## TABLE OF CONTENTS

### I. STANDARDS
- Program Goals – Utah Effective Teaching Standards .............................................. 4-6
- Knowledge, Skills, and Professional Dispositions .................................................... 7-9
- State Standards of Ethical Conduct ........................................................................ 9
- Guidelines for Professional Dress .......................................................................... 10-11

### II. ROLES AND RESPONSIBILITIES ............................................................... 12-23
- Methods Students/Student Teachers ........................................................................ 12
  - General roles ........................................................................................................ 12
  - Early Field Experiences ...................................................................................... 12
  - Methods Field Experiences ............................................................................... 13-14
  - Student Teaching ............................................................................................... 14-15
  - Student Teaching – SPED .................................................................................. 15
- Mentor Teachers .................................................................................................... 15
  - General Roles ...................................................................................................... 15
  - Early Field Experiences ...................................................................................... 16
  - Methods field Experiences ............................................................................... 16
  - Student Teaching ............................................................................................... 17
- College Supervisors .............................................................................................. 17
  - General Roles ...................................................................................................... 17
  - Field Experiences (Early field, Methods, Student Teaching) .............................. 18-19
  - Observations ...................................................................................................... 19-20
- Legal Responsibilities ............................................................................................ 20-22

### III. POLICIES AND PROCEDURES ................................................................. 23-31
- Background Check ............................................................................................... 23
- Students of Concern ............................................................................................. 24
- Appeals Process ..................................................................................................... 24-25
- Advising ................................................................................................................ 25
- Evaluations ............................................................................................................ 26
- Student Teaching License ...................................................................................... 26
- Educator Licensure ................................................................................................ 27
  - Application for Initial Teaching License ............................................................. 27
  - Required Ethics Review ...................................................................................... 28
  - Praxis Exam ........................................................................................................ 28
- Problem Resolution .............................................................................................. 29-30
- Retention in the Program ...................................................................................... 30
- Work Stoppages in Cooperating School Districts .................................................. 30-31
- Student Teachers as Substitutes ........................................................................... 31

### IV. PORTFOLIOS AND TEACHER WORK SAMPLE ......................................... 32
- Terms and Explanations ......................................................................................... 32

### V. APPLICATIONS ............................................................................................ 33
- Student Teaching Application ............................................................................... 33

### VI. FOLLOW-UP CONTACT ............................................................................. 34
VII. NASDETEC INTERSTATE CONTRACT PARTICIPATION

APPENDIX A: FORMS

- KNOWLEDGE, SKILLS, AND PROGRESSIONAL DISPOSITIONS
- STUDENT TEACHING APPLICATION
- FIELD EVALUATION FORM (USED IN BOTH METHODS AND STUDENT TEACHING FOR OBSERVATIONS AND EVALUATIONS)
I. STANDARDS

1.1 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.

1.2 PROGRAM GOALS – Utah Effective Teaching Standards

Standard 1: Learner Development
The teacher understands cognitive, linguistic, social, emotional and physical areas of student development

- Creates developmentally appropriate and challenging learning experiences based on each learner’s strengths, interests, and needs
- Collaborates with families, colleagues, and other professionals to promote student growth and development

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

- Allows learners multiple ways to demonstrate learning sensitive to diverse experiences, while holding high expectations for all

Standard 3: Learning Environments
The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interactions, active engagement in learning, and self-motivation.

- Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures
- Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry
- Utilizes positive classroom management strategies, including the resources of time, space, and attention, effectively

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

- Bases instruction on accurate content knowledge using multiple representations of concepts and appropriate academic language
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.

- Uses data sources to assess the effectiveness of instruction and to make adjustments in planning and instruction
- Documents student progress and provides descriptive feedback to student, parent/guardian, and other stakeholders in a variety of ways
- 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

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

- Demonstrates knowledge of the Utah Core Standards and community contexts and references them in short- and long-term planning
- Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge

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.

- Practices a range of developmentally, culturally, and linguistically appropriate instructional strategies to meet the needs of individuals and groups of learners
- Provides multiple opportunities for students to develop higher-order and meta-cognitive skills
- Supports and expands each learner’s communication skills through reading, writing, listening, and speaking
- Uses a variety of available and appropriate technology and resources to support learning
- Develops learners’ abilities to find and use information to solve real-world problems

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.

- Adapts and improves practice based on reflection and new learning

Standard 9: Leadership and Collaboration
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.

- Participates actively in decision-making processes, while building a shared culture that affects the school and larger educational community
- Advocates for the learners, the school, the community, and the profession

Standard 10: Professional and Ethical Behavior
The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515

August 24, 2017
• 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

• Is responsible for compliance with all requirements of State Board of Education Rule R277-530 (Utah Effective Teaching Standards) at all levels of teacher development
1.3 KNOWLEDGE, SKILLS, AND PROFESSIONAL DISPOSITIONS

School of Education students preparing to work in the public school venue must know and be able to demonstrate professional content knowledge, 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.

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 and means 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 for or are specifically developed to meet the needs of all students.

Professional Dispositions
Two major categories with their particular attributes are outlined below:

- Professional Dispositions in field-based experiences encompasses appropriate behavior specific to field experiences. Behaviors consistent with this standard include but are not limited to:
  - Maintains communication with School of Education faculty and supervisors, parents/guardians, students, Mentor Teachers and other Site personnel
Complies with policies, statutes and rules established by UPPAC and local school districts
Recognizes and respects diversity
Creates a safe learning environment for students
Helps develop and maintain positive and accurate perceptions towards all students
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

**Professional Dispositions as a student** encompasses one’s ability to demonstrate a respectful attitude for all, including colleagues, college supervisors, faculty, and site personnel, and to do one’s best to avoid personal prejudice and bias. It also reflects a teacher candidate’s ability to address differences in personalities, backgrounds, and behaviors. Furthermore, Professional Dispositions as a student encompasses one’s willingness to fully participate in the learning process, and to 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 address them

**Development of 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
- Follows policies outlined in the handbook when addressing concerns
- Acknowledges the rights of all others in the classroom.

