

STUDENT HANDBOOK



Department of Education



**Dixie State College of Utah
St. George, UT
(Revised November 2011)**

TABLE OF CONTENTS

Department of Education Philosophy and DESERT Model	4
Important Education Websites	5
General Policies and Procedures for DSC Students	6
Department of Education Policies and Procedures	8
Elementary Cohort Education Program and Secondary Education Teaching Program	11
Practicum/SEE/Student Teaching/Internships	12
Fees	15
Forms for Practicum	16
Miscellaneous Information	17
Appendix	18
A. DSC Education Practicum Policy	
B. SEE Program Guidelines	
C. Internship Requirements and Procedures	
D. Disposition Concern Form	
E. DSC Elementary Education Field Placement Assessment & Reports	
F. DSC DESERT Field Experience Formal Lesson/Instruction Evaluation	
G. Sheltered Instruction Observational Protocol (SIOP) Guideline and observation sheet	
H. DSC Evidence of DESERT Model (DM) Principles Development at Practicum	
I. APA style guideline for Department of Education	
J. Requirements for Bachelor of Science in Elementary Education Degree	
K. Requirements for Secondary Education Teaching (SET) Program	

Department of Education Philosophy and DESERT Model

Being familiar with the education standards is an important factor in becoming an educator. The DESERT Model indicated below delineates the Dixie State College education program standards. Additionally, national teaching standards such as INTASC and TEAC standards are important to your success. Listed below you will find websites where INTASC, TEAC, and other national education standards can be found. Please visit the websites provided below before attending the mandatory orientation.

 <p>D-Diversity E-Effective Pedagogy S-Subject Matter E-Environment R-Reflective T-Teaching Dispositions</p> 	<p style="text-align: center;">Program Philosophy</p> <p>The main focus of our Education Department is the development of competent, caring, and qualified educators by ensuring that candidates demonstrate professional abilities in academic and pedagogical knowledge and the skills and dispositions of reflective practitioners. In order to develop these qualities, our degrees and programs include: (a) a competitive selection process to identify highly-qualified candidates; (b) academic rigor through curriculum and assessments; (c) technology tools to enhance teacher work and student learning; and (d) multiple practicum and student teaching experiences in the local school district monitored by experienced teachers and college supervisors.</p>
<p style="text-align: center;">D.E.S.E.R.T. Model Principles</p> <p>D-Diversity (DM1): Teacher candidates understand that diversity differences (e.g., race, gender, ethnicity, culture, exceptionalities, sexual and/or religious differences) affect learning and provide culturally responsive curricula and teaching that meets the needs of all students. (TEAC QP1.2, Q. 1.3; Multicultural Perspectives, INTASC 2, 3, 9)</p> <p>E-Effective Pedagogy (DM2): Teacher candidates can create effective and meaningful instruction and assessments for all students based on required subject matter knowledge, state content standards, curriculum goals, and use of technology and implements instruction they have designed to effectively teach students and assess whether students can demonstrate the intended outcomes. (TEAC QP1.2, Technology; INTASC 4, 6, 7, 8)</p> <p>S-Subject Matter (DM3): Teacher candidates demonstrate a strong knowledge of the subject matter(s) they will teach and facilitate the acquisition of that subject matter knowledge in their students through appropriate instruction. (TEAC QP1.1; INTASC 1, 6, 7)</p> <p>E-Environment (DM4): Teacher candidates create physically and emotionally safe classroom environments that encourage active learning, self-motivation, and cooperative interaction among students. (TEAC QP1.2, 1.3; INTASC 2, 5, 6, 8)</p> <p>R-Reflective (DM5): Teacher candidates are active learners and reflective practitioners, individually and with their colleagues in order to improve their professionalism as teachers and their collegiality. (TEAC QP1.3, Learning to Learn; INTASC 9, 10)</p> <p>T-Teaching ispositions (DM6): Teacher candidates foster caring and professional relationships with students that focus on acceptance and attention to their educational needs, and foster relationships with colleagues, families, and the community at large to support student success. (TEAC QP1.2, 1.3, Multicultural Perspectives; INTASC 2-8)</p>	

Important Education Websites

Program Standards: D.E.S.E.R.T. (DM)

http://new.dixie.edu/education/program_philosophy.php

Interstate New Teacher Assessment and Support Consortium(INTASC) Standards:

<http://www.ccsso.org/intascst.html>

Teacher Accreditation Education Council (TEAC)

<http://www.teac.org/accreditation/goals/index.asp>

Utah Professional Teaching Standards

<http://www.schools.utah.gov/cert/other/eye/utahstandards.htm>

International Reading Association (IRA)

<http://www.reading.org>

National Association of Multicultural Education (NAME)

<http://www.nameorg.org>

National Association of Bilingual Education (NABE)

<http://www.nabe.org>

National Council of Teachers of Mathematics (NCTM)

<http://www.nctm.org>

National Council of Teachers of English (NCTE)

<http://ncte.org>

National Council for the Social Studies

<http://www.socialstudies.org>

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)

www.aahperd.org

National Art Education Association

www.arteducators.org

Teachers of English to Speakers of Other Languages (TESOL)

<http://www.tesol.org>

NAEYC (National Association of Education for Young Children)

<http://www.naeyc.org>

Utah Educational Network (UEN) - UEN provides free web tools and services, such as lesson plans, videos, curriculum recourses.

<http://www.uen.org>

State of Utah Office of Education (USOE)

<http://schools.utah.gov/main/>

APA

<http://www.apastyle.org/>

General Policies and Procedures for DSC Students

1. The following **DSC Students Rights and Responsibilities** can be accessed on the following website: <http://www.dixie.edu/reg/student-rights.html>
 - Purpose
 - General Rights
 - Academic Performance Rights
 - General Responsibilities
 - Academic Performance Responsibilities
 - Jurisdiction
 - Discipline
 - Student Appeals and Grievance Procedures

2. The **Student Right to Know and Campus Security Act** requires that colleges and universities throughout the country produce statistics and/or information on subjects such as:
 - Graduation & Transfer Rates (PDF)
 - Financial assistance available to students
 - Federal Student Aid & Return of Funds Policy (PDF)
 - Crime Statistics on Campus
 - Athletic program participation & financial support
 - Cost of Attendance (PDF)
 - Accreditation Information (PDF)
 - Academic Program Information
 - Facilities and Services for Disabled Students
 - Withdrawal and Refund Policies
 - Drug & Alcohol Programs & Policies
 - Family Educational Rights & Privacy Act
 - College Catalog
 - Contact Information (PDF)

The above can be accessed at <http://right2know.dixie.edu>

3. D-Mail Accounts

Important class and college information will be sent to your D-mail account. This information includes your DSC bill, financial aid/scholarship notices, and notification of dropped classes, reminders of important dates and events, and other information critical to your success in this class and at DSC. All DSC students are automatically assigned a d-mail account. If you don't know your user name and password, go to <http://dmail.dixie.edu> for complete instructions. You will be held responsible for information sent to your D-mail, so please check it often.

4. Student Resources

- **Tutoring services** are provided for all registered DSC students and is available for all subjects at the Browning Learning Center. <http://dsc.dixie.edu/tutoring/index.htm>
- **Writing Center** is also in the Browning Learning Center. You can get help from the Center online by submitting your paper at owl@dixie.edu.
- **Testing Center** is located in the Career/Financial Aid (CFA) building. Their hours are posted online at <http://dixie.edu/testing/index.php>
- The **Smith Computer Center** is available for students who need technology services to complete homework assignments and research for any course on campus. Check the facility for time schedule. Location: Avenna Center
- **Browning Library** can be accessed online at www.dixie.edu. To inquire article data bases, click "library" on the main DSC website. The library has great materials for lesson planning. Contact the education librarian, Ms. Linda Jones (ljones@dixie.edu) for assistance.

