Master of Arts in Teaching (MAT) HANDBOOK

School of Education
Dear MAT Student:

Welcome to the Teacher Education Program at Westminster College. As you will discover teaching is a challenging and rewarding career. We teachers really do change the future through the students we lead. 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.

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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 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, textbooks, 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
• Unique 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 Masters 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**
  - MAT 600 - Culture, Family, Community (3)
  - MAT 601 - Technology and Teaching (1)
  - MAT 602 - Introduction to Education (3)
  - MAT 604 - Learning Theory (2)
  - MAT 605 - Diversity and Learning (3)
  - MAT 630 - ELEM Methods & Mgmt. (2)
  - MAT 631 - Math for ELEM Teachers (2)

## SECONDARY EDUCATION (6-12)
- **39-42 credit hours**

## SPECIAL EDUCATION (K-12)
- **48 credit hours**
  - MAT 600 - Culture, Family, Community (3)
  - MAT 601 - Technology and Teaching (2)
  - MAT 602 - Introduction to Education (3)
  - MAT 604 - Learning Theory (2)
  - MAT 605 - Diversity and Learning (3)
  - MAT 630 - ELEM Methods & Mgmt (2)

### First Semester (Summer or Fall)

- MAT 600 - Culture, Family, Community (3)
- MAT 601 - Technology and Teaching (1)
- MAT 602 - Introduction to Education (3)
- MAT 604 - Learning Theory (2)
- MAT 605 - Diversity and Learning (3)
- MAT 630 - ELEM Methods & Mgmt (2)
- MAT 611 - Curriculum Design and Mgmt. (3)

### Second Semester (Fall or Spring)

- MAT 607 - Managing the Inclusive Classroom (3)
- MAT 612 - See Methods Seminar (2)
- MAT 613 - Sec Methods & Assessment (4)
- MAT 614 - Reading, Language, Literacy (3)
- MAT 616 - 625 - Content Methods Course (3)
- MAT 606 - Travel Seminar – 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.

### 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

### Third Semester (Spring or Fall)

- MAT 607 - Teaching & Research Seminar (1)
- MAT 639 - Elem Student Teaching (6)

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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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Term</th>
<th>(Mild/Mod MAT 671 –or- Severe MAT 681)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 671 or 681</td>
<td>Methods for K-6 SPED</td>
<td>(3)</td>
<td>1st spring</td>
<td>(Mild/Mod MAT 671 –or- Severe MAT 681)</td>
</tr>
<tr>
<td>MAT 673</td>
<td>SPED Assessment</td>
<td>(3)</td>
<td>1st spring</td>
<td></td>
</tr>
<tr>
<td>MAT 672 or 682</td>
<td>Methods for 7-12 SPED</td>
<td>(3)</td>
<td>2nd fall</td>
<td>(Mild/Mod MAT 672 –or- Severe MAT 682)</td>
</tr>
<tr>
<td>MAT 674</td>
<td>Behavioral Supports</td>
<td>(3)</td>
<td>2nd fall</td>
<td></td>
</tr>
<tr>
<td>MAT 677</td>
<td>Facilitating Services</td>
<td>(3)</td>
<td>summer</td>
<td></td>
</tr>
<tr>
<td>MAT 676</td>
<td>SPED Student Teaching</td>
<td>(4 or 6)</td>
<td></td>
<td>To be completed in the same semester as Elementary or Secondary student teaching.</td>
</tr>
</tbody>
</table>

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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 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 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

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• **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)


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.

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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.

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### 1.3 Westminster College School of Education Standards (INTASC)

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>Artifacts Date Completed</th>
<th>Artifacts Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</td>
<td></td>
</tr>
</tbody>
</table>
1.4 Program Goals for Each Standard
Westminster College School of Education Standards (INTASC)

#1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**PERFORMANCES**

- The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners’ needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.
- The teacher creates developmentally appropriate instruction that takes into account individual learners’ strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.
- The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

**ESSENTIAL KNOWLEDGE**

- The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.
- The teacher understands that each learner’s cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners’ strengths and needs.
- The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.
- The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

**CRITICAL DISPOSITIONS**

- The teacher respects learners’ differing strengths and needs and is committed to using this information to further each learner’s development.
- The teacher is committed to using learners’ strengths as a basis for growth, and their misconceptions as opportunities for learning.
- The teacher takes responsibility for promoting learners’ growth and development.
- The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner’s development.
#2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

PERFORMANCES

- The teacher designs, adapts, and delivers instruction to address each student’s diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.
- The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.
- The teacher designs instruction to build on learners’ prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
- The teacher brings multiple perspectives to the discussion of content, including attention to learners’ personal, family, and community experiences and cultural norms.
- The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.
- The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

ESSENTIAL KNOWLEDGE

- The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner’s strengths to promote growth.
- The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.
- The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.
- The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.
- The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners’ experiences, cultures, and community resources into instruction.
CRITICAL DISPOSITIONS

- The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.
- The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
- The teacher makes learners feel valued and helps them learn to value each other.
- The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

#3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

PERFORMANCES

- The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
- The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.
- The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
- The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners’ attention.
- The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.
- The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

- The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
- The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

ESSENTIAL KNOWLEDGE

- The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.
- The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.
- The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.
- The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.
• The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

**CRITICAL DISPOSITIONS**

• The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
• The teacher values the role of learners in promoting each other’s learning and recognizes the importance of peer relationships in establishing a climate of learning.
• The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.
• The teacher seeks to foster respectful communication among all members of the learning community.
• The teacher is a thoughtful and responsive listener and observer.