Any student who, during their coursework in the School of Education, demonstrates an inability or unwillingness to develop the knowledge, skills, attitudes and professional dispositions 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 program are inconsistent with the professionalism standards outlined in this document. The Student of Concern and Academic Appeals process will be followed as outlined in the Field Handbook – pg. 18,19.

**Please see Appendix A for a complete copy to be signed and returned to your Program Director.**

### 1.4 STATE STANDARDS OF ETHICAL CONDUCT

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

**R277-515 Utah Educator Standards** As in effect on June 1, 2017

The professional educator is responsible for compliance with federal, state, and local laws.

The professional educator shall familiarize himself or herself with professional ethics and is responsible for compliance with applicable professional standards.

All students in the School of Education will be responsible to familiarize themselves with and adhere to these standards. Students applying for licensure at the completion of their program will be required to pass an online assessment through the Utah.gov/teaching website in order to obtain their license. Please see: [http://www.rules.utah.gov/publicat/code/r277/r277-515.htm](http://www.rules.utah.gov/publicat/code/r277/r277-515.htm)
1.5 Guidelines for Professional Dress

THE GUIDELINES

All Westminster 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
- Abide by the dress code of the school in which you are observing or teaching

Examples of professional attire include:

FOR MEN
- Collared shirts (including golf shirts), turtlenecks, sweaters
- slacks, khakis, jeans in good repair (check with individual school)
- Shoes in good repair
- Socks
- Hairstyles should be neat and clean. Facial hair should be neatly trimmed.

FOR WOMEN
- Casual dresses, pant suits, skirts, slacks, Capri pants, jeans in good repair (check with individual school)
- Shirts, blouses, sweaters
- Hemlines and necklines should be conservative
- Make-up, jewelry, hosiery and accessories should be appropriate and worn in moderation
- Shoes that are in good repair
- Hairstyles that are businesslike and neat
**UNACCEPTABLE ATTIRE**

Examples of clothing, paraphernalia, accessories, or body adornments that may prove disruptive or potentially disruptive to the educational environment are:

- Items that contain language or images that are vulgar, discriminatory, or obscene
- Items that promote illegal or violent conduct or contain perceived threats
- Clothing with plunging necklines, shirts that expose the midriff, pants that expose undergarments or private areas of the body
- Clothing that is ripped, excessively baggy, or excessively tight ("conforming to the body")
- Inappropriately revealing clothing such as see-through blouses, bare midriffs, backless tops, cropped tops, skirts with slits that are higher than slightly above the knee, spaghetti-strapped or strapless dresses or blouses without a jacket
- Noisy, distracting jewelry/accessories

Basically, we ask that you carefully consider the professional impact of the image you present while in the schools.

Students will be expected to adhere to the professional dress code required by the respective Districts/Schools they will be visiting. Students are expected to check with each district/school they visit regarding the professional dress code.
II. ROLES AND RESPONSIBILITIES

2.1 METHODS STUDENTS/ STUDENT TEACHERS

GENERAL ROLES

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; if they speak to students who are playing in the hallways, you should too.

2. **Notify your mentor (and supervisor where applicable) in the event you will be absent** from school. Realize that any missed time will need to be made up. Excessive absence and tardiness as defined in syllabi and application materials will warrant a “Student of Concern” form being filed and can be grounds for dismissal from the program.

3. **Be on time to class and to the field.** Hold to the schedule you’ve established with your mentor and supervisor. If you need to make changes, notify those effected in a timely manner.

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’d 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 criticism.

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.

EARLY FIELD EXPERIENCES

EDUC 302- Foundations of Education require the student to observe and participate in a school setting. Students are required to spend fifteen (15) hours in observation. Twelve of those hours will be in the selected schools, one spent in learning about the neighborhood surrounding the schools, and two at a state legislative session or a school board meeting. No teaching is required during this course.  

Marilee

August 24, 2017
SPED 303 - Roles of the Special Educator require the student to observe and participate in a school setting for fifteen (15) hours. Students are required to complete an extensive case study on a student who qualifies for special education.

METHODS FIELD EXPERIENCES PLACEMENTS

Elementary - Math; Science; Literacy; Language Arts; Social Studies; Creative Arts. These elementary methods courses require the students to spend 15 hours per course in an assigned school setting or other as specified by the methods instructor. During these courses, students are expected to teach several lessons under the direct supervision of a mentor teacher. Prior to each teaching event, students create and submit lesson plans to the instructor, mentor teacher and/or supervisor in a timely manner for feedback and approval. At least one lesson in each content area will require a formal observation by an assigned Westminster School of Education supervisor. Tutoring for Literacy class. Besides 15 hours of methods experience, students taking the Literacy course also need to tutor for 12 hours. The course instructor will arrange the tutor placement.

Secondary Methods Placements – Secondary Methods requires two placements: 30 hours in a Middle School/Junior High setting and 30 hours in a High School setting. During both placements, students are expected to teach several lessons under the direct supervision of a mentor teacher. Prior to each teaching event, students create and submit lesson plans to the instructor, mentor teacher and/or supervisor in a timely manner for feedback and approval. At least one lesson in each setting will require a formal observation by an assigned Westminster School of Education supervisor.

SPED 308/MAT 673 - SPED Assessment requires the students to initially evaluate or re-evaluate a student for Special Education services using methods taught in the class. Fifteen hours (15) of field work are required.

SPED 335 or 336/MAT 671 or 681 – Methods of Instruction and Curriculum for K-6 requires the students to participate in collaborating with the direct and indirect services of students with disabilities and teach 4 lessons: oral language, reading, written language and math. Fifteen (15) hours are required.