5. DSC Graduation Requirement: : <http://www.dixie.edu/graduation>

To be eligible to graduate, you must meet with the academic program advisor, complete a degree audit, and complete an online graduation application. The degree audit must be filled out prior to the published deadline for the semester of intended graduation. Only degree seeking students may participate in the commencement. For any questions regarding the degree audit or online application, contact your Academic Program Advisor for details.

6. Disability Resource Center: <http://www.dixie.edu/drcenter/index.php>

If you are a student with a medical, psychological or a learning difference and requesting reasonable academic accommodations due to this disability, you must provide an official request of accommodation to your Professor(s) from the Disability Resource Center within the first two weeks of the beginning of classes. Students are to contact the Center at the Career/Financial Aid (CFA) building to follow through with, and receive assistance in the documentation process to determine the appropriate accommodations related to their disability. You may call (435) 652-7880 for an appointment and further information regarding the Americans with Disabilities Act (ADA) of 1990 per Section 504 of the Rehabilitation Act of 1973.

Department of Education Policies and Procedures

1. **Orientation**

Attending the orientation at the beginning of the program is mandatory.

2. **Grades**

Students applying to the DSC Education programs must have an overall GPA of 2.75 or higher with a 3.0 or higher GPA in the prerequisite education courses with no D credit. Once in the program, students must earn a GPA of at least 3.0 each semester with no credit lower than a C-. Classes with a D credit must be retaken.

3. **Disposition Concern Form**

This is for faculty, clinical supervisors, mentor teachers and staff in reporting disposition concerns about students. All completed forms will be placed in the student's file. Repeat offenses will advance to the next level of severity. The form will be used in the following levels of severity:

1. Instructor/Mentor Teacher/Clinical Supervisor Warning
2. Departmental Warning and Meeting with Department Chair
3. Panel Committee Warning with Possible Dismissal from the Program

Please note that any infraction determined to be significantly harmful to children, peers, or the DSC program could result in immediate dismissal.

4. **PRAXIS II Content Tests**

The No Child Left Behind (NCLB) law enacted by the federal government mandates that all children will be taught by a "highly qualified" teacher. The measure of "highly qualified" is based on the content knowledge of the teacher as measured by an approved test. The Praxis II Content Test is an approved test and measures general and subject knowledge and has been selected by Utah State Office of Education (USOE) to meet the federal government's mandate. The USOE requires all teacher candidates to pass the appropriate Praxis II Content Test for their teaching area.

For **elementary** students, the Praxis II (10014) must be taken and passed before recommendation for licensure can be submitted. The **passing score** in Utah is **150**. DSC recommends students take the test during the **first two semesters** of the program. This test measures the teacher candidate's knowledge in math, literacy, science, and social studies. Again, students must pass the Praxis II content test before recommendation for licensure can be submitted.

For **secondary** students, the Praxis II content tests and passing score rates will vary depending on your major. Passing scores for each content area in Utah can be found by going to www.ets.org, click on PRAXIS. The test must be passed in the **first semester** in the

program. Students must pass the Praxis II content test before recommendation for licensure can be submitted.

When taking the test, students must request the scores to be sent to DSC. Applications to take the test generally need to be submitted at least a month before the testing date. (See the website for testing dates and the corresponding application deadlines.) It will take approximately 30 days after taking the test to receive your scores. If you registered online, you will not receive a paper copy of your scores. It will be sent to your email and you must print out copies of your results. **MAKE SURE YOU PRINT OUT A COPY FOR YOUR OWN RECORDS.** Occasionally you may need to produce documentation that you have taken the test and what the results were.

5. **Cell Phones/Text Messaging** - In order to maintain a professional and a respectful environment during all classes, cell phones must be silent. Text messaging during class is also a distraction to the instructor and the class. No text messaging in class. Any exceptions to these rules must be approved by the instructor.
6. **Contact Information** - Any changes to your contact information (address, phone number, e-mail) must be notified to the department secretary immediately so you will receive all the pertinent information.
7. **Student Concerns** – Students taking education classes or applying for admission to the education program who have a grievance regarding any aspect of the education program, should address the concern in accordance with the following procedure outlined below (based on DSC general policy):
 - a. When concerns involve a single instructor or a specific class, the student will first try to resolve the concern with the individual faculty member involved.
 - b. If the concern was not resolved to the student's satisfaction then the concern should be submitted in writing to the Department Chair. The Department Chair will present the concern to the department grievance committee then will report the decision back to the student within five class days after the committee meets.
 - c. If the concern involves multiple instructors or involves programmatic concerns not related to individual classes, the concern should be submitted in writing to the Department Chair. The Department Chair will present the concern to the department grievance committee then will report the decision back to the student within five class days after the committee meets.
 - d. If the student is not satisfied with the decision at the department level, then the student may, within 15 class days after the date of the notification of the department decision, appeal in writing to the Associate Dean/Dean who try to mediate a resolution or recommend other avenues of appeal.
 - e. Students who are still not satisfied are referred to Dixie State College Academic Appeals Policy #48.(See: <http://www.dixie.edu/reg/student-rights.html>)
8. **Deferment from the program** - A request must be submitted in writing to the Department Chair providing reasons for the deferment. The Department Chair will present the request to the Department of Education faculty. A decision will be conveyed to the student within 2-3weeks of submitting the request. The maximum period for deferment is two (2) years.

9. If a student chooses to leave the program without the approval of a deferment, and wishes to return to the program at a later date, the student must reapply to the program.
10. **American Psychological Association (APA) Style (<http://www.apastyle.org/>)- see appendix for details**

The American Psychological Association (APA) has established an editorial style that it uses in all of the books and journals that it publishes. The educational field has adopted this style as the standard. By APA style, it does not mean writing style, it is the editorial style such as:

- punctuations and abbreviations
- construction of tables
- selection of headings
- citations of references
- presentation of statistics, and etc.

APA's style rules and guidelines are set out in a reference book called *The Publication Manual of the American Psychological Association*. Be sure to see the most recent edition of the book.

You are required to use the following rules of APA style in all educational assignments:

- Typing/spacing
- Margining
- Page numbers
- Headers
- Short/long quotations
- Summary of paraphrasing
- Listing references
- Reference page
- **(See Appendix I for details)**

Additional assistance can be found at:

1. DSC Writing Center website. Click on "DSC Online Writing Lab" then click "APA style guide" under "Writing Tips and Style Guides."
2. Purdue Online Writing Lab (OWL) at <http://owl.english.purdue.edu/>.

Elementary Education Cohort Program and Secondary Education Teaching (SET) Program

1. Prerequisites and Elementary and Secondary Education program courses are in the appendix.

NOTE: Students wanting to apply to the elementary education program at Dixie State College must complete a minimum of EDUC 1010, EDUC 2010, EDUC 2400, EDUC 2500, EDUC 3110 and Math 2010 before beginning the program. It is also recommended students also complete Math 2020 before beginning the program as well. If that is not possible, Math 2020 may be taken in the first summer after a student's entrance into the program. **Please note, however, that it cannot be taken during the Fall or Spring semesters with other program classes once a student has begun the elementary education program.**

All prerequisite courses (EDUC 1010, EDUC 2010, EDUC 2400, EDUC 2500, EDUC 3110) must be completed before beginning the secondary education program.