**#4: Content Knowledge**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

**PERFORMANCES**

• The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner’s achievement of content standards.
• The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
• The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.
• The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners’ experiences.
• The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.
• The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.
• The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.
• The teacher creates opportunities for students to learn, practice, and master academic language in their content.
• The teacher accesses school and/or district-based resources to evaluate the learner’s content knowledge in their primary language.

**ESSENTIAL KNOWLEDGE**

• The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
• The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.
• The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.
• The teacher knows how to integrate culturally relevant content to build on learners’ background knowledge.
• The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

CRITICAL DISPOSITIONS
• The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.
• 4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners’ critical analysis of these perspectives.
• The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.
• The teacher is committed to work toward each learner’s mastery of disciplinary content and skills.

#5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

PERFORMANCES
• The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).
• The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
• The teacher facilitates learners’ use of current tools and resources to maximize content learning in varied contexts.
• The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.
• The teacher develops learners’ communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.
• The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
• The teacher facilitates learners’ ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.
• The teacher develops and implements supports for learner literacy development across content areas.

ESSENTIAL KNOWLEDGE
• The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems,
issues, and concerns.
- The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

- The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.
- The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.
- The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.
- The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.
- The teacher understands creative thinking processes and how to engage learners in producing original work.
- The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

CRITICAL DISPOSITIONS
- The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.
- The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.
- The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.
#6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

PERFORMANCES

- The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.
- The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
- The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.
- The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
- The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
- The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
- The teacher effectively uses multiple and appropriate types of assessment data to identify each student’s learning needs and to develop differentiated learning experiences.
- The teacher prepares all learners for the demands of particular assessment formats and makes appropriate modifications in assessments or testing conditions especially for learners with disabilities and language learning needs.
- The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

ESSENTIAL KNOWLEDGE

- The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.
- The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.
- The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.
- The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.
- The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.
- The teacher knows when and how to evaluate and report learner progress against standards.
- The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
CRITICAL DISPOSITIONS

- The teacher is committed to engaging learners actively in assessment processes and to developing each learner’s capacity to review and communicate about their own progress and learning.
- The teacher takes responsibility for aligning instruction and assessment with learning goals.
- The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.
- The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.
- The teacher is committed to making accommodations in assessments and testing conditions especially for learners with disabilities and language learning needs.
- The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

#7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

PERFORMANCES

- The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
- The teacher plans how to achieve each student’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
- The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
- The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
- The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs.
- The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student’s learning needs and enhance learning.

ESSENTIAL KNOWLEDGE

- The teacher understands content and content standards and how these are organized in the curriculum.
- The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.
- The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.
- The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.
- The teacher knows a range of evidence-based instructional strategies, resources, and technological
tools and how to use them effectively to plan instruction that meets diverse learning needs.

- The teacher knows when and how to adjust plans based on assessment information and learner responses.

- The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

CRITICAL DISPOSITIONS

- The teacher respects learners’ diverse strengths and needs and is committed to using this information to plan effective instruction.
- The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.
- The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.
- The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

#8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

PERFORMANCES

- The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
- The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
- The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.
- The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.
- The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
- The teacher engages all learners in developing higher order questioning skills and metacognitive processes.
- The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
- The teacher uses a variety of instructional strategies to support and expand learners’ communication through speaking, listening, reading, writing, and other modes.
- The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

ESSENTIAL KNOWLEDGE

Revised May 2016
• The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.
• The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
• The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.
• The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.
• The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.
• The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

CRITICAL DISPOSITIONS
• The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
• The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.
• The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.
• The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

#9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

PERFORMANCES
• The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.
• The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.
• Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
• The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.
• The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
• The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

**ESSENTIAL KNOWLEDGE**

• The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.
• The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.
• The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.
• The teacher understands laws related to learners’ rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).
• The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

**CRITICAL DISPOSITIONS**

• The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.
• The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.
• The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
• The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.
# 10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

PERFORMANCES

- The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student’s learning.
- The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.
- The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.
- The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
- Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well-being.
- The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.
- 10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.
- The teacher uses and generates meaningful research on education issues and policies.
- 10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.
- The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.
- The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

ESSENTIAL KNOWLEDGE

- The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.
- The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.
- The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.
- The teacher knows how to contribute to a common culture that supports high expectations for student learning.
CRITICAL DISPOSITIONS

• The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.
• The teacher respects families’ beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.
• The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.
• The teacher takes responsibility for contributing to and advancing the profession.
• The teacher embraces the challenge of continuous improvement and change.
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; if they speak to students who are playing in the hallways, you should too.

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’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.

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.