SPED 340 or 341/MAT 672 or 682 - Methods of Instruction and Curriculum 7-12 requires the students to participate in collaborating with the services of students with disabilities. The focus will be on teaching learning strategies in reading, writing, study skills, and math. Students will also develop a transition program. Fifteen (15) hours of field work are required.

SPED 385/MAT 674 – Behavioral Supports can be a K-12 placement and requires students to work on developing IEP plans, writing a case study, and designing a behavioral intervention. Fifteen (15) hours of field work are required.

August 24, 2017
The Director of Field Placements (Jodi Lusty) arranges each of your field placements. Placements are made based on course rosters. **If you are late in registering for any course, be sure to notify Jodi that you have registered so your field placement can be arranged in a timely manner.**

**NOTE:** Failure to successfully complete the required field assignments and hours will result in failure of the course.

**STUDENT TEACHING**  
Twelve (12) weeks OR ten (10) weeks + six (6) weeks for a dual license (i.e. ELED & SPED)

Student teaching consists of twelve weeks of teaching if you are seeking one license or 10 weeks PLUS 6 weeks if you are seeking a dual license. During Student Teaching, the student teacher assumes full responsibility for the students and the classroom in his/her assigned placement(s).

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 (following individual school guidelines), and you must be 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. Although you may not have the benefits of a teaching contract (and no pay) you are still held to the same work schedule.

Please note that student teaching 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 individual school year or when students return after winter break. 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.

August 24, 2017
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 fourth week.

During your student teaching 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 form in Appendix B: Forms and the "Standards" section of this handbook.

**NOTE:** The semester prior to your student teaching experience, you will be notified of an Orientation Meeting which you must attend. There you will receive your student teaching placement and meet your mentor teacher.

**STUDENT TEACHING - Special Education**

If you are pursuing a Special Education license, you have two options. First is a Special Education teaching license which requires twelve (12) weeks of full-time student teaching. Second is a dual license SPED/ELED, ELED/SPED or SPED/SPED depending on your preferred area of focus. Your primary endorsement area requires a ten (10) week student teaching placement; your addition endorsement requires a six (6) week student teaching placement.

During the six week experience you will be held to the same standards as those expected of you in the ten (10) week placement. Transition times and specifics will be determined through collaboration with the College Supervisor, the Teacher Candidate, and the Mentor Teacher.

**2.2 MENTOR TEACHERS**

**GENERAL ROLES**

Mentor Teachers are a vital link as they assist the student teacher in making the transition from college student to teaching professional. They provide a concrete and intellectual setting in which Teacher Candidates begin translating college coursework into effective teaching.

Their responsibilities include the following:
1. Communicate clearly with the Methods student/Student Teacher, and college faculty.
2. Set aside uninterrupted time for planning purposes, (e.g., reviewing student's lesson plans, answer questions, define expectations).
3. Support the Methods student/Student Teacher as s/he tests various approaches to curriculum and teaching.
4. Provide constructive feedback, identify strengths, and suggest alternatives for areas in which they seem less strong.
5. Find space or desk for the Method Student/Student Teacher so s/he has a place for books, lesson plans, and other materials.
6. Demonstrate content lessons prior to asking the Methods Student/Student Teacher 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 Method Student/Student Teacher 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)

**EARLY FIELD EXPERIENCES**

Your mentor teachers will be some of the most important people to you during your field placements. 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 development as a professional educator.

During the placement of students in EDUC 302, the mentor teacher should be willing to allow students to come into the classroom and observe and have some limited participation in a school setting.

During the field placement for SPED 303, mentor teachers will need to help students identify and gain access to resources for completing an extensive case study on an individual child.

**METHODS FIELD EXPERIENCES**

During methods field experiences, the mentor teacher should allow the students to try strategies and lessons that have been taught and discussed in the methods courses.
Feedback on these lessons is extremely important to Westminster students’ growth as teachers.

**STUDENT TEACHING**

During the student teaching period, the student teacher and the mentor teacher should be in communication as to the design, implementation, and assessment of lessons and units, as well as talking about other responsibilities. The mentor teacher is expected to participate in a Mentor Teacher Seminar that is scheduled at Westminster College while the student teacher takes over the classroom.

The mentor teacher and the student teacher should consult **on a daily basis**. Further, the mentor teacher should schedule weekly conferences during which specific aspects of the student teacher's work will be discussed. The feedback during this weekly session should be constructive and helpful. In turn, the student teacher should view the mentor teacher as a resource with whom s/he can ask questions and seek advice.

The mentor teacher will have formative (mid-term) and summative (final) evaluation conferences with the student teacher and the college supervisor. These forms need to be completed before the three-way conference is held. (Turn to Appendix B: Forms to see the form that will be used and to get an idea about the areas in which the Westminster students will be evaluated).

The mentor teacher will be in on-going communication with the College Supervisor so that, together, they might better help the student teacher achieve his/her goals.

*Open and honest communication is essential for all parties involved*

2.3 COLLEGE SUPERVISORS

**GENERAL ROLE**

The college supervisor fills a difficult role because s/he is called upon to both mentor and to 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.

August 24, 2017
FIELD EXPERIENCES

Westminster offers a variety of field experiences, hence there is a variety of “levels” of supervision, ranging from periodic observation during methods courses to frequent and sustained mentoring during student teaching. Following are the expectations for the supervisors under each situation:

Early Field Experiences

During EDUC 302 where only observation is required, "supervision" is performed by the classroom teacher who should be present in the classroom whenever the college student is visiting.

Methods Field Experiences

Supervision at this stage is shared by the Mentor teacher and the college supervisor. The mentor teacher will be present during all lessons taught by the Westminster student and will be an active partner in deciding which lessons will be presented. S/he will complete a summative evaluation of the student at the end of the experience (see Appendix B: Forms). The college supervisor will periodically observe lessons and will also complete an evaluation form.

