Master of Arts in Teaching (MAT) HANDBOOK

School of Education

Summer/Fall 2019

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Dear MAT Student:

Welcome to the Teacher Education Program at Westminster College. As you will discover, teaching is a challenging and rewarding career. As educators you have great power to change the future through the students you teach. This handbook is designed to guide you along the journey of becoming a teacher and will serve as an important reference as you progress through coursework and field experiences. Please take the time to familiarize yourself with the standards and requirements to which you will be held. Your success in the program will be determined by your ability to meet these standards.

What factors contribute to whether you will be a successful member of the teaching profession? One factor is a firm grasp of the subject matter you will teach. Another is the skill with which you make those ideas accessible to your students. Still another is your understanding of how students learn and your commitment to teaching all students. Underlining all of these is your professional disposition, in other words, your intrinsic motivation, passion, and attitude toward education as exhibited by your behavior toward and relationship with others. If any of these factors is an area that you struggle with, then you may face some extra challenges. Should that happen, rest assured that the faculty in the School of Education are committed to supporting you as you continue to strive toward becoming a licensed professional.

Please know that your educational experiences in the School of Education have been carefully and thoughtfully crafted by teacher educators who once were in your exact place. Starting this semester, your instructors, supervisors, mentor teachers, and even your peers are all available to help you as you strive to become the kind of educator this world needs.

Finally, keep this handbook in a convenient place so you can consult it often, as you are responsible for knowing the information in it. If there are any portions of it that you do not fully understand, please ask the Dean, the MAT Program Director, or the Field Placement Director. Each are willing to answer any questions you may have.

Again, welcome to the profession and best wishes for a successful experience.

Sincerely,

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COLLEGE-WIDE LEARNING GOALS

Westminster College has a long and honored tradition of caring deeply about students and their education.

In our unique environment for learning, we offer distinctive academic programs that emphasize theory and practice and encourage active, hands-on, collaborative, and cross-disciplinary learning.

We encourage students to accept responsibility for their own learning, to discover and pursue their passions, and to act with purpose and responsibility.

In every academic program, the Westminster educational experience challenges students to experiment with ideas, raise questions, critically examine alternatives, and make informed decisions.

Our primary purpose is to prepare students to lead lives of learning, accomplishment, and service.

To that end, every Westminster student graduates with the skills and abilities that are critical to success in a rapidly changing world and highly valued by employers and graduate programs:

- Critical, analytical and integrative thinking
- Creative and reflective capacities
- Leadership, collaboration, and teamwork
- Writing and other communication skills
- Global consciousness, social responsibility, and ethical awareness

WESTMINSTER COLLEGE SCHOOL OF EDUCATION MISSION STATEMENT

The teacher education programs in the School of Education take a practical, multifaceted, student-centered approach to preparing teachers. Content knowledge and pedagogy are developed to prepare teacher education students for teaching all learners. Professionalism in diverse school contexts is modeled and practiced through courses and related field experience. Teacher education students create a portfolio focused on self-reflection to document growth toward program goals.
THE MASTER OF ARTS IN TEACHING (MAT)

PROGRAM DESCRIPTION
The Master of Arts in Teaching is an integrated, streamlined degree program that leads to licensure and a master’s degree for students who already have earned a bachelor’s degree. The program combines classroom instruction with many opportunities to teach in diverse K–12 classrooms.

Students in the program will study the following:
• Learners and their development
• Subject matter and curriculum goals
• Teaching methods
• Culture and society

A unique focus of the program prepares graduates to teach all students using effective, differentiated teaching strategies. Graduates will know how to design curriculum that connects to the knowledge and skills of different students and their families. A travel seminar further strengthens graduates’ understanding of another culture and skills of learning about new cultures.

PROGRAM OPTIONS
Elementary Education: licensure to teach grades K-6
Secondary Education: licensure to teach grades 6-12
Special Education: licensure to teach students with mild/moderate disabilities in grades K-12
Dual Licensure for Special Education: adds a K-12 Special Education license to your Elementary or Secondary License

WESTMINSTER DISTINCTIONS
• Westminster’s Master of Arts in Teaching was selected as “Program of the Year” for 2007 by the Utah Association of Teacher Educators.
• Westminster’s School of Education was the first in Utah to be accredited by the Teacher Education Accreditation Council.
• Westminster’s education programs have an outstanding reputation in Utah for graduating well-prepared teachers.
• Graduates start teaching at higher pay by entering the field with a master’s degree.

UNIQUE PROGRAM ELEMENTS
Westminster’s MAT features:
• An integrated, streamlined program that can be completed in three semesters
• A competitive price that includes tuition and a travel seminar
• Early and frequent hands-on experience in public school classrooms prior to student teaching
• Supervision by Westminster faculty members
• High placement rate for our graduates
• Small class sizes and active teaching methods
• Inclusive approach using “Funds of Knowledge” curriculum development and an international travel seminar.

Important Note:
The MAT program requires successful completion of all program requirements—including student teaching. Therefore, a student who does not successfully complete their pre-practicum and teaching experiences will not earn a Master of Arts in Teaching degree nor a teaching license. A student who does not receive individual course grades of C or higher, or maintains a 3.0 cumulative GPA will not be approved for student teaching. Any specific course may not be repeated more than once.
FULL-TIME STUDENT PROGRAM

Full-time students may begin the MAT program in the summer or fall terms. Students beginning in the summer continue in the fall and spring semesters and graduate in May. Students beginning in the fall continue in the spring and next fall semester and graduate in December.

**ELEMENTARY EDUCATION**

(K-6)

45 credit hours

**SECONDARY EDUCATION**

(6-12)

39-42 credit hours

**SPECIAL EDUCATION**

(K-12)

47 credit hours

**First Semester (Summer or Fall)**

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<td>MAT 600- Culture, Family, Community (3)</td>
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<td>MAT 601-Technology and Teaching (1)</td>
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<td>MAT 602-Introduction to Education (3)</td>
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<td>MAT 604-Learning Theory (2)</td>
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<td>MAT 605-Diversity and Learning (3)</td>
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<td>MAT 630-ELEM Methods &amp; Mgmt. (2)</td>
<td>MAT 611-Curriculum Design and Mgmt. (3)</td>
<td>MAT 631-Math for ELEM Teachers (2)</td>
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**Second Semester (Fall or Spring)**

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<td>MAT 632-Science Methods (3)</td>
<td>MAT 610-Managing the Inclusive Class (3)</td>
<td>MAT 663/669-Literacy Foundations (4)</td>
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<td>MAT 633-Elem Math Methods (3)</td>
<td>MAT 612-Sec Methods Seminar (2)</td>
<td>MAT 633-Elem Math Methods (3)</td>
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<td>MAT 636-Social Studies Methods (3)</td>
<td>MAT 613-Sec Methods &amp; Assessment (4)</td>
<td>MAT 672-Methods for 7-12 SPED (3)</td>
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<td>MAT 637-Creative Arts Methods (3)</td>
<td>MAT 614-Reading, Language, Literacy (3)</td>
<td>MAT 674-Behavioral Supports (3)</td>
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<td>MAT 663-Literacy Foundations (3)</td>
<td>MAT 616-625-Content Methods Course (3)</td>
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<td>MAT 664-Reading &amp; Language Arts (4)</td>
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<td>MAT 640-Elem Methods Seminar (1)</td>
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<td>MAT 616 Social Science</td>
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*Content Methods:*

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<td>MAT 616 Social Science</td>
<td>MAT 671-Methods for K-6 SPED (3)</td>
<td>MAT 672-Tech for Exceptional Learners (2)</td>
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<td>MAT 617 Science</td>
<td>MAT 673-SPED Assessment (3)</td>
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<td>MAT 619 English</td>
<td>MAT 627-Facilitating Services (3)</td>
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<td>MAT 621 Art</td>
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<td>MAT 622 Math</td>
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<td>MAT 625 Theatre</td>
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**Third Semester (Spring or Fall)**

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<td>MAT 607-Teaching &amp; Research Seminar (1)</td>
<td>MAT 607-Teaching &amp; Research Seminar (1)</td>
<td>MAT 607-Teaching &amp; Research Seminar (1)</td>
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<tr>
<td>MAT 639-Elem Student Teaching (6)</td>
<td>MAT 615 -Sec Student Teaching (6)</td>
<td>MAT 676-SPED Student Teaching (6)</td>
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**In addition to coursework, students will complete 60 hours of observation and teaching in schools arranged by Westminster’s School of Education during the methods semester**

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<td>MAT 606 – Travel Seminar (2) – is taken in May. Students who are student teaching in the spring take this course after they finish student teaching. Students who student teach in the fall take this course the preceding May.</td>
<td>MAT 607-Teaching &amp; Research Seminar (1)</td>
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Special Education Licensure

This dual licensure program may be completed in four or more terms. Students may add licensure in K-12 Special Education to the Elementary or Secondary programs by taking these additional courses:

- MAT 671 Methods for K-6 SPED (3) (1st spring)
- MAT 673 SPED Assessment (3) (1st spring)
- MAT 627 Tech for Exceptional Learners (2) (1 spring)
- MAT 672 Methods for 7-12 SPED (3) (2nd fall)
- MAT 674 Behavioral Supports (3) (2nd fall)
- MAT 677 Facilitating Services (3) (summer)
- MAT 676 SPED Student Teaching (4 or 6) To be completed in the same semester as Elementary or Secondary student teaching.
I. STANDARDS

1.1 Knowledge, Skills and Professional Disposition

Westminster College School of Education
Key Components for Program Success

School of Education students preparing to work in the public school venue must know and demonstrate the professional content knowledge, the pedagogical knowledge and skills, and the professional dispositions necessary to help all students learn. The term “all students” includes those with exceptionalities and of different ethnic, racial, gender, language, religious, socioeconomic, and regional/diverse origins.