Revised May 2016
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 critiques students’ lessons in their field placements. The supervisor fills a difficult role because s/he is 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 when problems begin to arise. In 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
- 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
- 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
- Shirts, blouses, sweaters
- Hemlines 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

Revised May 2016
Basically, we ask that you carefully consider the professional impact of the image you present while in the schools. It would be wise to check with each school you visit regarding that school’s professional dress code.
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 twelve 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 sixty (60) hours in your field placements. 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.

Full-time students will be paired together with a peer and placed in two different schools at two different grade levels. The requirement is thirty (30) hours in each school. The two paired students may visit the classrooms together or at different times, depending on their schedules and the preferences of the Mentor Teacher.

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 sixty (60) clock hours in a school setting. Students will observe all semester in each school – thirty (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 will 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 fifteen (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 sixty (60) hours in your field placements per semester. Students may take a maximum of three (3) 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.
IV. STUDENT TEACHING

4.1 The Student Teaching Experience

Student teaching consists of twelve (12) weeks of teaching if you are seeking one license or twelve (12) weeks PLUS additional weeks if you are seeking a dual license (such as ELED & SPED). During Student Teaching, the student teacher assumes full responsibility for the students and the classroom in his/her assigned placement(s).

Student teaching is a full-day, contract-hour experience. This means you are required to be at the school from twenty minutes before school begins until twenty 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 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/Early Childhood 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.

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 forms in the Appendix.

Student teaching placements will be made within Title I schools along the Wasatch Front. 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 application. Student teaching 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, 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 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 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.

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 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 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 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. Therefore, a student who does not successfully complete their student teaching experience will not earn a Masters of Arts in Teaching degree nor a teaching license. A student who does not receives individual course grades of B or higher, will not be approved for student teaching.
4.4 Student Teaching Application

Student Teaching Application Check List

The following items must be included so that your application can be considered by the School of Education faculty. Please submit all items by the notated deadlines. All materials should be submitted directly to the Field Placement Director, Char Shepard. Plan on spending 10 to 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 2nd Monday in March
   **To student teach Spring Semester:** Applications due 2nd Monday in October

_____ A copy of your Praxis II Test Scores. You must take and pass the Praxis before applying to Student Teaching.
   DUE: See due dates above

_____ Two copies of your Philosophy of Education Statement (one page maximum)
   DUE: **BEFORE THE NEW STUDENT TEACHER/MENTOR TEACHER ORIENTATION** (IE by the end of the 2nd week of April OR the end of the 2nd week of December)

_____ Two copies of your Classroom Management Plan (one page maximum)
   DUE: **BEFORE THE NEW STUDENT TEACHER/MENTOR TEACHER ORIENTATION**

_____ Two copies of your resume, complete and up to date
   DUE: **BEFORE THE NEW STUDENT TEACHER/MENTOR TEACHER ORIENTATION**

_____ Copy of Graduation Audit signed by Heather Batchelor, Shamby Polychronis or Tim Carr

REQUEST FOR STUDENT TEACHING

Name ________________________________  Date: ______________________
Address: ______________________________  Phone(s):  Home: _______    ___
                     Cell: ______________
City, State, Zip Code: ______________________________
I am applying to student teach in __________________ of ____________
(SEMESTER) of ________________ (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 student teaching (list course titles & numbers):

______________________________ __________________

STUDENT SIGNATURE DATE

Revised May 2016
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 Office of Education (USOE) 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.

The procedure for the required background check requires fingerprinting. The first step for your fingerprint background check is to go to the website www.utah.gov/teachers and select fingerprint background check, then follow the prompts and pay the $69.00 fee with your credit card (if you do not have a credit card, we suggest you purchase a debit or credit card at a local store).

If you live in Utah, you will need to do a live fingerprint scan. Once you have the completed information requested on the website and paid the $69.00 fee, you can take the form you receive and go to one of the Live Scan Site (PDF).”
4.6 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 www.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.

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 web site. 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 USOE 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 Office of Education (USOE) 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 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 online 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 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 111).

**HOW TO OBTAIN YOUR STATE OF UTAH STUDENT TEACHER LICENSE**

Things you will need: Social Security Number and a credit card (Visa, MasterCard, American Express, Discover) to pay the $25 fee.

1. Go to the website: www.utah.gov/teachers

2. This will open to the page: “Educator Licensing Online”
   Click on the bottom button labeled: “Student License”

3. This will open the page: “Welcome to the Utah State Office of Education's Online Student Licensing System.”
   Click on the button labeled: “Start Your Student License”

4. This will open the page: “User Authentication.”
   Type in your Social Security Number and Date of Birth.
   Click the “continue” button.
   This should take you to the page: “Verify Your Records.”

   If you 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 USOE database.”
   - “Your background check has expired.”
   Follow the given directions and contact: Utah State Office of Education
     250 East 500 South, P.O. Box 144200
     Salt Lake City, Utah 84114-4200
     801-538-7740

5. This will open the page: “Verify Your Record.”
   Verify information 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.
   Click on the “continue” button.
6. This will open the page: “Contact Information.”
   This page will display your personal information. Click the “Edit” button to edit the information, or click the “continue” button to proceed.

7. 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. Click the “continue” button.

