ½ page for each of the 3 sections

REFLECTION AND SELF-EVALUATION:	
Indicator	Expectation
Interpretation of student learning/ Successes	-effectively uses “Analysis of Student Learning” section to explore and explain multiple reasons for successful student outcomes.
Interpretation of student learning/ Improvements	-effectively uses “Analysis of Student Learning” section to explore and explain multiple reasons for unsuccessful student outcomes.
Implications for future teaching/ Professional Development	-provides explicit and meaningful discussion of personal professional goals and -describes specific steps to meet these goals.

PRAXIS II

What? The Praxis II is a subject test which measures knowledge of specific teaching subjects. The Utah State Office of Education requires these tests as part of the licensing criteria. Students will take the appropriate test according to their chosen content area.

When? Students will take the PRAXIS II test the semester prior to student teaching.

Approximately: August-September for Spring student teachers
 April-June for Fall student teachers

How?

1. Go to: www.ets.org/praxis
2. Click on: **PRAXIS II – “Register for a Test”** link.
3. Follow the instructions for **“How to register for the Praxis Assessment”**
4. Select USOE as the licensing agency and UVU as the Institution.

Content Area	Test Name	Test Number	Utah Passing Score
Art	Art: Content Knowledge	10133	*
ASL	<i>No test at this time</i>		
Biology	Biology: Content Knowledge	20235	149
Business Marketing	Business Education	10100	*
	or Marketing Education	10560	*
Chemistry Physics	Chemistry: Content Knowledge	20245	151
	and Physics: Content Knowledge	10265	136
	or Chemistry, Physics, & General Science	10070	570
Dance	<i>No test at this time</i>		
Earth Science	Earth & Space Sciences: Content Knowledge	20571	153
English	English Language, Literature & Composition: Content Knowledge	10041	168
Health	Health Education	20550	670
History	World & U.S. History: Content Knowledge	10941	156
	Social Studies: Content Knowledge	10081	159
Mathematics	Mathematics: Content Knowledge	10061	138
Music	Music: Content Knowledge	10113	153
Physical Education	Physical Education: Content Knowledge	10091	152
Spanish	Spanish: Content Knowledge	10191	161
Theatre	Theatre	10640	*

* Test required, no minimum score set

Study Resources? There are free test outlines on the PRAXIS website – under “Test At A Glance.” Study guides are available for purchase on the PRAXIS website – under “Prepare For A Test.” Some content area departments set up study groups – check with your methods course professor for details.

Passing Scores? Most PRAXIS tests have a **Utah Passing Score** (see above). If students are planning to teach out-of-state, they should check on passing scores for that state as well. The passing score determines whether a teacher is licensed as “highly qualified” or not.

Student Teacher/Intern Required Documents

(to be filled out by the University Supervisor in cooperation with the Cooperating Teacher)

Student Teacher/Intern _____

Cooperating Teacher _____

University Supervisor _____

Cooperating Teacher *Formative Evaluation*

Check ✓ Date

University Supervisor *Formative Evaluation*

Check ✓ Date

Summative Evaluation

Check ✓ Date

Summative Evaluation

Check ✓ Date

Honorarium

Check ✓ Date

Curriculum Vitae

Check ✓ Date