2. The Elementary Educational Cohort program and SET program follow the academic calendars of DSC (<http://new.dixie.edu/req/?page=calendar>)

Our elementary education program admits applicants in a group of approximately thirty-five students in both the Fall and Spring semesters. This group is called a cohort. Students in the cohort take classes together throughout their junior and senior years. Since the beginning of our bachelor degree program in 2001 we have found the cohort system to have many advantages to an open section program. The cohort functions as a support network for students. Students elect officers for their cohort and decide on the level of organization that they want to have as a group going through the program. Often email and phone trees are set up to communicate with each other and to collaborate in assignments and other aspects of student life. The cohort system provides our department of education structure for assuring quality instruction and good communication with students.

Our secondary program admits applicants only in the Fall semester. Although the program is not a strict cohort format, students are encouraged to work together as a learning community. The students are encouraged to work closely with colleagues, faculty, and staff as cohorts do.

3. **Program Final Assessments** – during the Capstone Courses (ELED4989 and SCED 4989) students must successfully complete the following summative assessments in order to complete the program:
 - E-Portfolio (12–artifacts, 12-rationales, education philosophy, etc.) Students will accumulate artifacts throughout the program.
 - Teacher Work Sample- A handbook will be provided for grading criteria.

Both of these assessments will be fully explained during the prerequisite and program classes.

4. **Grades** in the education programs will be based on the following scale:

A	95-100%	B-	80-82%	D+	67-69%
A-	90-94	C+	77-79	D	64-66
B+	87-89	C	74-76	D-	60-63
B	83-86	C-	70-73	F	Below 59

5. A **syllabus** will be provided to you for each class at the beginning of the semester. A syllabus is a contract between you and your instructor; therefore, you are responsible to follow the policies and guidelines contained in the syllabus. If you need clarification on any aspect of your syllabus, see your instructor immediately.
6. **Examination** dates, time, room will be provided to you by the instructor. The DSC examination schedule will be followed for pre-requisite/non education classes. However, in order to accommodate the education programs, examination days and time may be different from the posted DSC schedule for program classes. Please make sure and follow the times given to you by your instructor.
7. **Student evaluations** – at the end of every semester, you are encouraged to evaluate your instructor. Your feedback provides the instructor to reflect on their teaching.
8. **Early Final Exams** - Permission to take an early final examination can only be granted by the Department Chair of the department in which the student is taking the course. By filling out the “early/late final exam permission form” (www.dixie.edu/humanres/examform.doc), students must convince their instructor that they have a “compelling” reason for requesting the change. Whether or not your reason is “compelling” is ultimately up to the Department Chair. The approval for an early or late final will be a rare occurrence.

Practicum/SEE/Student Teaching/Internships

Cell Phones/Text Messaging - To maintain a professional and a respectful environment the use of cell phones and any other electronic devices during practicum/SEE/student teaching/internship time is expressly prohibited. Violation of this policy will negatively impact your grades and could result in a disposition concern form.

1. **Practicum**

The practicum is an integral part of our field-based education program. The practicum experience is designed to give our education students the opportunity to apply the concepts they are learning in our college courses to real-life teaching in the classroom. Each semester students are assigned a practicum placement, in a public school setting, meeting specific criteria complimenting the courses taken during that semester. In the elementary education

program, we place students in pairs called a “dyad” into one classroom. This allows the students to reflect together and collaborate in course assignments. Occasionally a student is placed alone in practicum because of an uneven number of students or to accommodate individual needs. The secondary education program placements will be on an individual basis.

The practicum is a full day every week of the semester. Students should arrive early and possibly stay after school each day, twenty minutes before and after school is appropriate. The student must contact the mentor teacher and the DSC education placement director in advance to be excused for missed practicum time. **Any missed time must be made up.** Students are expected to dress and conduct themselves as if they were professional teachers in the practicum classroom. Throughout the semester students are assigned a college faculty supervisor who will visit the practicum classroom to observe and evaluate the college student. Performance in the practicum will be graded in all courses with practicum credit and a student may not pass practicum courses unless successfully completing the practicum for that semester. Practicum must be conducted within the Washington County School District.

See Appendix A for DSC Education Practicum Policy.

2. The Student Enhanced Experience (SEE) Apprentice Program (Elementary Cohort Program)

Students have the option to apply to participate in the Student Enhanced Experience (SEE) apprentice program during their senior year. This program is conducted in partnership with the Washington County School District (WCSD) and includes a full year field placement including practicum and student teaching requirements. The SEE apprentice program is a paid position and has additional demands on the student’s time and abilities. Only students in good standing are eligible to participate and there must be a faculty consensus for approval. Students must apply and interview for a SEE placement and must meet the expectations of the school principal and mentor teacher to continue in the program.

SEE applicants must meet the following requirements from the Elementary Cohort Program:

1. Clean academic record with a 3.5 GPA or higher in education courses
2. Passing score on PRAXIS content test.
3. Recommendation from current and previous semester practicum supervisor with final evaluation scores of 3 or higher for the last two (2) semesters.

3. Student Teaching

Student teaching is the culminating experience of our four semester elementary and two semester secondary education program. Student teaching is completed in the last semester of the senior year. The student may request a grade level, subject, and general school location for student teaching placement. All placements are made in partnership with school district offices. The school principal has final approval of mentor teachers assigned to a student teacher. Student teaching is eleven weeks for elementary education majors and thirteen weeks for secondary licensure candidates. **Any missed time must be made up.** Students are expected to dress and conduct themselves as if they were professional teachers in the classroom. Throughout student teaching a college clinical supervisor is assigned to

observe and evaluate the student teacher. Performance will also be assessed by the mentor teacher. Grading for student teaching is a letter grade based on an average of the clinical supervisor and mentor teacher evaluation scores. **A student teaching handbook will be given at the time of student teaching.**

A student must have a passing grade (C grade or better) in student teaching in order to be recommended for a teaching license. If a student does not have a passing grade in student teaching the first attempt, they may enroll in student teaching for a second semester. Students are given only two attempts to pass.

It is the policy of Dixie State College Department of Education that students cannot be paid for student teaching.

- a. Students are not to substitute for a teacher and cannot be paid to substitute teach as a part of their student teaching.
- b. If the student teacher is an employee with the school district, either full-time or part-time, they cannot perform their student teaching as a part of their job or in the same school during that academic year.

If completing student teaching in WCSD, all fees (except USOE student teaching license) are included in the standard student fees and tuition.

Out of Area Student Teaching

Although it is rare and strongly discouraged, a student may request an out of area placement for student teaching.

Out of area placements are discouraged because:

1. All academic requirements remain the same for out of area placements including the responsibility to be in attendance for EDUC 4440 during the first three weeks of the semester. The capstone course is taken during student teaching. This can be set up online but it falls on the student teacher to ensure attendance each week and that all assignments are turned in on time. Students in the past have had to return to campus to present their e-portfolio to the faculty as they had problems sending it electronically. The Teacher Work Sample must be physically presented to the education department and not sent electronically.
2. The high quality of supervision and close support of DSC faculty embedded in the DSC education program will not be available in other areas.
3. Communication is slow and forms may not arrive in time for critical deadlines.
4. If approved, the student will bear the additional financial responsibilities and fees in order to handle the cost of locating, training and providing a stipend for highly qualified, non-DSC supervisors.

An out of area placement can be requested in writing with the following information:

1. Name
2. Requested area address

3. Detailed explanation for the request
4. A list of colleges and universities in the requested area
5. Contact information for the closest school district
6. Requested grade level

A search will be conducted by the Field Placement Director before the request is presented to the faculty for approval. The information regarding the placement will not be given to the student until all fees are paid.

4. Internships

Students in the spring cohort may have the option to apply to participate in the DSC internship program. This program is conducted in partnership with the Washington County School District (WCSD) and includes the student teaching requirements. The interns must meet the expectations of the school principal to continue in the program after student teaching. The internship is a paid position and has additional demands on the student's time and abilities. Only students in good standing are eligible to participate and there must be a faculty consensus for approval.