8. This will open the page “License Record Renewal Fee Summary,” stating your name and the license fee of $25.00. Click the “continue” button.

9. This will open the page, “Payment Information.”
   Insert all required credit card information. (Address must be the mailing address associated with the credit card used.) Click “continue” button.

10. This will open the page, “Payment Verification.”
    Assure the information is correct and click the “continue” button. NOTE: It may take several seconds to process your payment, so please be patient. Do not click the “close,” or “page back” buttons while payment is processing.

11. Once payment is processed you will automatically be taken to the page, “Transaction Successfully Completed.” This page will have a summary of your transaction. Click the “Print License” button and your license will print.

12. Once you have printed the student teaching license from the web site, bring it to the Field Placement Coordinator in the School of Education to sign on behalf of Westminster College, and then have it signed by the school where you will student teach. Bring a copy of the signed license to the School of Education Main Office (Malouf 111). The student teaching school may ask for a copy as well. Keep the original signed license in a safe place.
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

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 portfolio in FolioTek, an electronic portfolio format accessible through the Westminster College home page.

- Resume
- Letters of Recommendation (at least two)
- Philosophy Paper
- Reform Paper
- Guiding Question 1 & 2
- Teacher Work Sample (TWS)
- Mentor Teacher Final Evaluation (created by your mentor during Student Teaching)
- Westminster Supervisor Final Evaluation (created by your Westminster supervisor during Student Teaching)
- An artifact (and reflection) of your choice for standards 1 thru 10

Revised May 2016
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 Office 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”
- follow the directions to pay by credit card (current fee is $50)
- 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

The grade of Incomplete (I) is a temporary mark given for coursework of acceptable quality which students, through no fault of their own, are unable to complete; it is not given for neglected work. A grade of Incomplete also indicates that more than 75 percent of the work of the course has been completed. Coursework must be completed within six weeks of the start of the following Fall or Spring semester (see deadlines posted in the Academic Calendar). Under certain circumstances, students may petition instructors to have completion deadlines extended to, at the latest, the end of the semester in which incomplete grades are due. 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).

"T" grades are intended to be a short-term, temporary grade to clear the registration for a given term and should only be used for senior projects, graduate thesis work, continuing registration coursework, and internships that require a very short extension only. "T" grades should be resolved and replaced with regular grades within one week of the end of the term except in the case of flight training courses. "T" grades are not intended to take the place of an incomplete grade when the student meets the criteria for an incomplete and should not be used for regular coursework when the student has failed to take a final examination or turn in final coursework that would otherwise result in a lowered grade.

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.

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 Procedure for Readmission. For other appeals or petitions, the student must make the appeal or petition, in writing, in accordance with the applicable school or program procedure. Please see the appropriate dean or program director for a copy of the procedure. Written appeals must be submitted during the first three 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 school days of the date of the hearing.

If the decision of the faculty committee is not acceptable to the student, the student may file a written appeal with the Academic Grievance Committee within five school days of notification of the faculty decision. The Academic Grievance Committee is made up of the Academic Vice President, the Dean of Students, and the Academic Deans, except the one whose school is involved in 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 the Academic Grievance Committee and become part of the proceedings. The hearing before the Academic Grievance Committee will be held within fifteen school days of receiving the written appeal. The student may be present at the appeal hearing. The student and faculty representatives may call members of
the College as supporting witnesses. The decision of the Academic Grievance Committee is reported to the student within five school days of the date of the hearing.

**Decisions of the Academic Grievance Committee are final.**

Students have the right to continue their enrollment and participation in 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:

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

Date/Time: 

Grade/Subject: 

School/Mentor: 

Completer: 

Signature: 


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>
</tr>
</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>The teacher:</td>
</tr>
<tr>
<td></td>
<td>• Creates learning experiences that demonstrate an understanding of the developmental levels of learners (i.e., cognitive, linguistic, sociocultural, emotional, and physical)</td>
</tr>
<tr>
<td></td>
<td>• Collaborates with colleagues and other professionals to promote student growth and development</td>
</tr>
<tr>
<td></td>
<td>Comments and Suggestions:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rating</th>
<th>Standard 2: Learning Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The teacher understands individual learner differences and cultural and linguistic diversity.</td>
</tr>
<tr>
<td></td>
<td>The teacher:</td>
</tr>
<tr>
<td></td>
<td>• Applies understanding of learner diversity to encourage all learners to reach their full potential</td>
</tr>
<tr>
<td></td>
<td>• Designs, adapts, and delivers instruction to address students’ diverse learning strengths and needs</td>
</tr>
<tr>
<td></td>
<td>• Allows multiple ways to demonstrate learning</td>
</tr>
<tr>
<td></td>
<td>Comments and Suggestions:</td>
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</table>