Student Teaching Experiences

During the student teaching semester, student teachers will be observed more frequently than in the previous field experiences. For example, during the 12-week student teaching experience, supervisors will conduct a minimum of five formal observations to include a formal lesson plan along with a pre and post-conference. Additional formal observations may be scheduled as warranted. Supervisors are also encouraged to make informal visits where a lesson plan will not be required, but the supervisor may ask to review the candidate’s plan book. Informal visits do not require prior notice to the candidate.

The general duties of the college supervisor during student teaching include the following:

1. Conduct formal and informal observations of the Student Teacher.
2. Conference regularly with the Student Teacher to provide guidance, feedback, and assistance.
3. Communicate regularly with Mentor Teachers.
4. Conduct three-way conferences, which include the student teacher, the mentor teacher, and the college supervisor. The conferences should occur, at a minimum, during the Mid-term and Summative Evaluation process. However, other conferences may occur when a student teacher or mentor teacher requests one, and/or when problems begin to arise. If an issue cannot be successfully resolved or if additional support is needed, the supervisor will notify the Student Teacher’s Program Director as well as the Director of Field Placements.

OBSERVATIONS

Formal Observations

Formal observations include a pre-observation conversation with the student teacher, 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 one hour and 90 minutes.

The pattern for the formal observation cycle is:

1. Pre-teaching conference with the student teacher before the observation to review the student teacher’s formal written lesson plan, discuss concerns student teacher 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 give a copy to the student teacher. Notes should be the basis of the post-observation conference. A copy of the notes should be given to the student teacher at the conclusion of the post-conference.

3. Discuss student teacher’s goals with the purpose of seeing if they were met and improving performance and effectiveness.

4. Complete a digital Evaluation Form cover the pertinent aspects of the observation as they tie to the Utah Effective Teaching Standards. A PDF copy of this form will be send to the student teacher.
Informal Observations

Informal observations will be conducted as deemed necessary by the college supervisor and will take one of the forms mentioned on the preceding page in the student teaching section.

2.4 LEGAL RESPONSIBILITIES

The term “student teacher” refers to individuals who are enrolled in a teacher education program and who have been placed in a school setting to work with a licensed teacher and to gain “hands-on” teaching experience. Most student teachers do not hold teaching licenses and are using student teaching to qualify for one. The status of a student teacher and his/her legal responsibilities and liabilities differ from state to state. There are a limited number of court cases on this specific subject. The student teacher stands somewhere between a school volunteer and an employed contract teacher in the eyes of the law. The mentor teacher and the administrators hold the ultimate responsibility for the classroom and the students. Student teachers must then be under the direct supervision and direction of a teacher employed by the School District. When the mentor teacher decides that the student teacher is ready and able to perform the duties of a classroom teacher in the absence of the mentor teacher, the principal should be informed of this decision. With the principal’s authorization, the mentor teacher can then leave the student teacher in charge of the classroom for certain periods of time.

According to Utah law, the State Board of Education “may issue certificates to persons engaged in student teaching.” The law, Utah Code, Section 53A-6-101 (Amended by Chapter 78, 1990 General Session), further provides:

a. A certificate for student teaching is issued only upon recommendation of a teacher education institution in the state, approved and accredited by the state board.

b. A student teacher certificate authorizes the holder to teach in a specified school or schools under the specific direction of a qualified and regularly certified teacher.

c. The certificate is valid only for the student teaching period.

d. A person may not engage in student teaching without a current student teaching certificate.
Mentor teachers enter into a contract with the School District which employs them. One of a teacher’s primary duties is to comply with all the rules and regulations of the school and the district. It is the teachers’ duty to reasonably supervise students who are in school or participating in school activities. In addition, reasonable supervision is required before and after school, during class breaks, recesses and lunches, during periods when students are bussed by the district or while carrying out teacher-directed activities or assignments. In many instances, teachers and other school officials stand in loco parentis and have many of the same rights and responsibilities that parents and guardians have. (In loco parentis literally means “in the place of a parent.”) There are other provisions that place additional school personnel like teacher’s aides and paraprofessionals in loco parentis. Generally, the courts have held teachers liable for injury to students only upon a showing of willful misconduct, not merely negligence. Negligence, in the educational setting, is defined as failure to provide adequate supervision of students, or engaging in conduct which involves an unreasonable risk of causing injury or allowing harm to occur.

A student teacher is generally protected unless it is established that the student teacher’s decisions or actions were grossly negligent, not made in good faith, or were made maliciously. A court would determine whether or not that student teacher was as prudent as could reasonably be expected from another person in that situation. The teacher or student teacher would be required in more critical classroom situations to show more foresight and exercise greater prudence and supervision of students and materials (for example, in a chemistry class when the students are working with harmful substances).

A student teacher may be held personally responsible for questionable activities involving students outside of the school setting. Cases in other states have upheld public schools and universities that have dismissed student teachers and denied course credit to those whose behavior with or toward students seemed inappropriate. (See Rowe v. Chandler 332 F. Supp. 336).

In Utah, school districts are required to conform to a state minimum uniform school program which includes the employment of legally licensed teachers. The law further provides in Section 53-2-1 of the Utah Code:

“...That no person shall teach in a public school or...in any school district in this state receive compensation therefore out of any public funds who at the time of rendering such service or at the time of such employment is not the holder of a certificate issued in accordance with the regulations of the State Board of Education; provided that this section shall not apply to substitutes employed to take the place of regular teachers who are temporarily absent.”
When a student teacher performs teaching responsibilities and the mentor teacher is not present, then liability would depend upon the particular circumstances just as is the case when there is an accident in the classroom with a licensed teacher. If a pupil is injured as a result of an accident when a student teacher is left in charge and the accident is caused by the student teacher’s negligence, the student teacher may be liable. The standard of care by the student teacher should be comparable to that care exercised by the mentor teacher. Mentor teachers need to be sure that student teachers are ready and able to perform the tasks asked of them.
III. POLICY AND PROCEDURES

3.1 BACKGROUND CHECK

By legislative mandate, applicants for teaching licenses in Utah are required to have had a background check including fingerprinting. This background check must be applied for before the end of the semester in which the student is taking EDUC 302 for under-graduates students. MAT students must complete the background check process before the end of their first semester in the program. The background check now includes both a check by the BCI (Utah's 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 Director of Field Placement (Jodi Lusty) to determine if your background check is still current for your Teaching License Application.