Intern/Student Requirements include:

- Clean academic record with a 3.65 GPA or higher in education courses (including content area courses for secondary interns).
- Passing score on PRAXIS content test.
- Recommendation from current and previous semester practicum supervisor and final evaluation scores of 80% or better with no score lower than a 3 from previous practicum(s).
- Written recommendation letter from two (2) faculty members in the Elementary Cohort Program explaining student's academic record in class and disposition as a pre-service teacher.
- All course work must be completed prior to internship (excluding ELED 4989 – Capstone Seminar)

See the field placement director for more information.

See Appendix E for DSC Elementary Education Field Placement Assessment and Reports.

Fees

1. **Acceptance fees** pay for the following: Mentor Teacher Stipend for Student Teaching Nametag, mileage for supervision, materials for mentor teachers and any other incidental costs related to the program. This is a non refundable fee.

Total: \$150 (as of May 2011)

2. **Other fees** (Note: fees are as of May 2011)

Background Check & Fingerprinting

Background Check is completed online at www.utah.gov/teacher - Cost \$74.00

Fingerprinting is done at Washington County School District - Cost \$10.00

Student Teaching License - Application will be submitted to the Washington School District. Further information will be provided for elementary and secondary education students through the appropriate placement director. Following are the steps for obtaining a student teaching license:

1. Go to: www.schools.utah.gov
2. Go to: Departments
3. Go to: Educator Quality and Licensing
4. Go to: Educator Licensing Online
5. Go to: Student Teacher/Intern License
6. Fill out information – fee: \$25.00
7. Send a copy to the placement director.

Utah Level 1 Teaching License Application Fee – The DSC Department of Education will recommend you for licensure to the USOE after graduation/ successful program completion/grades posted. Documentation of your Praxis II scores is necessary in order for DSC to recommend you for licensure. If your scores were not automatically sent to DSC, you will be asked to bring in a copy of your results. You will then apply for an Initial Level 1 teaching license online at www.usoe.org – Cost \$55.00.

PRAXIS II Content Test Fee – Cost will vary depending on the content test being taken. Most tests are in the area of \$130. This includes a registration fee and a test fee. Register online at www.ets.org.

Forms for Practicum:

There are several forms that will be filled out by your supervisors throughout the practicum experiences. The forms are in the appendix at the end of this handbook.

- a. DESERT Field Experience Formal Lesson/Instruction Evaluation-** The practicum supervisor should schedule two formal evaluations of each practicum student. Formal evaluations take place when the college student is teaching a lesson or planned instruction to children in the classroom. These evaluations are recorded on the formal evaluation form and a copy will be handed to the student during a feedback conference.
- b. DESERT Model Principles Development at Practicum Student Evidence Form -** This form should be given to the students at the beginning of each semester. Students must return this form to their practicum supervisor two weeks before the last day of class. The field placement director will help orchestrate its distribution. The students keep record of their learning and progress on this form. When completed the student should turn this form into the practicum supervisor during the last week of practicum. The practicum supervisor will use this evidence and other records to complete the final practicum evaluation form. This form is in the color of your cohort.

- c. **Final Evaluation of DESERT Model Principles Development at Practicum** – the practicum supervisors will fill out the form and return it to the students.
- d. **Observation based on Sheltered Instruction Observational Protocol (SIOP) sheet** (second, third semester, and student teaching)

Miscellaneous Information

1. Dixie Education Student Association (DESA) Club (See Department of Education website)

The Dixie Education Student Association (DESA) Club focuses on bringing education majors together. The club is for upper division students as well as freshmen and sophomores interested in elementary or secondary education degrees. Club events provide members with the socialization, training, and information they need while completing their college education. DESA provides various workshops and information about the Praxis tests, Washington County School District, scholarship opportunities, and involves our members in fun and exciting activities and service projects. DESA is one of the newer clubs on the Dixie State Campus (2006). The club plays a big role in joining efforts to support the local WCSD schools and DSC students and in meeting the club needs of students interested in becoming future teachers. Club officers are elected from the upper classmen and include; president, vice president, secretary/treasurer, educational issues, and activities.

APPENDIX

- A. DSC Education Practicum Policy
- B. SEE Program Guidelines
- C. Internship Requirements and Procedures
- D. Disposition Concern Form
- E. DSC Elementary Education Field Placement Assessment & Reports
- F. DSC DESERT Field Experience Formal Lesson/Instruction Evaluation
- G. Sheltered Instruction Observational Protocol (SIOP) Guideline and observation sheet
- H. DSC Evidence of DESERT Model (DM) Principles Development at Practicum
- I. APA Guidelines for Department of Education
- J. Requirements for Bachelor of Science in Elementary Education Degree
- K. Requirements for Secondary Education Teaching (SET) Program

DSC EDUCATION PRACTICUM POLICY

A powerful and unique component of the Education Program at Dixie State College is the amount and quality of practicum experiences our students enjoy. In order to ensure the most complete and positive experiences possible, students need to adhere to the following policies:

- 1) You are responsible for being at your assigned school and classroom for the entire school day on every practicum day. The dates will include every possible practicum day from the second week of the term until the last possible day before final exams. The only exceptions will be prescheduled DSC holidays or breaks. You are expected to be at your practicum at least 15 minutes before students arrive and to remain at least 15 minutes after students leave for the day. When your students have half-days you are to stay and work with the cooperating teacher for the balance of the regular workday. It is highly recommended that you try to be at school anytime your cooperating teacher is there – within reason.
- 2) If you are ill or have an emergency and are unable to be at your practicum assignment you must do three things:
 - a. Phone your assigned school before time for school to begin and make sure the office and cooperating teacher both know that you will not be in and the reason why. This is the expectation for professionals!
 - b. Phone or e-mail the DSC Education Department placement director, your college supervisor, and your dyad partner (if applicable) as soon as possible to let them know you will not be at your practicum that day and the reason why.
 - c. As soon as possible, schedule a makeup day with your cooperating teacher.
- 3) If the school is having tests, parent conferences, or other unusual activities, that is not a reason for you to miss your practicum time. You are required to do one of the following:
 - a. Offer to help with testing, ask if you can sit in on parent conferences, arrange to go on the field trip to help with behavior management, etc. These options give you a valuable opportunity to experience teaching responsibilities in unusual circumstances. They will help you be much better prepared for your own classroom.
 - b. If your cooperating teacher declines to have you present to help or observe, try to arrange to visit the classroom of another teacher in the school. Be sure to let the office and the college faculty know where you will be that day so they can find you if need be.
 - c. If none of the above seems to be practicable, please contact the DSC Education Department placement director and your college supervisor ahead of time to discuss other options for your practicum experience that day.
- 4) It is expected that you will assist in running classroom activities and helping with behavior management as much as you and your cooperating teacher feel comfortable. If you have

trouble insinuating yourself into the classroom routine and/or negotiating your role with your cooperating teacher, please discuss the problem with your college supervisor or with the placement director.

- 5) Your dress and behavior must be professional. It's acceptable to dress a little bit more formally than the in-service teachers. All personal and confidential information must stay in the classroom and not be shared even with fellow students or your family.
- 6) Your disposition is important. Be gracious, cheerful and as helpful as possible. Respect the school principal, staff, mentor teacher, parents, and children. People are taking note of who you are and whether or not they might want to have you as a future teacher and/or colleague.