<table>
<thead>
<tr>
<th>Rating</th>
<th>Standard 3: Learning Environments</th>
</tr>
</thead>
<tbody>
<tr>
<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>The teacher:</td>
</tr>
<tr>
<td></td>
<td>• Uses a variety of classroom management strategies to proactively gain and maintain student attention, facilitate smooth transitions, and to support a positive and respectful learning environment</td>
</tr>
<tr>
<td></td>
<td>• Consistently identifies potentially disruptive situations and intervenes in an appropriate and timely manner to maintain a positive</td>
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<tr>
<td></td>
<td>Comments and Suggestions:</td>
</tr>
<tr>
<td>Rating</td>
<td>Standard 4: Content Knowledge</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td></td>
<td>The teacher understands the central concepts, tools of inquiry, and structures of the discipline.</td>
</tr>
<tr>
<td><strong>The teacher:</strong></td>
<td><strong>Comments and Suggestions:</strong></td>
</tr>
<tr>
<td></td>
<td>- Understands and conveys accurate content and process knowledge of the discipline</td>
</tr>
<tr>
<td></td>
<td>- Connects content to Utah State Core Standards, personal schemas, and real world contexts</td>
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<tr>
<td></td>
<td>- Supports students in learning and using academic language accurately and meaningfully</td>
</tr>
<tr>
<td></td>
<td>- Uses multiple representations of concepts that capture key ideas and makes content comprehensible</td>
</tr>
<tr>
<td></td>
<td>- Engages students in methods of inquiry and standards of evidence used in a specific discipline</td>
</tr>
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</table>

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<thead>
<tr>
<th>Rating</th>
<th>Standard 5: Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td><strong>The teacher:</strong></td>
<td><strong>Comments and Suggestions:</strong></td>
</tr>
<tr>
<td></td>
<td>- Uses multiple methods of formal and informal assessments to guide planning and adapt instruction</td>
</tr>
<tr>
<td></td>
<td>- Designs or selects appropriate assessments in a variety of formats to determine whether learning objectives described in state standards have been met</td>
</tr>
<tr>
<td></td>
<td>- Provides ways for learners to monitor and reflect upon their own progress</td>
</tr>
<tr>
<td></td>
<td>- Identifies the elements of quality work and provides timely feedback</td>
</tr>
<tr>
<td></td>
<td>- Documents student progress and provides descriptive feedback to students and other stakeholders</td>
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<tr>
<td></td>
<td>- Adjusts assessment methods and makes appropriate accommodations for students with special learning needs</td>
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<tr>
<th>Rating</th>
<th>Standard 6: Instructional Planning</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>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.</td>
</tr>
</tbody>
</table>
**The teacher:**
- Prepares workable, meaningful and developmentally appropriate written lesson plans aligned to state standards
- Applies learners’ sociocultural backgrounds in the design of instruction to encourage all learners to reach their full potential
- Adapts pre-determined plans, materials, and time frames to create learning experiences that are relevant to learners and based on effective instruction
- Differentiates, as needed, to meet individual learner needs
- Plans authentic learning experiences for students to use thinking skills and create original work
- Plans varied group configurations that support objectives and provide opportunities for learners to develop communication skills

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<tr>
<th>Comments and Suggestions</th>
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**Rating**

**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.

**The teacher:**
- Practices a range of developmentally, culturally, and linguistically appropriate instructional strategies to meet the needs of students' diverse cognitive levels and learning styles (i.e., differentiation)
- Provides multiple opportunities for students to develop higher order and metacognitive skills (e.g., problem solving, predicting, organizing, summarizing, categorizing, evaluating, questioning, self-monitoring).
- Supports and expands learners’ communication skills
- Uses a variety of effective technology and resources to support learning
- Develops learners’ abilities to find and use information to solve real world problems
- Uses a variety of questioning strategies to promote engagement and learning

<table>
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<tr>
<th>Comments and Suggestions</th>
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</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:**
- Participates in a meaningful lesson reflection with supervisor
- Accepts suggestions and constructive criticism to adapt and improve practice over time
- Identifies own background and experiences that have an impact on teaching and learning relationships

### 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:**
- Collaborates to develop cordial professional and family relationships to fulfill required duties and promote student learning

### Rating Standard 10: Professional and Ethical Behavior

The teacher demonstrates the highest standard of legal, moral, and ethical conduct in compliance with federal and state rules and laws.

**The teacher:**
- Demonstrates professionalism including: professional appearance, punctuality, attendance, flexibility, compliance with federal and state rules and laws

### Goals:
**General Comments:**

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<th>Table Cell</th>
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Revised May 2016
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>
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</table>

### The Learner and Learning

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

| 1.1 Creates developmentally appropriate and challenging learning experiences based on each learner’s strengths, interests, and needs (1a, 2e). | • No differentiation  
- Instruction is not developmentally appropriate  
- Emotionally unsafe environment  
- Unaware of developmental needs | • Creates whole group instruction  
(e.g., instruction is far below or above students’ developmental levels, lack of modeling, only one answer or way) | ...and  
- 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) | ...and  
- Demonstrates an understanding of learners’ developmental levels  
(e.g., instruction to meet learners’ strengths, interests, and needs—hands-on, real world, appropriately scaffolded) | ...and  
- Identifies appropriate developmental levels of individual learners and consistently and appropriately differentiates instruction  
- Incorporates tools of language development into planning and instruction | ...and  
- Supports learners in setting and meeting their own learning goals, aligned to their diverse learning needs |
|---|---|---|---|---|---|---|
| 1.2 Collaborates with families, colleagues, and other professionals to promote student growth and development (1b). | • Not proactive in communication  
- Not learner focused  
- Defensive or hostile  
- Doesn’t communicate effectively  
- Does not consult the mentor teacher when interacting with families and colleagues | • Communicates on a need to know basis (when required)  
- Communication is focused on procedural issues, schedules, and requirements. | ...and  
- Responds to mentor inquiries/concerns about learner development and progress.  
- Communicates about curriculum and instruction. | ...and  
- Initiates communication with mentor and school personnel to support learning development and progress. | ...and  
- Collaborates with family members and a full range of colleagues to help meet the unique needs of all learners | ...and  
- Anticipates the unique needs of each learner and collaborates within and outside the school to address those needs |