Any student who, during the course of their college education, demonstrates an inability or unwillingness to develop the knowledge, skills, attitudes and professional character necessary to be an effective educator may be placed on academic probation and/or dismissed from the teacher licensure program. Further, a student may be summarily removed from his/her student teaching placement if his/her actions and behaviors during the placement are inconsistent with the professionalism explained below.

For the purposes of the teacher licensure programs in the School of Education those professional behaviors are defined in the following ways:

Content Knowledge
An in-depth knowledge of the content matter one plans to teach. An understanding of major concepts, assumptions, debates, processes of inquiry and ways of knowing that are central to the discipline(s) s/he teaches.

Pedagogy
An understanding of learning theory, curriculum development, student development, motivation and the various ways available to make ideas accessible to students. A consideration of how students’ prior experiences and current contexts impact the ways students learn and influence the ways teachers teach.

Also, the ability to create learning opportunities, encourage students’ development of critical thinking, establish classroom climate, and assess student learning using a variety of instructional strategies which can be adapted or are specifically developed to meet the needs of all students.

Professional Dispositions
The tendency to act in particular ways. Three such attributes are described below and include: professional behavior, professional respect, and personal conduct.

- Professional behavior encompasses appropriate behavior specific to field-based experiences. Behaviors consistent with this standard include but are not limited to:
  - Maintaining communication with School of Education faculty and supervisors, parents/guardians, students, mentor teachers and other site personnel
  - Complying with policies, statutes and rules established by UPPAC and local school districts
  - Recognizing and respecting diversity
  - Creating a safe learning environment for students
  - Helping to develop and maintain positive and accurate perceptions towards all students
● **Professional respect** encompasses one’s ability to demonstrate a respectful attitude for all students, colleagues, college supervisors and faculty, and site personnel and to avoid personal prejudice and bias. Professional respect reflects a teacher candidate’s ability to address differences in personalities, backgrounds, and behaviors.

● **Professional conduct** encompasses one’s willingness to fully participate in the learning process, and demonstrate personal suitability for the profession. In other words, a teacher candidate must demonstrate a desire to know and the willingness to act as a professional. Behaviors consistent with this standard include but are not limited to:

  □ **Commitment to professionalism**
  ○ Punctual with deadlines
  ○ Regularly attends classes
  ○ Takes responsibility for personal learning
  ○ Contributes to the learning atmosphere in the college classroom

  □ **Commitment to reflection, assessment, and learning as an ongoing process**
  ○ Is open and receptive to constructive feedback from peers, instructors, college supervisors, and mentor teachers
  ○ Is willing to experiment with new ideas and techniques
  ○ Reflects on one’s learning and teaching; makes changes where necessary
  ○ Recognizes personal limitations and seeks to surmount them

  □ **Seeks, develops, and continually refines practices that address the needs of individual students**
  ○ Demonstrates in language, lesson plans, and teaching practices the belief that all students can learn
  ○ Considers backgrounds, interests, and attitudes of all students
  ○ Provides equitable learning opportunities for all students

  □ **Develops appropriate professional relationships**
  ○ Is tolerant of and actively listens to ideas and views of others
  ○ Is respectful of individual differences
  ○ Relates well to peers, faculty, staff, and others
  ○ Encourages interactions in a mutually respectful manner

### 1.2 State Standards of Ethical Conduct

From the Rules of: THE UTAH PROFESSIONAL PRACTICES ADVISORY COMMITTEE (UPPAC)

**R686-103-5. Competent Practices.**

An educator shall:
A. adhere to federal and state laws, State Board of Education Administrative rules, local board policies and specific directives from supervisors regarding educational practices at school and school-related activities; and
B. exercise good judgment and prudence in the educator’s personal life to avoid the impairment of the educator's professional effectiveness and respect the cultural values and standards of the community in which the educator practices.
**R686-103-6. Competent Practice Related to Students.**

An educator shall:

A. develop and follow objectives related to learning, organize instruction time consistent with those objectives, and adhere to prescribed subject matters and curriculum.

B. deal with each student in a just and considerate manner.

C. resolve disciplinary problems according to law and school board policy and local building procedures;

D. maintain confidentiality concerning a student unless a revelation of confidential information serves the best interest of the student and serves a lawful purpose;

E. not exclude a student from participating in any program, deny or grant any benefit to any student on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, physical or mental conditions, family, social, or cultural background, or sexual orientation, and may not engage in a course of conduct that would encourage a student to develop a prejudice on these grounds or any others;

F. impart to students principles of good citizenship and societal responsibility by directed learning as well as by personal example;

G. cooperate in providing all relevant information and evidence to the proper authorities in the course of an investigation by a law enforcement agency or by Child Protective Services regarding criminal activity. However, an educator shall be entitled to decline to give evidence against himself in any such investigation if the same may tend to incriminate the educator as that term is defined by the Fifth Amendment of the U.S. Constitution;

H. take appropriate action to prevent student harassment;

I. follow appropriate instructions and protocols in administering standardized tests to students consistent with Section 53A-1-608; and

J. supervise students appropriately consistent with district policy and the age of the student.

**R686-103-7. Moral and Ethical Conduct.**

An educator shall:

A. not be convicted of domestic violence or abuse, including physical, sexual, and emotional abuse of any family member;

B. not be convicted of a stalking crime;

C. not use or distribute illegal drugs, or be convicted of any crime related to illegal drugs;

D. not be convicted of any illegal sexual conduct;

E. not attend school or school functions under the influence of illegal drugs, alcohol, or prescription drugs if the drug impairs the educator's ability to perform regular activities;

F. not participate in sexual, physical, or emotional harassment or any combination toward any student or co-worker, nor knowingly allow harassment to continue;

G. not participate in inappropriate sexual contact with a student or minor;

H. not knowingly fail to protect a student from any condition detrimental to that student's physical health, mental health, safety, or learning;

I. not harass or discriminate against a student or co-worker on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, physical or mental conditions, family, social, or cultural background, or sexual orientation;

J. not interfere with the legitimate exercise of political and civil rights and responsibilities of colleagues or a student acting consistently with law and district and school policies;

K. not threaten, coerce, discriminate against, or create a hostile environment toward any fellow employee, regardless of employment classification, who reports or discloses to a governing agency actual or suspected violations of law, educational regulations, or standards;

L. conduct financial business with integrity by honestly accounting for all funds committed to the educator's charge and collect and report funds consistent with school and district policy;

M. not accept gifts or exploit a professional relationship for gain or advantage that might create the appearance of impropriety or that may impair professional judgment, consistent with Section 67-16-1 through 14, Utah Public Employees Ethics Act;
N. not use or attempt to use district or school computers or information systems in violation of the district's acceptable use policy for employees or access information that may be detrimental to young people or inconsistent with the educator's role model responsibility; and
O. not knowingly possess, while at school or at any school-related activity, any non-curriculum related sexually oriented material in any form.
II. ROLES AND RESPONSIBILITIES

2.1. Methods Students/Student Teachers

Much of your work in the MAT program will occur in schools, in methods field placements and in student teaching. In these placements it is important that you strive to communicate clearly with everyone - clear messages are the best way to prevent misunderstandings;

1. Be aware of and involved in the routine of the school in which you are placed. To the students you are another teacher; take on that role. Follow the lead of other teachers; for example, if they speak to students who are playing in the hallways, you should too. Follow the dress code of the school where you are working.

2. Notify your mentor teacher and college supervisor in the event you will be absent from school. Realize that any missed time will need to be made up. Excessive absence will be grounds for dismissal from the program.

3. Be on time to class and to the field. During your student teaching experience, you will be expected to be in the field during contract hours. That means you must be in the school in advance of the time the students are there and after school as well. Although you may not have the benefits of a teaching contract (and no pay) you are still held to the same work schedule.

4. Seek feedback from your mentor teacher, your college supervisor and your peers. Be as specific as you can in those requests. Don’t ask “How did I do?” but instead ask, “Did my directions seem clear? Was my voice strong enough? Was the pace of my lesson appropriate? Did I attend to the academic needs of all learners?” Decide where you think you need assistance and then ask others to provide constructive feedback.

5. Be a positive role model for your students—this includes your appearance, your attitudes, your words, and your actions. Be aware that students are noting everything about you.

6. Work to form collaborative and cooperative relationships by becoming a colleague: be supportive, be helpful, and hold personal information in confidence. Building trust is an important part of creating a team of professionals.

7. Follow the syllabus and guidelines established by the instructor in each of your courses.

2.2. Mentor Teachers

Mentor teachers are the “host” teachers of the classrooms in which you do your field placements and student teaching. They assist the student teacher in making the transition from college student to teaching professional, by providing a concrete and intellectual setting in which teacher candidates begin translating college coursework into effective teaching.

During your field placements, your mentor teachers will be some of the most important people to you. Besides being models of teaching excellence, most are wonderful sources for ideas, materials and suggestions. In addition, your mentor teacher will support, guide and challenge you to develop as a professional educator.