Dixie State College Student Enhanced Experience (SEE) Apprentice Program Guidelines

Apprentice Guidelines:

- Clean academic record with a 3.5 GPA or higher in education courses (including content area courses for secondary interns).
- Passing score on PRAXIS content test.
- Recommendation from current semester practicum supervisor.
- Overall practicum final evaluation scores of 3.5 or higher.
- Perform duties as outlined by the mentor teacher and school principal each teacher workday for the 2011-12 school year.
- Maintain professional teaching code of conduct at all times.
- Perform duties at least 3.5 hours each workday, including additional meetings, duties, etc. as needed.
- Be released from work in time to attend classes at Dixie State College.
- Complete all additional practicum and student teaching assignments as required in the DSC Education program. Student Teaching will be for 11 weeks full time during spring semester.
- Keep record of sick/vacation days, not to exceed five (5) days total. For each additional day missed \$45.50 will be deducted from contracted payment.
- Receive a contracted amount for the school year.
 - 183 (teacher work days) -25 (practicum/student teaching days) -5 (sick/vacation days)
=153 paid days x 3.5 hours x \$13 an hour = \$6961.50 (2011)
 - Receive 9 equal payments (September-May) of \$773.50 minus deductions. (2011)

DSC Department of Education Internship Requirements and Procedures

I. Internship Procedures

- The principal submits request to WCSD for an intern placement and requests a DSC intern.
- The principal interviews any student wishing to apply for an internship at their school.
- The mentor teacher selected by the principal must meet the mandatory requirements.
- During the spring semesters, open interviews will be held for internships. Any eligible DSC students wishing to be selected for the internship placement may interview.
- Interns must be finished with all college coursework except for student teaching and the accompanying capstone course.
- Interns must participate in the WCSD EYE (Early Year Enhancement) Program.

II. Contract Requirements

- Weeks 1-4 (20 days/ 80 hours): The mentor teacher must be available 4 hours every day to the intern.
- Weeks 5-8 (20 days/40 hours): The mentor teacher must be available 2 hours every day to the intern.
- Weeks 9-13: Intern has complete responsibility of the class, but still needs to be monitored by the mentor teacher through observations/evaluations.
- Internship mentoring hours and activities must be documented on the Intern Mentor Teacher Log and submitted to the clinical supervisor at the end of each 4 week period.
- Internship evaluations/ observations will be the same as DSC student teacher requirements and will be submitted to the clinical supervisor.
 - a) 5 scheduled lesson observations
 - b) 1 unscheduled lesson observation
 - b) Mid-term/Final Evaluations

III. Intern/Student Requirements

- Clean academic record with a 3.5 GPA or higher in education courses (including content area courses for secondary interns).
- Passing score on PRAXIS content test.
- Recommendation from current semester practicum supervisor.
- Overall practicum final evaluation scores of 3.5 or higher.

Student _____ Banner # _____ Date ____/____/____

DISPOSITION CONCERN FORM

This form is for faculty, clinical supervisors, mentor teachers, and staff to record and report disposition concerns about students. All completed forms will be placed in the student's file. Repeat offenses will advance to the next level of severity. Any infraction determined to be significantly harmful to children, peers, or the DSC program could result in immediate dismissal.

Instructions: Fill out the form completely. Arrange a time to meet with the student and the chair of the Department of Education. Contact Deborah Connolly (435) 652-7842 or connolly@dixie.edu to arrange a meeting. **A copy is given to all signing parties.**

The student, _____, has demonstrated an unacceptable level of performance in one or more of the following areas (*Check all that apply*):

- Professional disposition/demeanor/appearance
- Breach of ethical behavior
- Attendance/punctuality/dependability
- Communication
- Flexibility and response to feedback
- Embracing of diversity
- Safe and responsible conduct
- Other _____

Categories and levels of severity (*Mark all that apply*):

1. Instructor/Mentor Teacher/Clinical Supervisor Warning
2. Departmental Warning & Meeting with Department Chair
3. Panel Committee Warning with Possible Dismissal from the Program

Context for concern (What happened?):

Statement of concern or issue (Why is this a concern or issue?):

Recommendations, Resolution, Remedy for situation (How can we "fix" it?):

Signature: _____ Position _____ Date ____/____/____

Student Signature: _____ Date ____/____/____

DSC Education Department Chair: _____ Date ____/____/____

Dixie State College Elementary Education Field Placement Assessments & Reports

Semester	Student	Mentor Teacher	College Faculty Supervisor
Practicum One	<ul style="list-style-type: none"> • Evidence of DESERT Principles Development • Student Practicum Record & Evaluation 	<ul style="list-style-type: none"> • Practicum Teacher Record & Evaluation • Disposition Concern Form (If needed) 	<ul style="list-style-type: none"> • 1 DESERT Formal Lesson Evaluation and Feedback Before Midterm • 1 DESERT Formal Lesson Evaluation and Feedback After Midterm • At least 2 Informal Visits • Final Evaluation of DESERT Principles Development
Practicum Two	<ul style="list-style-type: none"> • Evidence of DESERT Principles Development • Student Practicum Record & Evaluation 	<ul style="list-style-type: none"> • Practicum Teacher Record & Evaluation • Disposition Concern Form (If needed) 	<ul style="list-style-type: none"> • 1 DESERT Formal Lesson Evaluation and Feedback Before Midterm • 1 DESERT Formal Lesson Evaluation and Feedback After Midterm • At least 2 Informal Visits • Final Evaluation of DESERT Principles Development
Practicum Three	<ul style="list-style-type: none"> • Evidence of DESERT Principles Development • Student Practicum Record & Evaluation 	<ul style="list-style-type: none"> • Practicum Teacher Record & Evaluation • Disposition Concern Form (If needed) 	<ul style="list-style-type: none"> • 1 DESERT Formal Lesson Evaluation and Feedback Before Midterm • 1 DESERT Formal Lesson Evaluation and Feedback After Midterm • At least 2 Informal Visits • Final Evaluation of DESERT Principles Development
Student Teaching Four	<ul style="list-style-type: none"> • Weekly Growth Assessment Form • Midterm Student Teacher Comments • Final Student Teacher Comments • Teacher Work Sample & Portfolio 	<ul style="list-style-type: none"> • Weekly Growth Assessment Form • Midterm Student Teaching Mentor Evaluation • Final Student Teacher Mentor Evaluation 	<ul style="list-style-type: none"> • 4 DESERT Formal Lesson Evaluations • 2 Informal Visits • 2 Evaluation Summary Conferences (Midterm & Final) • Midterm Mentor/College Supervisor Evaluation • Final Mentor/College Supervisor Evaluation

Dixie State College of Utah Education Department DESERT Field Experience Formal Lesson/Instruction Evaluation-Elementary

*Practicum 1 ()	**Practicum 2 ()	***Practicum 3 ()	***Student Teaching ()	***SEE ()
------------------	-------------------	--------------------	-------------------------	------------

Student: _____ Supervisor: _____ Mentor: _____
 School: _____ Grade: _____ Lesson Title: _____ Subject/DSC Class: _____ Date: _____ Time: _____

1=Unacceptable The teacher does not yet appear to understand and demonstrate the concepts underlying the component, or makes poor or inappropriate choices in how to implement them.	2=Below Basic	3=Basic The teacher appears to understand and usually demonstrates the concepts underlying the component and successfully implements most elements, but may not be entirely successful	4=Proficient The teacher clearly understands and demonstrates the concepts/behaviors underlying the component and implements them well	5=Distinguished N/A = (not applicable or not observed)
---	----------------------	---	---	--

DM#1-Diversity

TEAC **Rating**

Comments

• uses teaching strategies that are sensitive to diversity in race, culture, ethnicity, gender, and learning differences *	1.2	
• establishes a civic classroom based on caring, responsibility, and respect for diversity *	1.3	
• differentiates for individual students with learning differences or needs **	1.4.2	
• uses a variety of instructional strategies to support and expand English language learners' communication through speaking, listening, reading, and writing **	1.2	
• encourages students to analyze ideas from diverse perspectives ***	1.4.2	
DM#1 Total _____ out of _____ Mean Score _____		