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

Revised May 2016
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| 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 | ...and
• Attempts to apply strategies to support diverse learners | ...and
• Applies understanding of learner diversity to support learners to achieve academically (e.g., holds high expectations) | ...and
• Uses learner differences as an asset to adapt and deliver instruction for all learners
• Provides students multiple ways to demonstrate learning | ...and
• 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.

| 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 (e.g., no schedule planned, majority of learner not on task, learners don’t know what to do, instructional time is lost, lengthy transitions, unorganized) | • Schedule is planned
• Few procedures are articulated to students
• Expectations for student behavior lack clarity | ...and
• Schedule is planned and followed by the teacher
• Procedures are implemented
• Expectations are established but applied inconsistently | ...and
• Implements a daily schedule, which is communicated to students
• Establishes classroom procedures and expectations which students routinely follow
• Establishes behavioral expectations focused on planned learning outcomes which students routinely follow | ...and
• Provides explicit direction so that learners know what to do and when to do it
• Supports each learner as he/she establishes expectations and develops responsibility for his/her own behavior | ...and
• Collaborates with learners in establishing, reflecting, and promoting learning outcomes, resulting in self-directed learning experiences |
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| Collaborates with students to establish a positive learning climate of openness, respect, interactions, support, and inquiry (3b). | - Negative demeanor  
- Frequent reprimands  
- Inappropriate boundaries  
- Leaves learners unattended  
- Emotionally unsafe environment | - Lack of learner collaboration  
- Focus on delivering content without regard to interaction with students  
- Teacher addresses student appropriately | ...and  
- Students interact appropriately with one another  
- Establishes a safe, positive, and respectful learning environment  
- Student-teacher dialog is focused on learning outcomes. | ...and Maintains a safe, positive, and respectful learning environment  
Provides opportunities for student interactions  
Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership  
Promotes learner inquiry and exploration | ...and  
- Supports learners as they reflect on and modify their personal interactions  
- Supports learners to create and manage learning teams to meet learning goals |
| Utilizes positive classroom management strategies, including the resources of time, space, and attention, effectively (3c, 3d). | - 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 | ...and  
- Pacing of instruction is appropriate for student learning  
- Students are mostly on task  
- Inappropriate student behavior is addressed with some success | ...and  
- 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 | ...and  
- 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.*
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<tr>
<td>4.1 Bases instruction on accurate content knowledge using multiple representations of concepts and appropriate academic language (4a, 4c, 4d, 4e, 7c).</td>
<td>• Conveys inaccurate content, information, and/or concepts • Has difficulty conveying concepts</td>
<td>• 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., oversimplified language, use of everyday language, poorly connected metaphors or analogies, uses inaccurate information)</td>
<td>...and • Teacher uses academic vocabulary with limited opportunities for student practice</td>
<td>...and • 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)</td>
<td>...and • 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 • Analyzes learner errors and misconceptions in order to redirect, focus, and deepen learning</td>
<td>...and • 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 misunderstandings and proactively mitigates concerns</td>
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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.
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| 5.1 Uses data sources to assess the effectiveness of instruction and to make adjustments in planning and instruction (5a, 5c, 5d, 8a). | • 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 | • Collects data but does not use it to make instructional decisions  
• Assessments lack direct alignment to instruction | • Collects and analyzes data to document student learning  
• Assessments align with state and content standards as well as evidence of student learning  
• ...and  
• Uses data to evaluate student learning and to make instructional decisions  
• 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 | ...and  
• 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 |
| 5.2 Documents student progress and provides descriptive feedback to student, parent/guardian, and other stakeholders in a variety of ways (5b, 5e). | • 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 | • 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 | • Monitors learner performance and provides individual, descriptive feedback with scores  
• Rubrics are designed with vague descriptors  
• ...and  
• Uses a variety of effective formats to document and provide 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 reflect upon their own progress | ...and  
• Provides opportunities for learners to self-assess work and receive peer feedback  
• Engages learners in using feedback to improve future performance |
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| 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). | • 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  
• Only selects assessment(s) provided with curriculum and/or textbook  
• ... and  
• Selects or adapts assessment(s) that align with lesson plan(s) and instructional topics | • ... and  
• Selects assessment(s) that match student learning outcomes  
• Selects assessments that are developmentally appropriate  
• Uses multiple strategies to evaluate student learning  
• Selected assessments(s) differentiate levels of student learning allowing the teacher to reteach missed concepts  
• Selected assessments(s) accounts for individual learning styles and multicultural differences of learners minimizing bias  
• ... and  
• Designs, selects, and integrates varied assessment types and involves learners in demonstrating knowledge and skills  
• Selected assessments(s) account for and differentiate student learning levels and promotes higher level thinking in students  
• Uses assessments to engage learner in their own growth | | |