Their responsibilities include the following:

1. Communicate clearly with the student and college faculty.
2. Set aside time each week that is uninterrupted for planning purposes, (e.g., reviewing Westminster students’ lesson plans).
3. Support the student as s/he tests various approaches to curriculum and teaching.
4. Provide constructive feedback, identify strengths, and suggest alternatives for areas in which the student seems less strong.
5. Find a desk for the student so s/he has a place for books, lesson plans, and other materials.
6. Demonstrate content lessons prior to asking the student to assume teaching responsibilities in that area.
7. Provide written and oral feedback as soon after each practice teaching event as is possible.
8. Maintain a file on the student with copies of lesson evaluations.
9. Complete evaluations as required.
10. Model collaboration and co-teaching. (Co-teaching especially relevant for special education student teachers)

Open and honest communication is essential for a successful experience.

2.3. College Supervisors
The college supervisor is the faculty member from Westminster College who observes and evaluates students’ lessons in their field placements. Supervisors fill a difficult role because they are called upon to both mentor and evaluate. The main goal of both of those duties is to facilitate the learning and growth of students of education. This means that the supervisor is called upon to help the education students link theory to practice by implementing what they’ve learned, by incorporating innovative methods into their classrooms, and by participating in what Schon called “reflection-in-action”—that is analyzing their own practice in ways that will promote positive change and professional growth. In order to achieve this goal, supervision must be sustained and purposeful and the supervisors committed and skilled.

During the student teaching semester, student teachers will be observed more frequently than in methods field experiences. During the 10-week student teaching experience, supervisors will conduct a minimum of 5 formal visits—one of which is actually a conference with the student teacher in which an in-depth review of the student teacher’s portfolio is conducted.

The general duties of the college supervisor include the following:

1. Conduct formal and informal observations of student teachers.
2. Conference regularly with the student teacher to provide guidance, feedback, and assistance.
3. Communicate regularly with mentor teachers.
4. Conduct three-way conferences with the student teacher, the mentor teacher, and the college supervisor. There should be at least one conference, as part of the summative evaluation process. However, other conferences may occur when a student teacher or mentor teacher requests one, and/or if a problem is identified. In the case of a problem, conferences will continue until the issues are resolved.

2.4. Guidelines for Professional Dress in Field Placements
All Westminster College School of Education students should exercise good judgment in their choice of professional appearance by always appearing in a way that is appropriate to the situation, and that will:
- Invoke a positive impression from the community
- Provide appropriate role modeling for students
- Promote a working and learning environment that is free from unnecessary disruption
- Be conducive to high student and faculty performance
- Consider the professional impact of the image you present while in the schools
- Follow the school’s professional dress code for each school you visit
III. METHODS FIELD EXPERIENCES

3.1 Elementary Methods Courses

The elementary methods courses (MAT 632, 633, 636, 637, 663, and 664) each require students to spend a minimum of 15 hours per course in an assigned school setting. If you are attending the MAT as a full-time student, you will take all of these courses during one semester and spend a total of 60 hours in your field placements. If you are taking five methods courses in one semester you will still only complete a maximum of 60 hours in your placement. Each placement would be adjusted to a total of 12 hours per course. If you are enrolled as a part-time MAT student, you will take 2-3 methods courses one semester, and 2-3 the next, and have a total of 25-30 field hours per semester.

During the methods courses, students are expected to teach two or three lessons per course under the direct supervision of a mentor teacher. Prior to each teaching event, students will create and submit lesson plans to the course instructor, mentor teacher, and college supervisor.

3.2 Secondary Methods Courses

MAT 613 requires students to spend 60 hours in a school setting. Students will observe all semester in each school – 30 hours in a high school and thirty 30 hours in a junior high/middle school. As a general rule, students will continue with one of these placements for their student teaching. If there are multiple students in a particular content area, two students might be placed as pairs in the two classrooms. They may visit together or at different times, depending on their schedules and the preferences of the mentor teacher.

For students in the MAT secondary program, part-time programs extending over four or more terms may be developed in consultation with an advisor in the School of Education.

3.3 Special Education Methods Courses

The special education methods courses each require students to spend a minimum of 15 hours per course in an assigned school setting. If you are attending the MAT as a full time SPED student, you will split the methods courses between two semesters (special education methods courses are offered only once per year). Regardless of the combination of general education and special education methods courses, you will spend a total of 60 hours in your field placements per semester. Students may take a maximum of three methods courses per semester.

For students earning a dual-certification in ELED or SEC with SPED, or those in the part-time MAT special education program (extending over four or more terms), programs will be developed in consultation with an advisor in the School of Education.

During the methods courses, students are expected to teach two or three lessons per course under the direct supervision of a mentor teacher. Prior to each teaching event, students will create and submit lesson plans to the course instructor, mentor teacher, and college supervisor.

**NOTE:** For all elementary, secondary, and special education methods courses: failure to successfully complete the required assignments and/or field hours will result in a failing grade in the course. Students must successfully pass methods observations before they will be allowed to progress to student teaching.
3.4 Methods Placement Passing Requirements

Our goal is to help you develop into a highly competent and prepared educator. To this end, in order to pass a methods class you must earn 80% of the possible points for each major section according to the Utah Effective Teaching Standards (i.e., the Learner and Learning, Instructional Practice, Professional Responsibility) and may not receive a “NO” on items 10.1 or 10.2. MAT students must earn 80% of the points at the Developing or “2” level for each placement.

You must pass all methods placements in order to progress to student teaching. You will have opportunities to repeat observations that do not pass. However, if you are ultimately unable to pass a methods placement during any given semester, your program director/field placement director will make a plan with you as to how to fulfill the requirement (often by repeating a methods placement).
IV. STUDENT TEACHING/INTERNSHIPS

4.1 The Student Teaching/Internship Experience

Student teaching consists of 12 weeks of teaching if you are seeking one license or 10 weeks PLUS an additional six weeks if you are seeking a dual license (such as ELED & SPED). An internship is a full year teaching contract within Granite School District with 50% pay and full benefits. During student teaching or the internship, the student teacher assumes full responsibility for the students and the classroom in his/her assigned placement(s).

Student teaching and/or interning is a full-day, contract-hour experience. This means you are required to be at the school from 20 minutes before school begins until 20 minutes after school ends and present every day your mentor teacher is required to attend (including teacher professional days). You are also required to attend all faculty meetings and parent/teacher conferences.

Please note that student teaching and interning follows the public school schedule and not Westminster College’s schedule, which means there will not be a semester break unless one is scheduled in the public school in which you are teaching.

Each student is encouraged to become involved in the assigned school’s extracurricular activities, but is cautioned to do so only with permission and under the mentor teacher’s supervision. Once in the schools, student teachers are expected to conform to all the rules for teachers. Pay particular attention to dress codes, smoking regulations, parking rules, and administrative procedures. If you are in doubt about a school rule or policy, ask your mentor teacher. Professionalism is expected at all times.

Since there is substantial diversity in student teaching assignments and requirements, it is difficult to standardize performance requirements. However, the following will generally hold true: The teacher candidate will begin the student teaching experience at the beginning of the Westminster semester. It is expected that following a one to two week phase-in period, the student teacher will gradually take over all the responsibilities of the regular classroom teacher. This period may vary to some degree between elementary and secondary; the specifics will always be determined through collaboration with the college supervisor, the teacher candidate, and the mentor teacher. As a general rule, the student teacher should plan on assuming full teaching responsibilities by no later than the third week.

Regarding the internship experience, applications are only available for fall placements. All internships will be made through our Granite School District Partnership schools. All applicants will be interviewed and offered an internship through Granite School District. Interns will be hired in pairs and placed with a Granite District Intern Coordinator in the school they are hired. Interns will be assigned their own classroom and will be responsible for all students within that classroom for the entire academic year in the district. The Intern Coordinator will be a mentor, model, and provide support to the intern. Intern Coordinators will spend 50% of their time with each intern. Interns will complete a minimum of five formal observations by their college supervisor in the fall semester of their internship. During the spring interns will be observed as determined by the Intern Coordinator and college supervisor. Interns will complete the MAT 607 Portfolio Seminar during the spring semester.

During your student teaching or internship experience, you will be evaluated on how well you plan and develop curricula, how well you engage the students in learning, how effective you are in assessing student performance, and how successful you are in managing a classroom and creating an atmosphere conducive to learning. For a more complete listing of evaluation points, see the evaluation forms in the Appendix.

Student teaching placements will be made within Title I schools along the Wasatch Front. Internships will be made with our Granite School District Partnership schools. If you desire a placement outside of the Wasatch
Front, please discuss your preferences with the Field Placement Director as you submit your student teaching/internship application. Student teaching/interning outside of a 30-minute travel time from Westminster College, including teaching abroad, requires a formal petition to the MAT Committee. Please note, these requests will be considered, but may not be granted depending on a host of factors including: responsibility demonstrated by the student during foundations and methods courses, ability to be observed via Skype, ability to travel in pairs, and time constraints that interfere with important on-campus events during the student teaching semester.

4.2 Observations

Formal Observations

Formal observations by the college supervisor include a pre-observation conversation with the student teacher or intern, an observation of a full lesson (the duration of which will vary according to grade level and content), and a post-observation conference. It is expected that the average length of time for a formal supervisory contact would be between 60 and 90 minutes.