DM#2 Effective Pedagogy

• designs age appropriate and coherent lessons where objectives, instructional strategies, and assessment are aligned **	1.4.1	
• introduces lesson & states goal *	1.2	
• gives clear directions & explanations *	1.2	
• maintains attention, appropriately paces lesson, & makes smooth transitions *	1.3	
• uses appropriate technology to enhance instruction & support student learning *	1.4.3	
• engages students in assessing their own progress **	1.2	
• uses multiple and appropriate types of assessments to analyze student learning and to adjust instruction in response to student learning needs **	1.4.1	
• asks questions to stimulate discussion and higher level thinking ***	1.3	
• uses varied & creative teaching strategies ***	1.2	
• stimulates students to reflect on prior content knowledge, make connections, & link new concepts to familiar concepts ***	1.2	
• gives closure to lesson by restating goals and learning outcomes *	1.2	
DM#2 Total _____ out of _____ Mean Score _____		

DM#3-Subject Matter

• helps students understand and use subject matter language *	1.1	
• uses knowledge of subject matter to give compelling lessons that meet the needs of a wide range of students through rich and varied details *	1.2	
• recognizes students' misconceptions and helps students create correct schemas **	1.1	
• demonstrates strong knowledge and confidence in subject matter ***	1.1	
• models proper use of written and oral language related to subject matter ***	1.1	
DM#3 Total _____ out of _____ Mean Score _____		

DM#4-Environment

• establishes and monitors consistent procedures and standards of student behavior *	1.3	
• deals professionally and effectively with inappropriate behavior *	1.3	
• builds student capacity to collaborate & develops shared values and expectations for respectful interactions **	1.3	
• demonstrates and maintains rapport with students ***	1.3	
DM#4 Total _____ out of _____ Mean Score _____		

DM#5-Reflective (Note: discuss after lesson & make notes on page 2 of form)

• willingly accepts and uses feedback given through the coaching and mentoring process *	1.4.1	
• establishes appropriate goals to improve practice & continue to learn (see back of form) *	1.4.1	
• reflects on student learning and demonstrates the ability to transfer what they learned to new situations **	1.4.1	
• uses variety of data to reflect on & evaluate the outcomes of teaching and learning ***	1.2	
DM#5 Total _____ out of _____ Mean Score _____		

DM#6-Teaching Dispositions

• demonstrates a professional disposition (e.g., demeanor, appearance, prepared, promptness) *	1.4.1	
• shows respect and care for supervisor, mentor and students *	1.3	
• demonstrates moral and ethical conducts and acts as a role model *	1.4.1	
• communicates in ways that demonstrate respect and caring for and responsiveness to age, gender, ethnicity, culture, learning and language differences of all students **	1.4.2	
• displays enthusiasm and exhibits confidence ***	1.4.1	
DM#6 Total _____ out of _____ Mean Score _____		

Post Lesson Observation Conference

How do you (the DSC student) feel the lesson went?

I (the supervisor) thought the lesson was...

What do you (the DSC student) think were the strongest and weakest parts of the lesson?

I (the supervisor) thought the strongest and weakest parts of the lesson were...

Setting goals: List up to three goals for future teaching, subject matter knowledge, or teaching disposition that you would like to work on: (DSC student writes these with possible suggestions from supervisor)

1 -

2 -

3 -

Additional questions: (if time allows)

In your own words what was the main concept and overall goal of your lesson?

What do you think the students knew about this concept before the lesson?

How many of the students do you think learned the concept and met your overall goal?

How do you know the students learned the concept?

If you taught the lesson again, is there anything you might do differently? If so, what would you do?

Additional notes (if needed):

Supervisor Signature _____ Student Signature _____

Sheltered Instruction Observational Protocol (SIOP) Observation Guideline

Semester Two

You will be observed twice by your practicum supervisor, and once by your dyad according to the protocol of SIOP, total of three times. You are responsible to become experts on **Preparation, Building Background and Review/Assessment components of SIOP**. This semester, you will be graded with score 4 being the highest and score 0 being the lowest. Please remind your supervisors accordingly. Be sure to implement all the features that fall under these components into your lesson plans. Your final observation must score at least 43 points out of 48 points (total). Closely adhere to the suggestions/comments made by your supervisors and peers so you can improve your lesson plan and presentation. You must demonstrate progress throughout the three observations. Submit your SIOP protocol sheet that your supervisor and peer evaluated you with and your lesson plans at the end of the semester.

Semester Three

You will be observed twice by your practicum supervisor, and once by your dyad according to the protocol of SIOP, total of three times. You are responsible to become experts on **Preparation, Building Background, Comprehensible Input, Interaction, and Review/Assessment components of SIOP**. Be sure to implement all the features that fall under these components into your lesson plans. This semester, you will be graded with score 4 being the highest and score 0 being the lowest. Please remind your supervisors accordingly. Your final observation must score at least 65 points out of 72 points (total). Closely adhere to the suggestions/comments made by your supervisors and peers so you can improve your lesson plan and presentation. You must demonstrate progress throughout the three observations. Submit your SIOP protocol sheet that your supervisor and peer evaluated you with and your lesson plans at the end of the semester.

Student Teaching

You will be observed in SIOP for every formal observation by your clinical supervisor. You will be observed in all eight components and thirty features of SIOP. You will be graded with score 4 being the highest and score 0 being the lowest. Your observation scores must be at least 94 points out of 104 points (total) for each formal observation. Closely adhere to the suggestions/comments made by your supervisors and peers so you can improve your lesson plan and presentation.

**The Sheltered Instruction
Observation Protocol (SIOP®)**
(Echevarria, Vogt, & Short, 2000; 2004; 2008)

Observer(s): _____ Teacher: _____
 Date: _____ School: _____
 Grade: _____ Class/Topic: _____
 ESL Level: _____ Lesson: Multi-day Single-day (circle one)

Total Points Possible: 120 (Subtract 4 points for each NA given) _____
 Total Points Earned: _____ Percentage Score: _____

Directions: Circle the number that best reflects what you observe in a sheltered lesson. You may give a score from 0–4 (or NA on selected items). Cite under “Comments” specific examples of the behaviors observed.

	Highly Evident	3	Somewhat Evident	2	1	Not Evident	0	
Preparation								
1. Content objectives clearly defined, displayed, and reviewed with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Language objectives clearly defined, displayed, and reviewed with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Content concepts appropriate for age and educational background level of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Supplementary materials used to a high degree, making the lesson clear and meaningful (e.g., computer programs, graphs, models, visuals)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Adaptation of content (e.g., text, assignment) to all levels of student proficiency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Meaningful activities that integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and/or speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Comments:</i>								
Building Background								
7. Concepts explicitly linked to students’ background experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Links explicitly made between past learning and new concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Key vocabulary emphasized (e.g., introduced, written, repeated, and highlighted for students to see)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>								
Comprehensible Input								
10. Speech appropriate for students’ proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Clear explanation of academic tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. A variety of techniques used to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>								
Strategies								
13. Ample opportunities provided for students to use learning strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Reproduction of this material is restricted to use with Echevarria, Vogt, and Short (2008), *Making Content Comprehensible for English Learners: The SIOP® Model.*)