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.
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<td>6.1</td>
<td>Demonstrate s knowledge of the Utah Core Standards and community contexts and references them in short- and long-term planning (4b, 6a).</td>
<td>• Unfamiliar with Utah Core Standards • Materials are not aligned with standards • No evidence of planning • No evidence of learning objectives</td>
<td>• 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</td>
<td>...and • Learning objectives are included and appropriate/valid • Instructional plans, materials or strategies are activity-based focused on the Utah Core Standards</td>
<td>...and • 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 • Adapts pre-determined plans, materials, and timeframes to meet individual learner needs</td>
<td>...and • Plans authentic learning experiences • Evaluates the effectiveness of planning in response to student learning data and makes needed adjustments</td>
</tr>
<tr>
<td>6.2</td>
<td>Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge (6b, 6e).</td>
<td>• No attempt to integrate</td>
<td>• Cross-disciplinary integration is ineffective or inhibits student understanding</td>
<td>Cross-disciplinary integration is attempted without student interaction</td>
<td>...and • Provides opportunities for students to use knowledge from other topics and content to understand target content</td>
<td>...and • Plans lessons that demonstrate how knowledge and skills transfer to other content areas • Designs learning experiences that promote the application of knowledge in multiple content areas</td>
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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.
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<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).</td>
<td>Inappropriate strategies No variety of strategies Insensitivity to individual differences No adjustments to plans</td>
<td>Mismatch between instructional strategies and lesson objectives or student needs No evidence of differentiation</td>
<td>Instructional strategies match lesson Uses a limited number of instructional strategies (e.g., instructional strategies do not necessarily meet student needs)</td>
<td>…and During teaching, makes adjustments based on the responses of a variety of students, thus increasing engagement Identifies each learner’s diverse learning strengths and needs</td>
<td>…and Monitors and adjusts instruction in response to developmental, cultural, and linguistic needs of individuals and groups of learners Differentiates instruction by using a variety of appropriate strategies</td>
<td>…and Uses instructional strategies relevant to each learner’s developmental, cultural, and linguistic background Uses learner differences as an asset in implementing effective instruction for all students</td>
</tr>
<tr>
<td>7.2 Provides multiple opportunities for students to develop higher-order and meta-cognitive skills (3f, 6d, 7e).</td>
<td>Expects students to use memorization, recall, and rote knowledge for most assessments/tasks.</td>
<td>Uses instructional strategies that limit students’ opportunities to ask questions and engage in problem solving.</td>
<td>Uses instructional strategies that incorporate student questioning, though engagement is limited.</td>
<td>…and Uses instructional strategies that incorporate higher-order thinking Uses a variety of questioning strategies to promote engagement and learning</td>
<td>…and 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</td>
<td>…and 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</td>
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<td>7.3 Supports and expands each learner’s communication skills through reading, writing, listening, and speaking (3f, 7d).</td>
<td>Communication skills are not taught or developed specifically Communication is teacher centered</td>
<td>Only one communication skill (reading, writing, speaking, or listening) typically required of the students Most communication is teacher-centered; however, some attempts are made to use learners’ communication skills</td>
<td>Teacher incorporates reading, writing, listening, and speaking skills across the curriculum and within lessons as appropriate</td>
<td>…and Provides opportunities for learners to practice communication skills and initiate dialogue with each other</td>
<td>…and Teaches content-specific reading, writing, listening, and speaking skills for effective communication Provides opportunities for learners to expand communication skills to articulate thoughts and ideas</td>
<td>…and Engages each student to transfer communication skills to real-world contexts Promotes the use of multiple forms of communication that furthers understanding of content and builds critical thinking</td>
</tr>
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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>
<td>Avoids using available technology</td>
<td>Technology is teacher-centered</td>
<td>Technology is teacher-centered</td>
<td>...and Evaluates and uses various technologies to support content and skill development</td>
<td>...and Provides opportunities for learners to critically analyze information from multiple and diverse sources and perspectives</td>
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<td>Limited student engagement results from technology use</td>
<td>Uses technology in ways that promotes student engagement and learning (e.g., students’ active engagement with content is facilitated by the technology)</td>
<td>Incorporates technology to extend learner content knowledge and skill development</td>
<td>Investigates and uses new technologies to enhance learner engagement in learning</td>
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<tr>
<td>7.5</td>
<td>Develops learners’ abilities to find and use information to solve real-world problems (7g, 7f).</td>
<td>Information sources not appropriate for complexity of concepts and/or lesson objectives</td>
<td>Problems addressed have limited meaning or relevance to students</td>
<td>Problems are relevant to lesson objectives and the students</td>
<td>...and Supports learners in using various media and other sources for gathering information to solve real world problems</td>
<td>...and Fosters a learning environment where learners offer opinions, support claims, and share perspectives to solve problems</td>
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<td>Uses unreliable sources of information</td>
<td>Uses limited number of sources of information</td>
<td>Develops learners’ abilities to find information related to the topic</td>
<td>Provides opportunities for learners to use multiple sources of information to solve real-world problems</td>
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<td>Problems addressed are insignificant, contrived, or unrealistic</td>
<td>Teacher provides sources with limited perspectives</td>
<td>Supports learners in finding information related to the topic</td>
<td>...and Develops each learner’s ability to find, understand, and analyze diverse sources of information</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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| Adapts and improves practice based on reflection and new learning (8b, 8c, 8d, 8e). | - Unaware of Utah Effective Teaching Standards  
- Does not accept feedback, is defensive, or does not make adjustments in behavior/practice based on feedback  
- Unaware of personal biases | - Accepts feedback and improves practice  
- Aware of personal biases pertaining to students and stakeholders | ...and  
- Teacher self-assesses to improve practice  
- Reflects on lesson after teaching and identifies adjustments to plans for future teaching  
- Attends at least one professional learning experience (e.g., teacher professional development days sponsored by the school or district, UEA meetings, district board meeting) | ...and  
- Applies feedback from mentor teachers and university supervisors to improve teaching and learning in the classroom  
- Acknowledges the impact of own bias on teaching | ...and  
- Collaborates with supervisor to develop a professional learning plan based on data and the Utah Effective Teaching Standards  
- Measures the effectiveness of new learning strategies by collecting and reflecting upon data and feedback (e.g., student exit surveys, student assignments, action research, etc.)  
- Identifies own background and experiences that have an impact on teaching and learning relationships | ...and  
- Seeks professional learning within and outside the school setting to refine professional practices  
- Identifies and accesses resources that support the development of a broader understanding of differences  
- Seeks new ideas and participates in dialogue regarding new research, regulations, and requirements and the implications for classroom teaching and learning  
- Applies current professional learning to classroom practice, consistent with its intent |