The pattern for the formal observation cycle is:

1. Pre-teaching conference with the student teacher/intern before the observation to review the student teacher's formal written lesson plan, discuss concerns student teacher/intern may have, address which aspects of teaching the student teacher would like the supervisor to watch for during the observation.
2. Take written notes during the observation and fill out observation form (see Appendix – Supervisor/Mentor Field Observation Form). Give a copy to the student teacher. Notes should be the basis of the post-observation conference.
3. Discuss student teacher's goals with the purpose of seeing if they were met and improving performance and effectiveness.

Informal Observations

Informal observations will be conducted as deemed necessary by the college supervisor. Generally, students will be observed a minimum of five times by their college supervisor.

4.3 Evaluations

For the student teaching experience, the following applies:

During the student teaching period, there are at least two times that the student teacher/intern will be formally evaluated. The first occurs approximately half-way through the experience. The mentor teacher and student teacher discuss the student teacher’s accomplishments and complete the midterm evaluation form (see Appendix – Student Teaching Mid-Term Evaluation Form). During this conference, the student teacher/intern should make sure that he/she clearly understands his/her own teaching level and the recommended areas for improvement. Clear communication should be the rule between all parties involved. If there are questions, then clarification should be sought immediately.

The second formal evaluation (see Appendix - Summative Evaluation) occurs at the conclusion of the student teaching/internship experience. The mentor teacher completes the summative evaluation form and a three-way conference attended by the mentor teacher, the student teacher, and the college supervisor is held. After the form is reviewed, it is signed by all parties and the final evaluation becomes part of the student's placement file.
**Important Note:**

The MAT program requires successful completion of all program requirements—including student teaching/internship. Therefore, students who do not successfully complete their student teaching/internship experience will not earn a Master of Arts in Teaching degree nor a teaching license. A student who does not receive individual course grades of C or higher, will not be approved for student teaching.
4.4 Student Teaching/Internship Application

STUDENT TEACHING/INTERNSHIP APPLICATION

STUDENT TEACHING/INTERNSHIP APPLICATION CHECK LIST:
The following items, on the checklist below, must be submitted by the specified deadlines. All materials should be submitted directly to the Field Director. A 15 minute placement meeting must be scheduled with her prior to the application deadline.

<table>
<thead>
<tr>
<th>Student Teaching and Internship Checklist:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Student Teaching/Internship Application (see below).</td>
</tr>
<tr>
<td>DUE: To Intern Fall Semester: Applications due 2nd Friday in <strong>February</strong></td>
</tr>
<tr>
<td>To Student Teach Fall Semester: Applications due 1st Monday in <strong>March</strong></td>
</tr>
<tr>
<td>To Student Teach Spring Semester: Applications due 1st Monday in <strong>October</strong></td>
</tr>
</tbody>
</table>

| ☐ Praxis: |
|          |
| To Intern: You must have the Praxis II passed by the first Friday in February. |
| To Student Teach: You must have Praxis II passed by April 1st. |

| ☐ An electronic or hard copy of your Resume, complete and up to date |
|   DUE: With Application |

**Internship Only Checklist: (Fall Applicants Only)**

| ☐ I would like to be considered for an internship in Granite School District |
|   (Internships are only available with Granite School District starting fall semester). |
| ☐ I have a GPA of 3.5 or greater. Verified by: ____________________________ |
| ☐ Signature from recommending Program Director. (Sign Below) |
| ☐ I have completed, understand, and signed the internship agreement as part of this application. *(See below)* |

**Internship Agreement**

Read and check the box below if interested in an internship:

1. Students may **NOT** solicit schools and/or principals for possible internship positions. Intern placements are coordinated between the district and Field Director with input from the SOE faculty.
2. Application is **NOT** a guarantee of placement. An internship is not the best option for every student and the SOE cannot guarantee or predict internship availability.
3. Attendance at the Internship Orientation is **mandatory** to be considered for an internship. Notification of the orientation will be sent via email.
4. The SOE reserves the right to impose a limit on the number of internships available. The SOE also reserves the right to impose additional requirements on any proposal for an internship and to modify this policy at any time.
5. The school at which the intern is placed will name a qualified mentor teacher who will be responsible for creating a successful environment for the assigned intern. The mentor teacher will conduct 2 evaluations during the semester: a midterm evaluation and a final evaluation for the semester.
6. The SOE will evaluate their interns 5 times during the fall semester with the fifth evaluation being a summative evaluation of the intern for the semester.
7. If the instance occurs that the intern is not performing satisfactorily during the first semester, the student will be required to undergo more formative evaluations during the second semester.
8. If selected as an intern, the student must teach the entire school year and complete the portfolio before graduating from Westminster College.

☐ I have read and understand the above statements.

_________________________________________  DATE
STUDENT SIGNATURE

<table>
<thead>
<tr>
<th>Student Teaching/Internship Personal Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: ___________________________  Date: ___________________________</td>
</tr>
<tr>
<td>Address: ___________________________  Phone(s): ___________________________</td>
</tr>
<tr>
<td>City, State, Zip: ___________________________  Cell: ___________________________</td>
</tr>
<tr>
<td>___________________________  Home: ___________________________</td>
</tr>
<tr>
<td>I am applying to student teach/intern during ___________________________ of ___________________________ (SEMESTER) ___________________________ (YEAR)</td>
</tr>
</tbody>
</table>

Please select your program from those listed below:

☐ MAT: Master of Arts in Teaching
☐ MED: Master of Education
☐ UG: Undergraduate

This request is for (check all that apply):

☐ Elementary  ☐ Secondary  ☐ SPED  ☐ Dual (SPED +….)

☐ I will have completed all necessary coursework prior to student teaching/interning.

☐ I will not have completed all necessary coursework. I will need to take the following courses while/following student teaching (list course titles & numbers): ___________________________

Please sign/date below that the information provided is correct. This is for both student teaching and internship applicants. Bring this with you to your placement meeting with the Field Director.

_________________________________________  DATE
STUDENT SIGNATURE

_________________________________________  DATE
RECOMMENDING PROGRAM DIRECTOR SIGNATURE
4.5 The Fingerprint/Background Check

By legislative mandate, applicants for teaching licenses in Utah are required to have had a background check including fingerprinting. This background check should be completed during the first semester of classes. Students will not be allowed to take methods classes unless this process is successfully completed.

The background check now includes both a check by the Utah Bureau of Criminal Investigation as well as a check by the Federal Bureau of Investigation. The background check is valid for three years and must remain current for all field placement courses. Please check with the Licensing Coordinator to determine if your background check is still current for your Teaching License Application.

NOTE: The state of Utah may deny applications for teaching licenses because of a previous criminal conviction. You may wish to contact the Dean of the School of Education before proceeding with your program in Teacher Education, if you have questions about your status. The Utah Professional Practices Advisory Committee, c/o Executive Secretary, State Office of Education, 250 East 500 South, Salt Lake City, UT 84111, reviews all such cases.

Applicants with a criminal record beyond speeding tickets must do the fingerprint/background check on paper through the School of Education office rather than the on-line process described below.

On the Utah State Board of Education (USBE) web site (www.schools.utah.gov/cert/other/Fingerprinting.htm), it states:

“Utah Law (53A-1a-512.5) requires that each applicant for a Utah Educator License must satisfactorily complete a background check. A background check is also required of applicants desiring to renew a Utah Educator License that has expired. To complete the background check, an applicant must submit fingerprints for review by the Utah Bureau of Criminal Investigation and the Federal Bureau of Investigation.

Background Check Procedure

In order to participate in any field-based course in the teaching licensure programs, students must pass a State and Federal background check through the Utah State Board of Education. Students must have completed the background check prior to the first course meeting. Failure to do so may jeopardize your ability to complete course requirements and receive a grade in this course.

To initiate the background check process:

1. Go to www.utah.gov/teachers
2. Select “Background Check” application and follow the prompts.
3. Select “Initial Licensure” and “Live Scan” method for the fingerprinting process.
4. Be sure to click on “Generate Form.” Your form will be emailed to you. Print this form and take it with you to BCI – Bureau of Criminal Identification 3888 West 5400 South, Salt Lake City, Utah 84118, 801-965-4445. Hours: Monday – Friday 8am to 5pm. Your results will not be sent to USBE if you do not take this form with you to BCI.
5. An additional charge of $15 must be paid at BCI to complete your fingerprinting.
6. Your Background check is good for three years.
7. Background check status will be recorded by Jodi Lusty at the Westminster College and instructors in future field-based classes will be made aware of your clearance status so that you do not have to complete the check more than once within a three year period.

IMPORTANT: You only have 30 days from the time you log into the USBE system to take your form to the BCI site and get your prints taken. If you do not complete the process within the 30 day time limit, you will be taken out of the USBE system and will have to repay both fees.

If a student does not pass the background check, you cannot complete the field requirements of this course.

4.6 USBE Required Ethics Review

In compliance with Utah Administrative Rule R277-515, all university students being recommended for a Utah Educator License will be required to complete an online Ethics Review. The review and a complete explanation of the process may be found at www.utah.gov/teachers. The Ethics Review is the first item on the orange menu. There is no fee for this reviews and a notice that it has been completed will be sent directly to USBE and recorded in the individual’s CACTUS file.

PLEASE NOTE THAT PER USBE REGULATION, YOU WILL NOT BE ABLE TO RECEIVE YOUR TEACHING LICENSE UNTIL THIS REVIEW HAS BEEN COMPLETED.