	Highly Evident		Somewhat Evident		Not Evident	
	4	3	2	1	0	
14. Scaffolding techniques consistently used assisting and supporting student understanding (e.g., think-alouds)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15. A variety of questions or tasks that promote higher-order thinking skills (e.g., literal, analytical, and interpretive questions) <i>Comments:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Interaction	4	3	2	1	0	
16. Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17. Grouping configurations support language and content objectives of the lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18. Sufficient wait time for student responses consistently provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA
19. Ample opportunities for students to clarify key concepts in L1 as needed with aide, peer, or L1 text <i>Comments:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice/Application	4	3	2	1	0	NA
20. Hands-on materials and/or manipulatives provided for students to practice using new content knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Activities provided for students to apply content and language knowledge in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Activities integrate all language skills (i.e., reading, writing, listening, and speaking) <i>Comments:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Lesson Delivery	4	3	2	1	0	
23. Content objectives clearly supported by lesson delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
24. Language objectives clearly supported by lesson delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
25. Students engaged approximately 90% to 100% of the period	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
26. Pacing of the lesson appropriate to students' ability level <i>Comments:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Review/Assessment	4	3	2	1	0	
27. Comprehensive review of key vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
28. Comprehensive review of key content concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
29. Regular feedback provided to students on their output (e.g., language, content, work)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
30. Assessment of student comprehension and learning of all lesson objectives (e.g., spot checking, group response) throughout the lesson <i>Comments:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

(Reproduction of this material is restricted to use with Echevarria, Vogt, and Short (2008), *Making Content Comprehensible for English Learners: The SIOP® Model*.)

State College of Utah Education Department
Evidence of DESERT Model (DM) Principles Development at Practicum
Semester _____

Practicum 1 ()	Practicum 2 ()	Practicum 3 ()	Student Teaching ()	SEE ()
-----------------	-----------------	-----------------	----------------------	---------

Student: _____ Supervisor _____

Mentor: _____ School: _____ Grade: _____

DM#1-DIVERSITY

Diverse Learners	Understands different approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.
Date	Evidence
ESL Endorsement	Demonstrates understanding of and ability in utilizing ESL strategies while teaching all students.
Date	Evidence

DM#2-EFFECTIVE PEDAGOGY

Instructional Strategies	Uses a variety of instructional strategies to encourage the students' development of critical thinking, problem solving, and performance skills.
Date	Evidence
Communication & Teaching	Uses effective verbal, non-verbal and media communication to foster inquiry, interaction and collaboration in the classroom.
Date	Evidence
Planning	Plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
Date	Evidence
Assessment	Uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of learners.
Date	Evidence

DM#3-SUBJECT MATTER

Subject Matter	Understands central concept and can create learning experiences that make subject matter meaningful for students.
Date	Evidence

DM#4-ENVIRONMENT

Motivation & Management	Uses motivation and management to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
Date	Evidence

DM#5-REFLECTIVE

Reflection & Professionalism	Reflectively evaluates effects of choices and actions on others and actively seeks out opportunities to grow professionally.
Date	Evidence
Community Relationships	Interacts with families, colleagues, and community to support the students' learning and wellbeing.
Date	Evidence

APA Guidelines for Department of Education

Typing/Spacing

- * Use 10 or 12 font size
- * Double space
- * One space between sentences
- * Indent beginning of each paragraph 5 spaces (for 10 font) to 7 spaces (for 12 font).
- * Be consistent throughout the paper
- * Do not justify or change word processor spacing of words
- * No more than 27 lines of text to one page

Margins

- * Uniform margins of at least one inch at the top, bottom, left, and right of every page

Page Numbers

- * Number consecutively beginning with the title page
- * Arabic numerals, top right hand corner at least 1 inch from right hand edge (usually default setting)

Headers

- * First 2 or 3 words from the title in the upper right hand corner above or 5 spaces to the left of the page number
- Your paper should be typed, double-spaced on standard-sized paper (8.5" x 11") with 1" margins on all sides. You should use 10-12 pt. Times New Roman font or a similar font.
- Your paper should include a page header at the top of every page. APA
- When using APA format, follow the author-date method of in-text citation. This means that the author's last name and the year of publication for the source should appear in the text, E.g., (Jones, 1998), and a complete reference should appear in the reference list at the end of the paper.
- If you are referring to an idea from another work but NOT directly quoting the material, or making reference to an entire book, article or other work, you only have to make reference to the author and year of publication in your in-text reference.

In-Text Citation Capitalization, Quotes, and Italics/Underlining

- Always capitalize proper nouns, including author names and initials: D. Jones.
- If you refer to the title of a source within your paper, capitalize all words that are four letters long or greater within the title of a source: Permanence and Change. Exceptions apply to short words that are verbs, nouns, pronouns, adjectives, and adverbs: Writing New Media, There Is Nothing Left to Lose.

Short Quotations

- If you are directly quoting from a work, you will need to include the author, year of publication, and the page number for the reference (preceded by "p."). Introduce the quotation with a signal phrase that includes the author's last name followed by the date of publication in parentheses.

According to Jones (1998), "Students often had difficulty using APA style, especially when it was their first time" (p. 199). Jones (1998) found "students often had difficulty using APA style" (p. 199); what implications does this have for teachers?

- If the author is not named in a signal phrase, place the author's last name, the year of publication, and the page number in parentheses after the quotation.

She stated, "Students often had difficulty using APA style," but she did not offer an explanation as to why (Jones, 1998, p. 199).

Long Quotations

- Place direct quotations longer than 40 words in a free-standing block of typewritten lines, and omit quotation marks. Start the quotation on a new line, indented five spaces from the left margin. Type the entire quotation on the new margin, and indent the first line of any subsequent paragraph within the quotation five spaces from the new margin. Maintain double-spacing throughout. The parenthetical citation should come after the closing punctuation mark.

Jones's (1998) study found the following:

Students often had difficulty using APA style, especially when it was their first time citing sources. This difficulty could be attributed to the fact that many students failed to purchase a style manual or to ask their teacher for help. (p. 199)

Summary or Paraphrase

- If you are paraphrasing an idea from another work, you only have to make reference to the author and year of publication in your in-text reference, but APA guidelines encourage you to also provide the page number (although it is not required.)

According to Jones (1998), APA style is a difficult citation format for first-time learners. APA style is a difficult citation format for first-time learners (Jones, 1998, p. 199).

* Period at ending quotation marks place BEFORE the marks and comma, colon or semicolon OUTSIDE quotation marks

Listing References

• The following rules for handling works by a single author or multiple authors apply to all APA-style references in your reference list, regardless of the type of work (book, article, electronic resource, etc.)

Single Author: Last name first, followed by author initials.

Berndt, T. J. (2002). Friendship quality and social development. *Current Directions in Psychological Science*, 11, 7-10.

Two Authors: List by their last names and initials. Use the ampersand instead of "and."

Wegener, D. T., & Petty, R. E. (1994). Mood management across affective states: The hedonic contingency hypothesis. *Journal of Personality & Social Psychology*, 66, 1034-1048.

Online Articles: Online articles follow the same guidelines for printed articles. Include all information the online host makes available, including an issue number in parentheses.