NOTE: Background clearance and Teaching licenses by the state of Utah may be denied 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.

The procedure for the required background check requires two steps. The first step of the BCI process is to go to the website Utah.gov/teachers and select “Background Check” from the menu on the right hand side of the page. Please follow the prompts to complete the electronic application process. Remember to select Westminster College as a receiving body for notification. To complete the process, be ready to pay the $40.00 fee with your credit or debit card.

Once you have completed the information requested on the website and paid the fee, print off 2 copies of the form and take a copy to one of the Live Scan Sites (there is a link on the USOE background check page). At the Live Scan Site, you will be required to pay an additional $20.00 processing fee.

This process is time sensitive and once started must be completed within 30 days or you will be required to start over and pay an additional fee.
3.2 STUDENTS OF CONCERN

When student progress and concerns occur, the faculty member involved may file a “Student of Concern” form with the Dean. A meeting may be called with the student, the Program Director and/or the Dean to discuss the concerns. Further action may be taken including an academic decision.

3.3 APPEALS PROCESS

To appeal an academic decision (e.g. grade received in a given course; probation due to “Student of Concern” filing), a student must complete the following steps:

- **Step One** – We encourage the student to attempt resolution of the issue with the faculty involved within the first fifteen school days of the fall or spring semester following the decision.

- **Step Two** – If the student is still not satisfied, he or she may file a written appeal to the Dean of the School of Education explaining the grievance and specifying what change is requested by the student to correct the situation. The Dean must receive this written appeal within ten days of the attempted resolution with the faculty as noted above. The Dean will attempt to resolve the grievance informally.

- **Step Three** – If the matter cannot be resolved by the Dean of the School of Education, all information will be turned over to a Grievance Committee that will be activated. The committee will meet within ten school days of receiving the information and will consult with the student, the faculty member(s) and any other relevant parties. The committee’s decision will be communicated to the student, the faculty member(s) and the Dean within five school days of the conclusion of their meetings.

- **Step Four** - If the decision of the faculty committee within the school is not acceptable to the student, the student may file a written appeal to the provost within five (5) school days following notification of the faculty committee. The provost will assemble a committee, consisting of the dean of students and deans of the schools not involved to consider the appeal. 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 this provost committee and become part of the proceedings. The hearing before the provost committee will be held within fifteen (15) school days of receipt of the written appeal. The student may be present at the provost committee hearing. The student and faculty representatives may
call members of the college as supporting witnesses. The decision of the provost committee is reported to the student within five (5) school days of the date of the hearing. Decisions made by the provost committee are final.

- **Note:** The individual school grievance process runs concurrent to that of Westminster College and should not be seen as two (2) separate processes, as both require the same process be followed prior to appealing a decision to the Provost’s office.
- **Decisions of the Academic Grievance Committee are final.**
- 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.

### 3.4 ADVISING AND ADVISORS

You must have an initial meeting with the Director of your specific program. At this meeting, the Director will give you any transfer credit information and complete a program plan with you.

### 3.5 EVALUATIONS

**PROCEDURES**

For all Elementary, Special Education and Secondary methods courses, successful completion involves a formal evaluation completed by your mentor teacher and in most cases at least one formal observation completed in each placement and/or content area by the assigned field supervisor. The student also must adhere to the requirements listed in the course syllabus. The evaluation form for these experiences is located in Appendix B.

For the **Student Teaching experience**, the following applies:

During the student teaching period, there are at least two times that the student teacher will be formally evaluated. The first occurs at approximately half-way through the experience where in the mentor teacher and student teacher conference together after individually completing the evaluation form (see Appendix B) with the purpose of discussing the student teacher’s progress and accomplishments. During this conference, the student teacher 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 B) is conducted at the conclusion of a successful Student Teaching experience. The mentor teacher and Field Supervisor each complete a Final 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.

It should also be noted that during the student teaching experience at least five formal observations will be conducted by the field supervisor using the evaluation form. Additional student teaching experiences (e.g. dual certification) will have additional observations and evaluations associated with this placement.

3.6 STUDENT TEACHER LICENSE

The Utah State Office 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 on line for a State of Utah Student Teaching License. The fee is $25.00 and is payable only by credit card.

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 email a copy to the Director of Field Placements in the School of Education. You will keep the original for your records

HOW TO OBTAIN YOUR STATE OF UTAH STUDENT TEACHER LICENSE

Things you will need: Social Security Number, CACTUS #, and $25.00 fee payable only by credit card (Visa, MasterCard, American Express, Discover)

1. Go to the website: Utah.gov/teachers
2. “Click on the button labeled: “Student Teaching/Intern Licenses” and carefully follow the directions on the opened page.
3.8 EDUCATOR LICENSING

REQUIREMENTS

Please be aware that your admission to the Teacher Education Program does not automatically guarantee a recommendation for licensure. Recommendation for licensure is based upon development of teaching competencies in designated areas (see Utah Effective Teaching Standards on pages 1-2 of this handbook), passing the require Praxis II Exams, and successful completion of the teacher education program. The Westminster School of Education will make recommendation to Utah State Office of Education. Once the USOE has approved your recommendation you will then make application for the initial Teaching License.

APPLICATION FOR INITIAL TEACHING LICENSE

Students who have successfully completed all program requirements and have been recommended for Licensure by the Westminster School of Education, may apply and pay for their teaching license on-line. To do so:

- go to Utah.gov/teachers
- click on the link “University Recommendations”
- follow the directions to pay by credit card
- print a copy of your license.