4.7 The PRAXIS Exam

Students completing all program requirements will be recommended for a Level I teaching license if they successfully pass the appropriate Praxis II content knowledge test.

All students must take AND pass the appropriate Praxis II content knowledge examination before they are accepted into the MAT Program.

Students who are taking two Praxis exams must have passed at least one before admission to the program. The second may be taken at a later date, but before applying for student teaching in that discipline.

Students apply on-line on the Praxis website. Applications for each test date are due one month in advance of the test, but be aware that the closest testing center, at the University of Utah, does fill up for some dates. Do not wait until the last date to register for your exam. The next closest testing centers are at Weber State University in Ogden and BYU in Provo. There is also a testing date in July, but the only centers in Utah that offer this date are in Cedar City, St. George, and Logan.

See your program director for a list of approved tests. Also, periodically check the School of Education Website for updates.
How to Register for the Praxis® Assessments

**FIRST** - know your content area test code BEFORE you begin the online registration process (see the above chart). If you are unsure of your test code, please call the School of Education.

**NEXT** - List both Westminster College and the USBE as designated recipients.

Westminster College's school code is RA4948 - please use this code in BOTH the Attending Institution and Designated Score Recipient sections.

The code for the Utah State Board of Education (USBE) is R8375 - please use this code in the Designated Score Recipient section.

The Praxis II®: Subject Assessments are offered as paper-based tests only. To register for the paper-based tests, you can:

**register online using a credit card**

Monday - Friday: 7:00 a.m. to 10:00 p.m. Eastern Time (New York)
Saturday 7:00 a.m. through Sunday 8:00 p.m. Eastern Time (New York)

**register by mail**

Download and complete the Praxis Registration Form (PDF) and follow the instructions in the The Praxis Series Information and Registration Bulletin (PDF). You will find these forms on the ETS website (see next page).

Updated Test dates are available at www.ets.org/praxis. (For additional information, click on Praxis under "Tests" heading then click any of the headings under Praxis II).

If you have questions about the Praxis II requirement, please contact Monica Salas, Administrative Assistant, at 801-832-2471.

**NOTE:** If you require testing accommodations similar to those you receive at Westminster College, please to the ETS website and read the requirements of accommodations. **BE AWARE that you must register well in advance of the test date to receive those accommodations.** (See ETS website for detailed information). 
4.8 The Student Teaching License

The Utah State Board of Education implemented a policy regarding the student teaching experience. Effective November 2008, all who will be student teaching in the State of Utah must apply online for a **State of Utah Student Teaching License**.

Please be aware that you will not be able to register for this license if your fingerprint background check has expired or has not been completed. If you are in that situation you must have your fingerprints taken and your background cleared before you apply.

Once you have received the Student Teacher License, you must bring it in to the School of Education and have it signed by the Field Placement Coordinator. You must then get the signature of the principal of the school in which you will be student teaching. You will keep the original for your records and submit a signed copy to the School of Education Main Office (Malouf 101).

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**How to Obtain Your State of Utah Student Teacher License**

As soon as you have been approved by the education faculty to student teach, you need to apply for a Student Teaching License through the Utah State Board of Education website.

*Note: While specific directions may change slightly as changes are made to the Utah.gov website, general instructions are still accurate and should successfully navigate you through the licensure process.*

**Things you will need:**

☐ CACTUS Number

**There are NO Fees for any educational license.**

**Follow these directions:** *(Please note that USBE is trying to update the licensing program. You may not be able to access at this time. Check with your professors for more information).*

1. Go to the website: [State Online Licensing](#)
2. Click the Orange button labeled: “Student Teacher/Intern Licenses”. This will open the page, “Start Your Student License”.
3. Enter the information requested on each page, clicking, "Continue", to get to the next.

If you fail to be taken to the “Verify Your Records” page, you may receive one of the following messages:

- “Authentication Failed” Your authentication information was inserted incorrectly or not found. “Our records indicate that you already have a current student license…”
- “We were unable to locate your record or a current background check in the USBE database.”
- “Your background check has expired.”

In this case, follow the given directions and contact:

Utah State Board of Education
250 East 500 South, P.O. Box 144200
Salt Lake City, Utah 84114-4200 801-538-7740
4. On the “Verify Your Records” page, verify the information shown is correct. (If not, you’ll have the opportunity to update the information on the next screen.) Check the box at the bottom indicating that you agree to the terms given.

5. Continue to the “Contact Information” page. This page will display your personal information. If necessary, click the “Edit” button to correct the information.

6. Click the “continue” button. This will open the page: “Student Licensing Additional Questions”. You must click the “yes” or “no” button for each question and check the verification box, stating you answered the questions correctly.

7. Click the “Print License” button and your license will print. Email one copy to the SOE Director of Field Placement, Jodi Lusty @ jlusty@westminstercollege.edu. Always keep a copy for your own records.
V. TRAVEL SEMINAR (MAT 606)

5.1 Purpose

One of the final courses in the program is MAT 606, which includes a travel seminar taken in May. Students who student teach in the spring, take MAT 606 in May following student teaching. Students who student teach in the fall take MAT 606 the preceding May. The course involves a group trip of 7-10 days somewhere outside of Utah, generally Central or South America, along with preparation classes before travel. The expenses for this trip, except for passport and domestic health insurance, are included in your MAT tuition. Students are not required to travel for this course; they may choose to remain in Salt Lake and do similar assignments here. No refunds will be given to students who do not travel for the course.

The travel experience enables students to:

1. Develop curricular materials by:
   A. Deepening and extending the Funds of Knowledge research undertaken during MAT 600, in methods courses, and during Student Teaching.
   B. Collecting artifacts to use in teaching
   C. Understanding Central or South American cultures or other disciplinary perspectives that may differ from mainstream understandings in the U.S.

2. Deepen their reflection on their own cultural identity by immersing themselves in a distinct culture and participating in individual and group reflections. This immersion, combined with well-designed reflection, facilitates students’ learning as they are able to see different cultures and compare and contrast with their own culture.

3. Understand why Mexicans, Central, or South Americans immigrate to the United States and what conditions they come from by observing the wealth and poverty of communities in these areas and visiting schools. This will help students connect classroom content to K-12 students’ lives. It also makes students more aware of their K-12 students’ background experiences in ways students can use to reduce the stress of transition to U.S. classrooms.

4. Learn about the history of the countries visited and be able to incorporate this into their teaching.

5.2 Preparation

In preparation for this trip, here are some details to which you can attend to now:

**Passport.** You will need a passport. Don’t wait to apply for one – it can take 2 months or more to get one. You will be asked for three photocopies of the photo page of your passport before the trip.

Information on applying for or renewing a passport is available via the US Postal Service at: [www.usps.com/passport](http://www.usps.com/passport)

If you already have a passport: make sure that it will be valid for at least six months beyond the return date of your travel seminar. If not, you will need to renew it in order to travel to Mexico.
**Visa.** Some countries may require visas. You will be notified about visas during the travel seminar.

**Insurance.** Westminster College requires that all students on a College-sponsored trip have a personal domestic health insurance policy. We will ask you for a photocopy of your health insurance card before the trip. If you do not currently have health insurance, you may purchase a short-term policy (3 months or longer) from the American College Student Association (ACSA). You are not required to purchase insurance from this particular company, but in our research, this seems to be the least expensive. If you intend to purchase a 3-month policy, you need to purchase the insurance at the beginning of the semester of travel so that we can verify your coverage before we purchase the airplane tickets. If you decide to purchase a longer policy, make sure it will be in effect at the time of travel. You can research and purchase the ACSA policy at [www.acsa.com](http://www.acsa.com)

As part of your tuition, you will be covered by an international travel insurance policy purchased by the College, effective for the travel seminar dates.
VI. PORTFOLIO

6.1 List of Portfolio Items

Throughout the MAT program, students collect assignments and other artifacts and compile them into a final electronic portfolio. The portfolio serves several purposes:

- To encourage students to reflect on and synthesize the various activities and courses in the MAT program
- To allow faculty and the student to assess the student’s progress towards meeting the MAT program objectives and College-wide Learning Goals
- To help faculty assess the strengths and weaknesses of the MAT program
- To demonstrate to potential employers the student’s skills as a teacher

MAT 601, Technology and Teaching, includes instruction on how to compile the electronic portfolio.
VII. EDUCATOR LICENSE

Please be aware that admission to the Teacher Education Program does not automatically guarantee recommendation for licensure. Recommendation for licensure is based upon development of teaching competence in designated areas during the teacher education program and successful completion of state approved licensure tests.

APPLICATION FOR INITIAL TEACHING LICENSE

When you complete the MAT program, you will need to apply for an initial teaching license. The process begins with grades being posted, and our front office recommending you for license with the Utah State Board of Education. Once that has been completed, you can apply for a license (please allow 2 weeks after grades have been posted before applying for your license).

Students who have successfully completed all program requirements and who have passed the Praxis II Exam may apply for their teaching license on-line. To do so:

● Go to www.Utah.gov/teachers
● Click on the link “University Recommend”
● Print a copy of your license.

Those who don’t pass the Praxis Exam or who are adding an endorsement onto an existing license must fill out a paper application available through the School of Education at Westminster College.
VIII. WESTMINSTER COLLEGE GRADING AND ACADEMIC STANDARDS

8.1 Grade Reports

Grade reports are available on WebAdvisor at the end of each semester or term. Individual course grade rosters are not posted. Students needing additional copies of grade reports for reimbursement programs or other verifications may obtain additional copies from the Registrar's Office.