Bernstein, M. (2002). 10 tips on writing the living Web. *A List Apart: For People Who Make Websites*, 149. Retrieved from <http://www.alistapart.com/articles/writeliving>

Reference Page

- * Start on a new page and type the word "References" in uppercase and lowercase letters, centered at the top of the page
- * Use hanging indent format
- * Double space all reference entries

For more information about APA format, refer to:
<http://owl.english.purdue.edu/owl/section/2/10/>



Student Progress Checklist

Student ID# _____

Lower-Division Requirements:			
<input type="checkbox"/>	Complete all general education requirements.		
<input type="checkbox"/>	Complete the diversity component by one of the following means: (a) take a college-level course in any foreign language; (b) show evidence of having lived in a non-English speaking country environment for at least one year; or (c) test out of college-level foreign language coursework.		
<input type="checkbox"/>	Complete the following pre-education core requirements. Students must have a 3.0 or higher GPA in pre-requisite coursework with no D credit.		
Pre-Education Core Requirements	Credit	Prerequisites and Notes	
<input type="checkbox"/>	EDUC 1010, Foundations/ Introduction to Education	3	
<input type="checkbox"/>	EDUC 2010, Introduction to Teaching Exceptional Learners	3	
<input type="checkbox"/>	EDUC 2400, Foundations of Multicultural/ ESL Learners	3	
<input type="checkbox"/>	EDUC 2500, Technology for Educators and Electronic Portfolios (K-12)	3	
<input type="checkbox"/>	EDUC 3110, Educational Psychology	3	FCS 1500 or PSY 1010
<input type="checkbox"/>	MATH 2010, Math for Elementary Teachers I	3	MATH 1050. You must receive a C or better to advance from one math course to the next course.
<input type="checkbox"/>	MATH 2020, Math for Elementary Teachers II	3	MATH 2010. You must receive a C or better to advance from one math course to the next course.
<input type="checkbox"/> TOTAL LOWER-DIVISION		63	
Upper-Division Education Core Requirements: To take any of the upper-division courses listed below, you must be admitted to the elementary education program, or you must have approval from the elementary education program director. Students must maintain a 3.0 semester GPA while in the program. Additionally, no D credit is acceptable in program classes.			
NOTE: In order to graduate and be recommended for licensure, students must pass the USOE mandated Praxis II Content for Elementary (0014) test.			
Professional Classes Semester I	Credit	Prerequisites and Notes	
<input type="checkbox"/>	ELED 3100, Curriculum Design, Planning and Assessment	3	Course has Practicum
<input type="checkbox"/>	ELED 3150, Principles of Early Childhood Education	2	
<input type="checkbox"/>	ELED 3250, Effective Classroom Management	3	Course has Practicum
<input type="checkbox"/>	ELED 3350, Literacy Acquisition of Young Children	3	Course has Practicum

<input type="checkbox"/> ELED 3410, Language Acquisition and Cognition ESL	3	Course has Practicum
<input type="checkbox"/> ELED 4200, Fine Arts in Elementary Education	2	
Professional Classes Semester II	Credit	Prerequisites and Notes
<input type="checkbox"/> ELED 3300, Literacy for the Intermediate Grades	3	Course has Practicum
<input type="checkbox"/> ELED 3500, Healthy Lifestyles and Physical Education	3	Course has Practicum
<input type="checkbox"/> ELED 3550, Curriculum for Early Childhood Education	3	Course has Practicum
<input type="checkbox"/> ELED 3650, Assessment of Young Children	2	
<input type="checkbox"/> ELED 3900, Differentiated Instruction for Exceptional Children	3	Course has Practicum
<input type="checkbox"/> ELED 3420, Assessment for ESL Education Arts ESL	3	Course has Practicum
Professional Classes Semester III	Credit	Prerequisites and Notes
<input type="checkbox"/> ELED 4410, Methods, Strategies and Materials for Language	3	Course has Practicum
<input type="checkbox"/> ELED 4100, Methods in Teaching Elementary Math	3	Course has Practicum
<input type="checkbox"/> ELED 4300, Methods in Teaching Elementary Science	3	Course has Practicum
<input type="checkbox"/> ELED 4400, Methods in Teaching Elementary Social Studies	3	Course has Practicum
<input type="checkbox"/> ELED 4430, Family and Parent Involvement in Education of ESL	2	
<input type="checkbox"/> ELED 4600, Methods in Teaching Elementary Language Arts	2	
Professional Classes Semester IV	Credit	Prerequisites and Notes
<input type="checkbox"/> ELED 4440, Integrating Language and Content ESL	3	
<input type="checkbox"/> ELED 4900, Student Teaching	9	
<input type="checkbox"/> ELED 4989, Capstone Seminar	1	
TOTAL UPPER-DIVISION	62	
TOTAL DEGREE REQUIREMENTS	125	
<input type="checkbox"/> Minimum cumulative GPA must be attained to be eligible to graduate		
<input type="checkbox"/> Complete at least 30 semester hours of upper division credit hours from DSC for institutional residency		
Total Credits Earned:		
Developmental credits (subtract from total credits earned):		
Credits needed:		

Dixie State's general graduation requirements are described in this online catalog under the "Advisement and Graduation" link. Those requirements are also available in the College's online policies at <http://www.dixie.edu/humanres/policy/sec5/520.html>.



Student Progress Checklist

Student ID# _____

Requirements for Secondary Education
Teaching (SET) Program
Effective July 1, 2008
Page 1 of 2

PLEASE NOTE: THE SECONDARY EDUCATION TEACHING (SET) PROGRAM MUST BE COMBINED WITH AT LEAST A BACHELOR'S DEGREE IN AN APPROVED CONTENT AREA. IT IS NOT A DEGREE ON ITS OWN.

General Education Requirements

- Complete all general education requirements (32 or above total credits). Pre-professional classes may be taken at anytime before admission into the SET program.

Pre-Professional (SET) Classes	Credit	Prerequisites and Notes
<input type="checkbox"/> EDUC 1010, Foundations/ Introduction to Education	3	
<input type="checkbox"/> EDUC 2010, Introduction to Teaching Exceptional Learners	3	
<input type="checkbox"/> EDUC 2400, Foundations of Multicultural/ ESL Learners	3	
<input type="checkbox"/> EDUC 2500, Technology for Educators and Electronic Portfolios	3	
<input type="checkbox"/> EDUC 3110, Educational Psychology (K-12)	3	
<input type="checkbox"/> TOTAL PRE-PROFESSIONAL CREDITS	15	

To take any professional classes listed below, you must be admitted to the Secondary Education Teaching Program (SET) along with these additional requirements:

- All Pre-Professional Education classes have been completed.
- Students with BS/BA degrees in progress need to have at least 95% of major course work completed and signed off by the major academic content department advisor.
- Students with completed BA/BA or higher degrees need to have their transcripts reviewed by degree content areas.

Professional (SET) Classes Semester I	Credit	Prerequisites and Notes
<input type="checkbox"/> SCED 3720, Reading and Writing in the Content Areas	3	
<input type="checkbox"/> SCED 4100, Curriculum, Instruction, and Assessment	3	Course has Practicum
<input type="checkbox"/> SCED 4600, Classroom Management	3	Course has Practicum
<input type="checkbox"/> SCED 4700: Content Methods Course <i>Note: Content Methods Courses may be different in their subject content areas.</i>	3	Course has Practicum A successful score on the Praxis II content area exam must be completed prior to student teaching.
TOTAL CREDITS FOR SET SEMESTER I	12	
Professional (SET) Classes Semester II	Credit	Prerequisites and Notes
<input type="checkbox"/> SCED 4900, Secondary Student Teaching	10	All major and secondary education classes must be completed before student teaching.

<input type="checkbox"/> SCED 4989, Student Teaching Seminar	2	
TOTAL CREDITS FOR SET SEMESTER II	12	
TOTAL SET PROGRAM CREDIT REQUIREMENTS	39	
<input type="checkbox"/> Minimum cumulative GPA must be attained to be eligible to graduate (2.75 or higher, and 3.00 GPA or higher in pre-professional education classes with no D credit.		
<input type="checkbox"/> Complete at least 30 semester hours of upper division credit hours from DSC for institutional residency		
Total Credits Earned:		
Developmental credits (subtract from total credits earned):		
Credits needed:		

Dixie State's general graduation requirements are described in this online catalog under the "Advisement and Graduation" link. Those requirements are also available in the College's online policies at <http://www.dixie.edu/humanres/policy/sec5/520.html>.