Those who are adding an endorsement onto an existing license must still make official application. Please see Monica Salas for further information on the Teaching License application process.

USOE 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 utah.gov/teachers. The Ethics Review is the first item on the orange menu. There is no fee for this review and a notice that it has been completed will be sent directly to USOE and recorded in the individual’s CACTUS file.

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

All students must TAKE AND PASS the appropriate Praxis II content knowledge examination before acceptance for student teaching.

The Elementary Praxis exam is 5001 Multiple Subjects Test. Secondary Praxis Exams are based on content area. Special Education Praxis requirements are linked to grade-level focus. Please contact the Special Education Program Director for specifics.

For secondary students only who are taking two Praxis exams, they must take at least one by the deadlines listed above. The second may be taken at a later date.

To register for the appropriate Praxis II exams, students apply on-line on the Praxis website: http://www.ets.org/praxis/ We encourage you to familiarize yourself with the website and the registration procedures, dates, fees, etc. Of special note:

- **FIRST** - know your content area test code BEFORE you begin the online registration process. If you are unsure of your test code, please contact the School of Education Program Director for your specific program.
- **NEXT** - List both Westminster College and the USOE as designated recipients.

**NOTE:** If you require testing accommodations similar to those you receive at Westminster College, please visit the ETS website and read the requirements of accommodations. BE AWARE that you must register well in advance of the test date to receive the accommodations. If you are applying to take the Praxis test with accommodations for a documented disability, apply early. It takes at least six weeks to be approved for accommodations, sometimes longer.

You can review an outline of the tests on the ETS web site: http://www.ets.org/praxis. Choose “Utah” on that screen to be sure you are selecting the correct test(s).
3.9  PROBLEM RESOLUTION

The following are possible problems that may occur during field experiences and/or student teaching that would need supervisor intervention and additional conferences with the student and the mentor teacher. If these problems surface and the college supervisor is not aware of the problems, the student or the mentor teacher should immediately bring it to the supervisor’s attention. Possible problems include:

a. Poor communication between the education student and the mentor teacher.
b. Ineffective practices by the education student in classroom management, instruction and/or curriculum development.
c. Inappropriate professional conduct by the education student or the mentor teacher.
d. Incompatibility between the education student and the mentor teacher.

It is often difficult to delineate the actual sequence of appropriate steps to be taken; however, the following events should occur when problems arise:

a. Student teacher and/or mentor should contact the college supervisor to establish a system of communication and contacts.
b. Supervisor will have a three-way conference with the student teacher and the mentor teacher for the purpose of discussing and clarifying problems, solutions, and consequences of various routes of action.
c. A designed written plan of assistance which outlines the steps necessary to solve the problem, will be created
d. Keep lines of communication open between all parties.
e. If necessary, the Director of Field Experiences (832-2480) and the appropriate Program Director will be contacted to help with the problem-solving process.
f. Placement in another classroom during the semester may be determined by the Supervisor, Director of Field Placement, and the appropriate Program Director when problems stem from inappropriate professional conduct by the mentor teacher and/or education student, OR when incompatibility between the education student and the mentor teacher cannot be resolved through a plan of assistance.
g. Termination of student teaching may be recommended by the mentor teacher, supervisor, Field Placement Director and the appropriate Program Director with approval from the Dean when there are ineffective practices by the student teacher and/or inappropriate professional conduct that is not improved through a plan of assistance. In this case, the following guidelines apply:
   • The student will receive a grade of “No Credit” in student teaching and in the student teaching seminar.
• The Program Director, Field Placement Director and the Dean will determine some additional field or course work that needs to be completed before a second semester of student teaching is granted.
• The student will be permitted to register for the second student teaching and seminar experience after the additional field or coursework has been successfully completed. Prior to the beginning of the new semester, the student teacher, Program Director and Director of Field Experiences will design a confidential plan of assistance to support the student in his/her new placement.

h. Termination of the second semester of student teaching and seminar may be recommended by the supervisor, Field Placement Director, and Program Director with approval from the Dean when there are continued ineffective practices by the student teacher and/or inappropriate professional conduct that is not improved through a plan of assistance. The student will not be permitted to register for a third semester of student teaching.

3.10 RETENTION IN THE PROGRAM

All students, whether seeking degrees and teaching licenses or seeking a teaching license only, must maintain a 2.75 cumulative Westminster College GPA and a 3.0 cumulative GPA in School of Education courses. Students can receive no grade lower than a C in any education course. Education courses may only be repeated once; a maximum of three education courses may be repeated.

In addition, all students are expected to become familiar with and abide by the standards for professional behavior as outlined in the Code of Ethics of the Utah Education Association and the Standards of Professional Competence for Utah Educators.

Westminster College complies with all federal and state non-discrimination laws including, but not limited to, the Family Educational Rights and Privacy Act, Title VII of the 1964 Civil Rights Act, Title IX of the Education Amendment of 1972, and the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. Any form of discrimination against people off-campus (i.e., in the schools) may result in disciplinary action. Westminster College students are expected to act in a fair and impartial manner to all people. (Adapted from the Westminster College Student Handbook).

3.11 WORK STOPPAGES IN COOPERATING SCHOOL DISTRICTS

In the event of a work stoppage in a school to which student(s) have been assigned...
for a field experience, the student(s) shall not be required to be physically present at their assigned field placement. Normal supervision will not take place. For stoppages of one week or less, there will not be any special arrangements made, provided the student(s) can successfully meet course and field requirements without undue stress.

For stoppages of more than one week, arrangements may be made for extending the field experience, making an alternative placement or substituting another experience.