8.2 Incompletes

When extenuating circumstances occur beyond a student’s control, such as medical issues or family emergencies, students can request that faculty assign them an incomplete grade. At the time of request, students should have a passing grade and have completed at least two-thirds of the required coursework. Generally, incomplete grades are not given when the incomplete work includes team-based projects and assignments, although exceptions can be made.

If a faculty member determines an incomplete grade is warranted, all work must be completed by the date specified by the faculty member within 10 weeks after the course has ended. Adjunct faculty members must inform the department chair of the incomplete and devise a plan to assure follow through during the extended period. If the work is not completed by the end of the period specified, the temporary mark is changed to the grade indicated by the instructor, or if no grade has been indicated the mark is changed to an F. When coursework in which a student has received an Incomplete has been made up, the final grade is entered with I and the letter grade (for example, IA).

Alternatives to incomplete grades may include a) students repeating a course to improve the grade and their GPA, or b) filing a petition with the Review Committee for a late withdrawal when the extraordinary circumstances faced by the student are documented and resulted in failing all classes in a term. Faculty members may adopt late assignment rules or more restrictive incomplete policies and are encouraged to articulate those policies on the syllabus.

Note for graduating students: A grade of “I” for any class in a student’s last semester will automatically move them to the next graduating semester.

8.3 Academic Probation and Suspension Policy

Students in all graduate programs are expected to maintain a cumulative grade point average of at least 3.0. Students whose cumulative grade point average falls below 3.0 will be placed on academic probation. Students placed on academic probation must earn a semester grade point average of at least 3.0 the next semester in which they enroll. Students who are on academic probation may take no more than 4 credit hours each semester. Probationary students who fail to earn a semester grade point average of at least 3.0 that semester will be suspended from their graduate program.
Probationary students whose semester grade point average is 3.0 or higher but whose cumulative grade point average still remains below 3.0 will continue on academic probation. Probationary students whose cumulative grade point average reaches 3.0 or higher will be returned to good academic standing.

Probationary students are required to meet with the program director prior to enrolling for the upcoming semester.

A student who does not receive individual course grades of C or higher, or maintains a 3.0 cumulative GPA will not be approved for student teaching. Any specific course may not be repeated more than once.

### 8.4 Appeals for Re-admission

Suspended students may petition their individual Program Review Committee for readmission at any time prior to the beginning of the semester in which they wish to enroll; however, unless extenuating circumstances exist, suspended students are required to remain out of the college for at least one semester before appealing for readmission. Students who feel extenuating circumstances contributed to their failure to meet minimum grade point requirements may choose to appeal for readmission immediately following the suspension.

Students who have been out of the college for more than two semesters must also submit an application for readmission to the Admissions Office. Students readmitted after more than two semesters will be required to meet program requirements for the catalog in effect at the time of readmission.

To appeal for readmission, students must submit a letter to the program director giving evidence that supports the request for readmission. Petitioning students will be notified of the review committee meeting and will be given the opportunity to present their cases in person. Decisions of the review committee are final. Students readmitted through the appeals procedure are placed on continued probation and must meet the minimum 3.0 grade point average requirement that semester.

### 8.5 Academic Grievance Procedure

Students have the right to appeal or petition an academic decision. For the appeals procedure to be followed after suspension, see Appeals for Readmission. For other appeals or petitions, the student must make the appeal or petition, in writing. The student must file the grievance with the Dean of the school. Written appeals must be submitted during the first four weeks into the next semester and must include documentary evidence that the student feels has a bearing upon the request.

A faculty committee from the school involved reviews the appeal. The student may be present at the hearing. The decision of the faculty appeals committee will be reported to the student within five business days, of the date of the hearing, while school is in session.

If the decision of the faculty committee is not acceptable to the student, the student may file a written appeal with the Graduate Programs Grievance Committee within five business days, while school is in session, of notification of the faculty decision. The Graduate Programs Grievance Committee is made up
of three Graduate Directors outside of the program, the Dean of Students, and three Academic Deans, except the one whose school is involved in the appeal. The student and faculty representatives may call members of the college, off-campus supervisors or mentors as supporting witnesses. All materials included in the faculty’s deliberations, including the student’s written appeal and the proceedings of the faculty hearing, are made available to the Graduate Programs Grievance Committee and become part of the proceedings. The hearing before the Graduate Programs Grievance Committee will be held within fifteen business days, while school is in session, of receiving the written appeal. The student may be present at the appeal hearing. The decision of the Graduate Programs Grievance Committee is reported to the student within five business days, while school is in session, of the date of the hearing.

Decisions of the Academic Grievance Committee are final. The final decision will be a majority decision from the committee.

Students have the right to continue their enrollment and participation in academic programs until final decisions are reached. Failure of students to file appeals within specified time limits is considered acknowledgment of the action without intent to appeal.

8.6 Academic Honesty

Westminster College of Salt Lake City operates on the assumption that all academic work is the honest product of each student’s own endeavors. The faculty and staff at Westminster expect such integrity from the students, and violations are cause for disciplinary action, including suspension, probation, loss of credit, or expulsion from the College.

Academic dishonesty includes, but is not limited to, cheating, plagiarism, and furnishing false or misleading information to any faculty or staff member.

Cheating on examinations includes, but is not restricted to, copying from another student's exam paper, using unauthorized notes during an exam, arranging for a substitute to take an examination, or giving or receiving unauthorized information prior to an exam.

Cheating on written assignments includes plagiarism, unauthorized collaboration with others or submitting the same material for more than one class without authorization of the instructor.

Plagiarism includes borrowing information or ideas, whether directly quoted or paraphrased, from any source beyond one's first-hand experience and not acknowledging the source. The student must give credit for the material by identifying the source, using one of the generally accepted citation methods.

Initially, sanctions are the responsibility of the class instructor. The instructor may simply reprimand the student, or may demand the work be repeated, or may give a failing grade for the assignment or exam in question, or may give a failing grade in the entire course. In each case, a short report of the incident will be filed with the appropriate academic dean.

In the case of repeated or more serious violations, the faculty member may recommend to the dean that the student be put on probation, suspended, or expelled from the College. The dean's recommendation will then be sent to the Dean of Students.
Students may appeal such decisions to the Academic Grievance Committee. In the case of an appeal, the student has the right to be present at the hearing and refute the charges. A written copy of the decision will be distributed to all involved parties within 72 hours of the hearing.
IX. APPENDIX (FORMS)
Westminster Preservice Teacher Evaluation Form

Teacher Candidate: ____________________________

Methods ☐  Student Teaching: ☐  |  Observation: ☐  |  Midterm: ☐  |  Final Evaluation: ☐  |  TWS: ☐  |  Portfolio: ☐

<table>
<thead>
<tr>
<th>Date: 8-May-19</th>
<th>Grade/Subject:</th>
<th>School/Mentor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completer:</td>
<td></td>
<td></td>
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<tr>
<td>Signature:</td>
<td></td>
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</tbody>
</table>

Performance Indicators: 0 – No Evidence 1 – Not Yet 2 – Emerging 3 – Meets Standard (NA – Not Applicable)

Please see Utah Institutions of Higher Education Preservice Teacher Evaluation Rubric for description of each indicator

<table>
<thead>
<tr>
<th>Rating</th>
<th>Standard 1: Learner Development</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>The teacher understands cognitive, linguistic, social, emotional and physical areas of student development.</td>
</tr>
<tr>
<td></td>
<td>Comments and Suggestions:</td>
</tr>
<tr>
<td></td>
<td>1.1 Creates developmentally appropriate and challenging learning experiences based on each learner’s strengths, interests, and needs (1a, 2e).</td>
</tr>
<tr>
<td></td>
<td>1.2 Collaborates with families, colleagues, and other professionals to promote student growth and development (1b).</td>
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<thead>
<tr>
<th>Rating</th>
<th>Standard 2: Learning Differences</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>The teacher understands individual learner differences and cultural and linguistic diversity.</td>
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<tr>
<td></td>
<td>Comments and Suggestions:</td>
</tr>
<tr>
<td></td>
<td>2.1 Allows learners multiple ways to demonstrate learning sensitive to diverse experiences, while holding high expectations for all (2a, 2b, 2c, 2d). InTASC 2 CAEP 1.1, 3.5</td>
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</table>

<table>
<thead>
<tr>
<th>Rating</th>
<th>Standard 3: Learning Environments</th>
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</thead>
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<td></td>
<td>The teacher works with learners to create environments that support individual and collaborative learning, social interactions, active engagement in learning, and self-motivation.</td>
</tr>
<tr>
<td></td>
<td>Comments and Suggestions:</td>
</tr>
<tr>
<td></td>
<td>3.1 Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures (3)InTASC #</td>
</tr>
<tr>
<td></td>
<td>3.2 Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry (3b),InTASC</td>
</tr>
<tr>
<td></td>
<td>3.3 Utilizes positive classroom management strategies, including the resources of time, space, and attention, effectively (3c, 3d). InTASC 3</td>
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<table>
<thead>
<tr>
<th>Rating</th>
<th>Standard 4: Content Knowledge</th>
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<tr>
<td></td>
<td>The teacher understands the central concepts, tools of inquiry, and structures of the discipline.</td>
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</table>
### Rating