**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.

| 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). | - Does not fulfill required duties (e.g., contracted school day, etc.)  
- Displays lack of respect for colleagues/classmates  
- Blames others, including students, for lack of learner success | - Participates in required school activities  
- Communicates with colleagues/classmates when required  
- May not take responsibility for actions when students struggle to learn | ...and  
- Attends team meetings and participates in other collaborative opportunities, when invited  
- Aware of his/her possible actions that could lead to success for all learners but not fully implement the action | ...and  
- Maintains cordial professional relationships with colleagues/classmates to fulfill required duties  
- Acknowledges own actions that lead to success of all learners and attempts to follow through | ...and  
- Participates with colleagues and collaborates in decision making  
- Accepts responsibility for the success of all learners | ...and  
- Aligns own Professional Growth Plan and student achievement goals with the School Improvement Plan and other school initiatives  
- Takes initiative to participate in developing and implementing policies and practices that improve instruction |
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<td>9.2</td>
<td>Advocates for the learners, the school, the community, and the profession (9c).</td>
<td>Lacks respect for learners and families</td>
<td>Respectful to learners, families, and the profession</td>
<td>...and Is a positive representative of the profession, school, and university</td>
<td>...and Advocates for all students to be prepared for high school graduation and future school work success</td>
<td>...and Communicates the vision of college and career readiness to students and families</td>
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<tr>
<td>10.1</td>
<td>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).</td>
<td>Does not understand nor adheres to university policies, federal and state laws, State Board of Education rules, state and local policies, supervisory directives, professional, moral, and ethical conduct and does not hold others accountable to do the same.</td>
<td>Understands, adheres to, and upholds university policies, federal and state laws, State Board of Education rules, state and local policies, supervisory directives, professional, moral, and ethical conduct and holds others accountable to do the same.</td>
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<tr>
<td>10.2</td>
<td>Is responsible for compliance with all requirements of State Board of Education Rule R277-530 at all levels of education.</td>
<td>Does not avoid actions that may adversely affect ability to perform assigned duties and carry out the responsibilities of the profession, including role-model responsibilities</td>
<td>Avoids actions that may adversely affect ability to perform assigned duties and carry out the responsibilities of the profession, including role-model responsibilities</td>
<td>Takes responsibility to understand professional requirements and to complete all requirements for student teaching</td>
<td>Takes responsibility to understand professional requirements, to maintain a current Utah Educator License, and to complete license upgrades, renewals, and additional requirements in a timely manner</td>
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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.
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| teacher development (10b). | • Does not know or understand professional requirements  
• Does not complete all requirements for student teaching  
• Does not maintain instructional and non-instructional records  
• Does not maintain integrity and confidentiality in matters concerning student records and collegial consultation  
• Develops inappropriate student-teacher relationships as defined in rules, law, and policy  
• Does not maintain professional demeanor and appearance as defined by university and the local education agency (LEA) | | | • Maintains accurate instructional and non-instructional records  
• Maintains integrity and confidentiality in matters concerning student records and collegial consultation  
• Develops appropriate student-teacher relationships as defined in rules, law, and policy  
• Maintains professional demeanor and appearance as defined by university and the local education agency (LEA) |
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