3.12 STUDENT TEACHERS AS SUBSTITUTES

Student teachers are occasionally asked to substitute for their own mentor teacher or another teacher in the school. According to Utah State Office of Education policy, this can occur for no more than three days during the student teaching experience and no more than 2 consecutive days. **Continual or repeated absence of a mentor teacher may necessitate a change in the student teaching placement.**
IV. THE PORTFOLIO AND THE TEACHER WORK SAMPLE

During your educational career at Westminster College, you will be creating and refining a professional teaching portfolio. Various aspects of the Portfolio and the Teacher Work Sample will be covered throughout the program.

4.1 TERMS AND EXPLANATIONS

Portfolio –

- Students will reflect on the growth of their knowledge and capabilities, and document their own educational journey over time and across the various domains of their lives as they demonstrate their skills and abilities.
- Students will develop rationales for each of the ten Utah Effective Teaching Standards and select a variety of artifacts from their archive of learning experiences to document the ways in which those experiences were meaningful for them.
- Students will explore guidelines and tips for professional portfolio development that can be followed by teachers at all stages of their careers.

Teacher Work Sample – The Teacher Work Sample is a unit plan which the student will develop and teach during Student Teaching. Included in the unit will be: Research on Context, Unit Theme, Assessments (pre and post), Learning Guides, Rubrics, Resources, and Daily Unit Reflections. You will have ample opportunity to practice developing the components of the Teacher Work Sample in various courses throughout the program.
V. APPLICATIONS

STUDENT TEACHING APPLICATION

STUDENT TEACHING APPLICATION CHECK LIST

The following items must be included so that your application can be considered by
the faculty of the School of Education. Please submit all items by the notated
deadlines. All materials are submitted to the Director of Field Placement, Jodi Lusty.
Plan to spend from 10 to 15 minutes talking with the Director prior to submitting your
application.

Student Teaching Application Page DUE (see Appendix A):
• To student teach Fall Semester - Applications due 1st Monday in March
• To student teach Spring Semester - Applications due 1st Monday in October

DUE with Completed Application:
☐ You must have passing scores on the Praxis II exam before approval for
student teaching. A copy of your test scores must be on file with the School of
Education and reported on your degree audit

☐ Copy of Degree Audit signed by Tim Carr (UG & MAT Elementary), Heather
Batchelor (MAT Secondary) or Shamby Polychronis (Special Education)

☐ One copy of your Resume (electronic and hard copy)

DUE at Acceptance:
☐ One electronic copy of your Philosophy of Education Statement (1 ½ page
maximum)

☐ One electronic copy of your Classroom Management Plan (1½ page
maximum)

Please note – separate from applying for Student Teaching

☐ You must submit signed copies of all graduation audits to the Registrar’s
Office for graduation/completion of the program. You must also apply for
graduation/completion through the Registrar’s Office, regardless of whether you
are obtaining a degree from Westminster College or you are seeking a teaching
license through Westminster College. Please see College Academic Calendar
for specific deadlines.
VI. FOLLOW-UP CONTACT

Westminster College Faculty feel a sense of pride when education students are hired as professionals. The School of Education Faculty would like to continue to support and provide mentoring when applicable. In order to do this, graduates are encouraged to call the School of Education to announce employment positions. Westminster would also like to keep track of graduates as potential Mentor Teachers. We encourage you to complete the exit survey that will be sent out to you approximately 1 month after you complete your program. The Career Center is available to you even after your graduation. Please contact the Center for further details on how they can be of assistance to you.

VII. NASDTEC INTERSTATE CONTRACT PARTICIPATION

Facilitating Mobility of Educational Personnel

The NASDTEC Interstate Agreement facilitates the movement of educators among the states and other jurisdictions that are members of NASDTEC and have signed the Agreement. Although there may be conditions applicable to individual jurisdictions, the Agreement makes it possible for an educator who completed an approved program and/or who holds a certificate or license in one jurisdiction to earn a certificate or license in another state or jurisdiction. For example, a teacher who completed an approved teacher preparation program in Alabama generally will be able to earn a certificate in Georgia. Receiving states may impose certain special requirements which must be met in a reasonable period of time.

It is not a guarantee that all certificate titles will be accepted by a receiving state. For example, in the “sending” state you may hold a “temporary” or “provisional” certificate which is excluded from the agreement signed by the “receiving” state. In such a case, the NASDTEC Interstate Agreement provides no help toward your receipt of a certificate in the “receiving” state.

It is not necessarily “full” reciprocity. The educator may have to complete additional requirements, such as coursework, assessments, or classroom experience, before receiving a full professional certificate in the new state.

For more information, visit the following website: http://www.nasdtec.net/?page=interstate
APPENDIX A:

FORMS
KNOWLEDGE, SKILLS, AND PROFESSIONAL DISPOSITIONS
Westminster School of Education
Key Components for Program Success

School of Education students preparing to work in the public-school venue must know and be able to
demonstrate professional content knowledge, 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.

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 and means 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 for or are specifically developed to
meet the needs of all students.

Professional Dispositions
Two major categories with their particular attributes are outlined below:

- Professional Dispositions in field-based experiences encompasses appropriate behavior
  specific to field experiences. Behaviors consistent with this standard include but are not
  limited to:
    ➢ Maintains communication with School of Education faculty and supervisors,
      parents/guardians, students, Mentor Teachers and other Site personnel
    ➢ Complies with policies, statutes and rules established by UPPAC and local school
      districts
    ➢ Recognizes and respects diversity
    ➢ Creates a safe learning environment for students
    ➢ Helps develop and maintain positive and accurate perceptions towards all
      students
    ➢ Seeks, develops, and continually refines practices that address the needs of
      individual students
      o Demonstrates in language, lesson plans, and teaching practices the belief
        that all students can learn
      o Considers backgrounds, interests, and attitudes of all students
      o Provides equitable learning opportunities for all students
Professional Dispositions as a student encompasses one’s ability to demonstrate a respectful attitude for all, including colleagues, college supervisors, faculty, and site personnel, and to do one’s best to avoid personal prejudice and bias. It also reflects a teacher candidate’s ability to address differences in personalities, backgrounds, and behaviors. Further, Professional Dispositions as a student encompasses one’s willingness to fully participate in the learning process, and to 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 address them

- **Development of 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
  - Follows policies outlined in the handbook when addressing concerns
  - Acknowledges the rights of all others in the classroom.