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

<table>
<thead>
<tr>
<th>The teacher:</th>
<th>Comments and Suggestions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Bases instruction on accurate content knowledge using multiple representations of concepts and appropriate academic language (4a, 4c, 4d, 4e, 7c). InTASC 4 and 5</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>The teacher:</th>
<th>Comments and Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Uses data sources to assess the effectiveness of instruction and to make adjustments in planning and instruction (5a, 5c, 5d, 8a). InTASC 6</td>
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<tr>
<td>5.2 Documents student progress and provides descriptive feedback to student, parent/guardian, and other stakeholders in a variety of ways (5b, 5e). InTASC 6</td>
<td></td>
</tr>
<tr>
<td>5.3 Designs or selects pre-assessments, formative, and summative assessments in a variety of formats that align to learning objectives and engage the learner in demonstrating knowledge and skills (5a). InTASC 6</td>
<td></td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>The teacher:</th>
<th>Comments and Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Demonstrates knowledge of the Utah Core Standards and references them in short- and long-term planning (4b, 6a). InTASC 7</td>
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<tr>
<td>6.2 Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge (6b, 6e). InTASC 7</td>
<td></td>
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</tbody>
</table>

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

<table>
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<tr>
<th>The Teacher:</th>
<th>Comments and Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard 7: Content Knowledge and Pedagogical Practice</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>7.1 Practices a range of developmentally, culturally, and linguistically appropriate instructional strategies to meet the needs of individuals and groups of learners (2b, 2e, 6c, 7a, 7b). In TASC 8 CAEP 1.1, 1.2, 1.4, 3.5</td>
<td></td>
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<tr>
<td>7.2 Provides multiple opportunities for students to develop higher-order and meta-cognitive skills (3f, 6d, 7e). In TASC 8 CAEP 1.1, 1.2, 1.4, 3.4, 3.5</td>
<td></td>
</tr>
<tr>
<td>7.3 Supports and expands each learner’s communication skills through reading, writing, listening, and speaking (3f, 7d). In TASC 8 CAEP 1.1, 1.4, 3.4, 3.5</td>
<td></td>
</tr>
<tr>
<td>7.4 Uses a variety of available and appropriate technology and resources to support learning (3e, 7f, 7g). In TASC 8 CAEP 1.1, 1.3, 1.5, 3.4, 3.5</td>
<td></td>
</tr>
<tr>
<td>7.5 Develops learners’ abilities to find and use information to solve real-world problems (7g, 7f). In TASC 8</td>
<td></td>
</tr>
</tbody>
</table>

**Rating**: Standard 8: Reflection and Continuous Growth

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

**The teacher:**
8.1 Adapts and improves practice based on reflection and new learning (8b, 8c, 8d, 8e). In TASC 9

**Comments and Suggestions**

**Rating**: Standard 9: Leadership and Collaboration

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

**The teacher:**
9.1 Participates actively in decision-making processes, while building a shared culture that affects the school and larger educational community (9a, 9b, 9d, 9e). In TASC 10 CAEP 1.1, 3.3, 3.5

9.2 Advocates for the learners, the school, the community, and the profession (9c). In TASC 9 CAEP 1.1, 3.3, 3.5

**Comments and Suggestions**

**Rating**: Standard 10: Professional and Ethical Behavior
<table>
<thead>
<tr>
<th>The Teacher:</th>
<th>Comments and Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.1 Is responsible for compliance with university policies, federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives (10a, 5f). InTASC 9 CAEP 1.1, 1.4, 3.3, 3.5, 3.6</td>
<td></td>
</tr>
<tr>
<td>10.2 Is responsible for compliance with all requirements of State Board of Education Rule R277-530 at all levels of teacher development (10b). InTASC 9 CAEP 1.1, 1.4, 3.3, 3.5, 3.6</td>
<td></td>
</tr>
</tbody>
</table>

**Goals:**

**General Comments:**
Utah Institutions of Higher Education
Utah Preservice Teacher Evaluation Rubric
(Based on the Utah Effective Teaching Standards)

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>No Evidence (0)</th>
<th>Not Yet (1)</th>
<th>Emerging (2)</th>
<th>Meets Standard (3) (Inservice Emerging)</th>
<th>Exemplary (4) (Inservice Effective)</th>
<th>Inservice Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Learner and Learning</strong></td>
<td></td>
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<td></td>
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<td>Standard 1. Learner Development: The teacher understands cognitive, linguistic, social, emotional, and physical areas of student development.</td>
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</tr>
<tr>
<td>1.1 Creates developmentally appropriate and challenging learning experiences based on each learner’s strengths, interests, and needs (1a, 2e).</td>
<td>● No differentiation</td>
<td>● Instruction is not developmentally appropriate</td>
<td>● Emotionally unsafe environment</td>
<td>● Unaware of developmental needs</td>
<td>● Creates whole group instruction that is far below or above students’ developmental levels, lack of modeling, only one answer or way)</td>
<td>● Incorporates superficial strategies for meeting students’ developmental needs, (e.g., makes reference to student interest but does not use authentic problem solving, teacher dependent problem solving)</td>
</tr>
<tr>
<td>1.2 Collaborates with families, colleagues, and other professionals to promote student growth and development (1b).</td>
<td>● Not proactive in communication</td>
<td>● Not learner focused</td>
<td>● Defensive or hostile</td>
<td>● Doesn’t communicate effectively</td>
<td>● Does not consult the mentor teacher when interacting with families and colleagues</td>
<td>● Communicates on a need to know basis (when required)</td>
</tr>
</tbody>
</table>

Standard 2. Learning Differences: The teacher understands individual learner differences and cultural and linguistic diversity.

| 2.1 Allows learners multiple ways to demonstrate learning sensitive to diverse experiences, while holding high expectations for all (2a, 2b, 2c, 2d). | ● Not accepting of differences | ● Does not hold high expectations | ● Aware of learning diversity | ● Respectful of individual differences | ● Attempts to apply strategies to support diverse learners | ● Applies understanding of learner diversity to support learners to achieve academically (e.g., holds high expectations) | ● Uses learner differences as an asset to adapt and deliver instruction for all learners | ● Provides students multiple ways to demonstrate learning | ● Contributes to a school-wide culture that encourages learner perseverance and advancement | ● Connects multiple perspectives to encourage learners to learn from each other |
**Standard 3. Learning Environments:** The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.

<table>
<thead>
<tr>
<th>3.1</th>
<th>Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures (3a).</th>
<th>3.2</th>
<th>Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry (3b).</th>
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<td>Classroom procedures and behavioral expectations are not established.</td>
<td>Schedule is planned and followed by the teacher.</td>
<td>Schedule is planned. Few procedures are articulated to students. Expectations for student behavior lack clarity.</td>
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<td>● Classroom procedures and behavioral expectations are not established. Schedule planned, majority of learners not on task, learners don’t know what to do, instructional time is lost, lengthy transitions, unorganized.</td>
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<td>● Establishes behavioral expectations focused on planned learning outcomes which students routinely follow.</td>
<td>● Implants a daily schedule, which is communicated to students.</td>
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- **3.1 Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures (3a).**
  - Classroom procedures and behavioral expectations are not established. Schedule planned, majority of learners not on task, learners don’t know what to do, instructional time is lost, lengthy transitions, unorganized.

- **3.2 Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry (3b).**
  - Negative demeanor
  - Frequent reprimands
  - Inappropriate boundaries
  - Leaves learners unattended
  - Emotionally unsafe environment

- **3.1 Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures (3a).**
  - Schedule is planned. Few procedures are articulated to students. Expectations for student behavior lack clarity.

- **3.2 Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry (3b).**
  - Lack of learner collaboration
  - Focus on delivering content without regard to interaction with students
  - Teacher addresses student appropriately

- **3.1 Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures (3a).**
  - Students interact appropriately with one another. Establishes a safe, positive, and respectful learning environment.

- **3.2 Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry (3b).**
  - Student-teacher dialog is focused on learning outcomes.

- **3.1 Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures (3a).**
  - As a safe, positive, and respectful learning environment, opportunities for student interactions.

- **3.2 Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry (3b).**
  - Supports learners as they reflect on and modify their personal interactions

- **3.1 Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures (3a).**
  - Supports learners to create and manage learning teams to meet learning goals.
<table>
<thead>
<tr>
<th>3.3</th>
<th>Utilizes positive classroom management strategies, including the resources of time, space, and attention, effectively (3c, 3d).</th>
</tr>
</thead>
</table>
| ● No classroom management strategies
● Negative classroom management strategies
● Ineffective and disorganized use of time, space, and attention
● Frequent digressions | ● Inconsistent use of classroom management strategies
(e.g., inappropriate student behavior acknowledged)
● Transitions lack structure, disrupting instruction |
| ● Pacing of instruction is appropriate for student learning
● Students are mostly on task
● Inappropriate student behavior is addressed with some success | ● Implements classroom management strategies
● Encourages learners to be engaged with the content
● Manages time, space, and attention to engage learners |
| ● Uses differentiated management strategies focusing on individual learner need
● Gains and maintains student attention through active engagement
● Adjusts instructional pacing and transitions to maintain learner engagement and support learning | ● Fosters each learner’s ability to manage and reflect upon his/her own learning |
### Instructional Practice

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

| 4.1 Bases instruction on accurate content knowledge using multiple representations of concepts and appropriate academic language (4a, 4c, 4d, 4e, 7c). | **Conveys inaccurate content, information, and/or concepts** | **Uses only one way to teach a concept or uses only one explanation** | **Content is technically correct but is conveyed in a way that may perpetuate misconceptions (e.g., simplified language, use of everyday language, poorly connected metaphors or analogies, uses inaccurate information)** | **Teacher uses academic vocabulary with limited opportunities for student practice** | **Demonstrates content knowledge in the teaching assignment** | **Teaches the language and basic concepts of the discipline (e.g., information is conveyed using real-world context)** | **Uses multiple representations and explanations of concepts to deepen each learner’s understanding** | **Designs learning experiences to explicitly teach methods of inquiry and problem-solving** | **Models and expects learners to evaluate, create, and think critically about the content** | **Pursues opportunities to learn new developments in the discipline and continually deepens content knowledge** | **Applies knowledge of subject beyond the content** | **Motivates learners to extend and share their own knowledge beyond core content** | **Anticipates possible learner...** |
Standard 5. Assessment: The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.

<table>
<thead>
<tr>
<th>5.1</th>
<th>Uses data sources to assess the effectiveness of instruction and to make adjustments in planning and instruction (5a, 5c, 5d, 8a).</th>
<th>Documents student progress and provides descriptive feedback to student, parent/guardian, and other stakeholders in a variety of ways (5b, 5e).</th>
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</table>
| | - Does not collect or use data to evaluate the outcomes of teaching  
- Makes teaching decisions in isolation  
- Sticks to predetermined plan, rather than using data to make instruction decisions | - Does not use data to provide feedback on learner performance  
- Does not provide feedback, feedback is non-specific or is limited  
- Does not provide timely feedback  
- Rarely moves about the classroom to provide on-going feedback |
| | - Collects data but does not use it to make instructional decisions  
- Assessments lack direct alignment to instruction | - Provides feedback to the class as a whole or to groups of students  
- Scores are provided without descriptive feedback  
- Rubrics are not used to provide descriptors of quality work  
- Student learning is monitored through grades |
| | - Collects and analyzes data to document student learning  
- Assessments align with state and content standards as well as evidence of student learning | - Monitors learner performance and provides individual, descriptive feedback with scores  
- Rubrics are designed with vague descriptors  
- Identifies elements of quality work through aligned rubrics |
| | - Uses data to evaluate student learning and to make instructional decisions  
- Monitors learner performance and responds to individual learning needs | - Documents and shares assessment feedback with learners and parents/guardian as required  
- Initiates feedback on learner progress.  
- Initiates ongoing, open communication between home and school about learner progress.  
- Provides timely, descriptive, and specific feedback to individuals and groups  
- Provides ways for learners to monitor and peer feedback |
| | - Targets instructional strategies based on data  
- Uses multiple formative and summative assessments to make ongoing adjustments in instruction based on a wide range of individual learner needs  
- Targets intervention and enrichment strategies based on data | - Uses a variety of effective formats to document and provide feedback on learner progress.  
- Provides opportunities for learners to self-assess work and receive peer feedback |

- Provides multiple assessment options for the learner to demonstrate knowledge and skills  
- Collaborates with colleagues to use a variety of data to reflect and adapt planning and instruction  
- Provides opportunities for learners to self-assess work and receive peer feedback  
- Engages learners in using feedback to improve future performance
| Design or selects pre-assessments, formative, and summative assessments in a variety of formats that align to learning objectives and engage the learner in demonstrating knowledge and skills (5a). | ● Assessment(s) is not aligned  
● Assessment is biased and does not account for different learning styles and multicultural differences of students  
● Does not make accommodations for different learner needs, particularly learners with disabilities and language learning needs (not developmentally appropriate) | ● Relies on a single item type (e.g., multiple choice) for all assessments  
● Selects assessment(s) that align with lesson plan(s) and instructional topics | ● Selects or adapts assessment(s) that match student learning outcomes  
● Selects assessments that are developmentally appropriate  
● Uses multiple strategies to evaluate student learning | ● Designs assessments in a variety of formats that match learning objectives and Utah Common Core standards  
● Selected assessment(s) accounts for and differentiates student learning levels and promotes higher level thinking in students  
● Uses assessments to engage learners in their own growth | reflect upon their own progress |

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

| Demonstrates knowledge of the Utah Core Standards and community contexts and references them in short- and long-term planning (4b, 6a). | ● Unfamiliar with Utah Core Standards  
● Materials are not aligned with standards  
● No evidence of planning  
● No evidence of learning objectives | ● Utah Core Standards are included in lesson plans but are not explicitly addressed in the lesson  
● Instructional plans, materials, or strategies are activity-based rather than focused on the Utah Core Standards  
● Learning objectives are included but not appropriate/valid | ● Learning objectives are included and appropriate/valid  
● Instructional plans, materials or strategies are activity-based focused on the Utah Core Standards | ● Aligns daily instruction with Utah Core Standards  
● Materials and strategies support student learning of the standards and applies learners' sociocultural backgrounds in the design of instruction to encourage all learners to reach their full potential.  
● Plans and implements short- and long-term learning experiences that reference Utah Core Standards learning objectives and content  
● Organizes and adapts learning experiences and materials to align with the Utah Core Standards | ● Plans and evaluates the effectiveness of planning in response to student learning data and makes needed adjustments |
<table>
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<tr>
<th>Standard 7. Instructional Strategies: The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways.</th>
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<td><strong>6.2</strong></td>
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<td><strong>7.1</strong></td>
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| No attempt to integrate | Cross-disciplinary integration is ineffective or inhibits student understanding | Cross-disciplinary integration is attempted without student interaction | ...and provides opportunities for students to use knowledge from other topics and content to understand target content | ...and plans lessons that demonstrate how knowledge and skills transfer to other content areas | ...and collaborates with colleagues to establish links between disciplines and influence school-wide teaching practices |

- Adapts pre-determined plans, materials, and timeframes to meet individual learner needs
- Provides learners with explicit instruction to analyze, synthesize, and make decisions
- Provides opportunities for learners to reflect on their own learning
- Provides opportunities for students to generate and evaluate new ideas
- Creates complex, open-ended learning opportunities where learners develop inventive solutions to real-world problems
- Adapts levels of questions to engage each learner in appropriately differentiated high-level learning
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<th>7.3</th>
<th>Supports and expands each learner’s communication skills through reading, writing, listening, and speaking (3f, 7d).</th>
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<tr>
<td>● Communication skills are not taught or developed specifically</td>
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<td>● Communication is teacher centered</td>
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<td>● Only one communication skill (reading, writing, speaking, or listening) typically required of the students</td>
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<td>● Most communication is teacher-centered; however, some attempts are made to use learners' communication skills</td>
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<td>● Teacher incorporates reading, writing, listening, and speaking skills across the curriculum and within lessons as appropriate</td>
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<td>● Provides opportunities for learners to practice communication skills and initiate dialogue with each other</td>
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<td>● Teaches content-specific reading, writing, listening, and speaking skills for effective communication</td>
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<td>● Engages each student to transfer communication skills to real-world contexts</td>
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<td>● Promotes the use of multiple forms of communication that furthers understanding of content and builds critical thinking</td>
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<td>7.4</td>
<td>Uses a variety of available and appropriate technology and resources to support learning (3e, 7f, 7g).</td>
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<td>● Avoids using available technology</td>
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<td>● The technology used neither enhances student learning nor engagement (e.g., technology for technology sake)</td>
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<td>● Technology is teacher-centered</td>
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<td>● Limited student engagement results from technology use</td>
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<td>● Uses technology in ways that promotes student engagement and learning (e.g., students' active engagement with content is facilitated by the technology)</td>
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<td>● Evaluates and uses various technologies to support content and skill development</td>
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<td>● Incorporates technology to extend learner content knowledge and skill development</td>
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<td>● Provides opportunities for learners to critically analyze information from multiple and diverse sources and perspectives</td>
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<td>● Investigates and uses new technologies to enhance learner engagement in learning</td>
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<td>7.5</td>
<td>Develops learners’ abilities to find and use information to solve real-world problems (7g, 7h).</td>
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<td>● Information sources not appropriate for complexity of concepts and/or lesson objectives</td>
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<td>● Uses unreliable sources of information</td>
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<td>● Problems addressed are insignificant, contrived, or unrealistic</td>
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<td>● Problems are relevant to lesson objectives and the students</td>
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<td>● Develops learners' abilities to find information related to the topic</td>
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<td>● Supports learners in using various media and other sources for gathering information to solve real-world problems</td>
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<td>● Develops each learner’s ability to find, understand, and analyze diverse sources of information</td>
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<td>● Provides opportunities for learners to use multiple sources of information to solve real-world problems</td>
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<tr>
<td>● Fosters a learning environment where learners offer opinions, support claims, and share perspectives to solve problems</td>
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### Professional Responsibility

Standard 8. Reflection and Continuous Growth: The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.
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<th>Standard 9. Leadership and Collaboration: The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.</th>
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<td>Appearance as defined by university and the local education agency (LEA)</td>
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X. NOTIFICATION AND ACCEPTANCE

I have read the Master of Arts in Teaching (MAT) HANDBOOK and understand information and policies there within contained and agree to abide by these requirements in all activities—classes, field experiences, and other professional interactions.

__________________________________________
Print Name

__________________________________________
Student Signature Date