Any student who, during their coursework in the School of Education, demonstrates an inability or unwillingness to develop the knowledge, skills, attitudes and professional dispositions 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 program are inconsistent with the professionalism standards outlined in this document. The Student of Concern and Academic Appeals process will be followed as outlined in the Field Handbook – pg. 18,19.

I have read, I understand, and I agree to abide by the above description of professional dispositions.

---

Signature  Date
STUDENT TEACHING APPLICATION

STUDENT TEACHING APPLICATION CHECK LIST:

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

The following items must be included so that the committee can consider your application. Please submit all items by the specified deadlines. All materials should be submitted directly to the Field Placement Director, Jodi Lusty (callen@westminstercollege.edu). Plan on spending 15 minutes talking with her at the time you submit this application.

☐ Student Teaching Application Page (see below).
   DUE: To student teach Fall Semester: Applications due 1st Monday in March
   To student teach Spring Semester: Applications due 1st Monday in October

☐ You must have passing scores on the Praxis II exam before applying for student teaching. A copy of your test scores must be on file with the School of Education and reported on your degree audit.
   DUE: See due dates above

☐ One electronic copy of your Resume, complete and up to date.
   DUE: With Application

☐ Copy of Degree Audit signed by Tim Carr (UG & MAT Elementary), Heather Batchelor (MAT Secondary) or Shamby Polychronis (Special Education)

☐ One electronic copy of your Philosophy of Education Statement (one page maximum)
   DUE: Before the last week in March or November

☐ One electronic copy of your Classroom Management Plan (one page maximum)
   DUE: Before the last week in March or November

REQUEST FOR STUDENT TEACHING

Name: __________________________ Date: __________________________
Address: __________________________ Phone(s): Cell: __________________________
City, State, Zip: __________________________ Home: __________________________

I am applying to student teach in __________________________ of __________________________
(SEMESTER) (YEAR)

This request is for (check all that apply): ☐ Elementary ☐ Secondary ☐ SPED ☐ Dual (SPED +....)

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

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

_________________________________________ ________________________________
STUDENT SIGNATURE DATE

August 24, 2017
## Westminster Preservice Teacher Evaluation Form

**Teacher Candidate:**

<table>
<thead>
<tr>
<th>Methods ____</th>
<th>Student Teaching ____</th>
<th>Observation ____</th>
<th>Mid-Term ____</th>
<th>Final Evaluation ____</th>
<th>TWS ____</th>
<th>Portfolio ____</th>
</tr>
</thead>
</table>

**Date/Time:**

**Grade/Subject:**

**School/Mentor:**

**Completer:**

### Performance Indicators:

<table>
<thead>
<tr>
<th>0 – Not Effective</th>
<th>1 – Beginning</th>
<th>2 – Developing</th>
<th>3 – Preservice Effective</th>
<th>(NA – Not Applicable)</th>
</tr>
</thead>
</table>

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**Signature:**

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

### Standard 1: Learner Development

The teacher understands cognitive, linguistic, social, emotional and physical areas of student development.

**The teacher:**

1.1 Creates developmentally appropriate and challenging learning experiences based on each learner’s strengths, interests, and needs (1a, InTASC 1, CAEP 1.1, 3.5)

1.2 Collaborates with families, colleagues, and other professionals to promote student growth and development (1b).

InTASC 1, CAEP 1.1, 3.5

### Standard 2: Learning Differences

The teacher understands individual learner differences and cultural and linguistic diversity.

**The teacher:**

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

### Standard 3: Learning Environments

The teacher works with learners to create environments that support individual and collaborative learning, social interactions, active engagement in learning, and self-motivation.

**The teacher:**

3.1 Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures (3a) InTASC 1

3.2 Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry (3b). InTASC 1

3.3 Utilizes positive classroom management strategies, including the resources of time, space, and attention, effectively (3c, 3d). InTASC 3

### Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline.

**The teacher:**

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

### 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.

**The teacher:**

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

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**Comments and Suggestions:**
### 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 6</td>
<td></td>
</tr>
<tr>
<td>6.2 Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge (6b, 6e). InTASC 6</td>
<td></td>
</tr>
</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>
<thead>
<tr>
<th>The teacher:</th>
<th>Comments and Suggestions</th>
</tr>
</thead>
<tbody>
<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). InTASC BCAEP 1.1, 1.2, 1.4, 3.5</td>
<td></td>
</tr>
<tr>
<td>7.2 Provides multiple opportunities for students to develop higher-order and metacognitive skills (3f, 6d, 7c). InTASC BCAEP 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). InTASC BCAEP 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). InTASC BCAEP 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). InTASC 8</td>
<td></td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>The teacher:</th>
<th>Comments and Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1 Adapts and improves practice based on reflection and new learning (8b, 8c, 8d, 8e). InTASC 8</td>
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</tbody>
</table>

### 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 school climate.

<table>
<thead>
<tr>
<th>The teacher:</th>
<th>Comments and Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>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). InTASC 10 CAEP 1.1, 3.3, 3.5</td>
<td></td>
</tr>
<tr>
<td>9.2 Advocates for the learners, the school, the community, and the profession (9c). InTASC 9 CAEP 1.1, 3.3, 3.5</td>
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<tr>
<td>Rating</td>
<td>Standard 10: Professional and Ethical Behavior</td>
</tr>
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<td>-----------------------------------------------</td>
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<tr>
<td></td>
<td>The teacher demonstrates the highest standard of legal, moral, and ethical conduct in compliance with federal and state rules and laws.</td>
</tr>
</tbody>
</table>

The teacher:

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

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

GOALS:

GENERAL COMMENTS: