

**DCSD Induction 2025-2026
Teacher-Led Instructional Programs (YR 2)
District Training Center**

Instructors

Elementary

Andrea Schoenfeld
aschoenfeld901576@dcscd.org
(435) 828-2442

Secondary

Kimberley Murray
kmurray@dcscd.org
(435)724-0061

SPED

Michaelle Slauch
mslauch@dcscd.org
(435)724-8951

Course Description

This course examines current curriculum designs, teaching/learning models, and the leadership processes of assessing, developing, implementing, and revising instructional programs to improve student learning. Students will learn how to effectively establish and maintain optimal learning environments conducive to student success. Students will develop skills necessary for understanding the skills and dispositions required for effective communication as school leaders.

Course Specifics

The scale below indicates the point breakdown used to determine grades in this course. A grade below "B" is not accepted in the Induction Class.

A 95-100	A- 90-94	B+ 85-89	B 83-84	
B- 80-82	C+ 76-79	C 70-75	D 60-69	F 59 - 0

***"To qualify for credit, Southern Utah University requires that learners must complete 15 hours of contact time per credit hour in any given course."**

Course Objective

To give second-year teachers more instructional techniques to use and refine to increase the learning opportunities that take place in their classrooms. This course also addresses the Utah Effective Leadership Standards.

Utah Effective Teaching Standards

Standard 1: Learners and Learning. Effective teachers demonstrate attention to the impact of unique learner characteristics on development and growth.

Standard 2: Instruction Design and Clarity Effective teachers preview classroom content, demonstrate clarity in how they organize and sequence instruction, and effectively plan for learning and student engagement.

Standard 3: Instructional Practice Effective teachers engage in high-quality instructional practices that are data-informed, exhibit a collaborative approach to teaching and learning, and meet the learning needs of each student.

Standard 4: Classroom Climate Effective teachers create academic, physical, social, and emotional conditions to support student-centered environments.

Standard 5: Professional Responsibility. Effective teachers demonstrate an awareness of adherence to professional and ethical standards within their school and with families and communities.

Code of Conduct

We want induction to follow the Duchesne County School District E³: Etiquette, Environment and Education.

- Come early to visit, but be in your seat and ready to learn when class begins
- Attend all classes and stay for the whole session
- Be prepared with assignments completed
- Be present and engaged in the discussion/activities
- Respect classmates and be professional with colleagues, collaborating and sharing ideas

Even if you opt out of the university credit, you are still expected to complete all assignments and attend all classes.

Attendance

To pass this class, you must attend all sessions. Should an emergency arise, and you cannot participate in a complete session, you must contact the coach before the session begins to make arrangements. **To maintain professionalism, please make prior arrangements for childcare.**

Observations/Check-ins

Your coach will observe you in your classroom often. Two of these observations will count toward your SUU assignments. Coaches will be looking for the application of techniques and strategies learned in the DCSD Induction Class, specifically The Big 8 and best practices. You will do a Self-Assessment/Observation video recording of your teaching. As part of the coaching process, you will meet with your coach frequently. Your coach will schedule a 20-minute quarterly check-in. These observations and check-ins will account for 8 hours of contact time out of class for SUU credit time.

Assignments

You will have reading assignments. There is a reflection discussion you will be required to complete for each reading assignment. The reading reflections are a part of DCSD Induction. Please complete the reading and reflection by 11:59 p.m. the day the assignment is due.

You will be required to present the assigned information from the text to your cohort. This presentation will be assessed using the final presentation rubric. You will also need to take notes and reflection entries during your peers' presentations. ALL of the notes will be due on the final night of year 2 Induction class. If you miss a class and the presentations given, it is your responsibility to make sure you have thoroughly read the topics and completed the required notes and reflections for those topics. If a problem arises, where you are not able to present your assigned topic on the given night, you can submit a video recording of your presentation to be played that night, OR you can see if a classmate will switch presentations with you.

Expected Learning Outcomes:

- At the conclusion of this course, students should be able to demonstrate competence leading professional development and educational technology content creation by advocating for technology in their schools and delivering quality professional development.
- At the conclusion of the course, students should be able to evaluate and reflect on current research and professional practice by using research to make effective use of existing and emerging tools and resources in support of student learning.
- At the end of the course, students should be able to discuss the process of assessing, developing, implementing and revising instructional programs to improve student learning.



Statements Required in Course Syllabi

Per SUU [Policy 6.36](#)

Thriving Thunderbirds: If you find yourself struggling with mental health issues, please visit <https://www.suu.edu/mentalhealth> for resources.

ACADEMIC CREDIT: According to the federal definition of a Carnegie credit hour: A credit hour of work is the equivalent of approximately 60 minutes of class time or independent study work. A minimum of 45 hours of work by each student is required for each unit of credit. Credit is earned only when course requirements are met. One (1) credit hour is equivalent to 15 contact hours of lecture, discussion, testing, evaluation, or seminar, as well as 30 hours of student homework. An equivalent amount of work is expected for laboratory work, internships, practica, studio, and other academic work leading to the awarding of credit hours. Credit granted for individual courses, labs, or studio classes ranges from 0.5 to 15 credit hours per semester.

ACADEMIC FREEDOM: SUU is operated for the common good of the greater community it serves. The common good depends upon the free search for truth and its free exposition. Academic Freedom is the right of faculty to study, discuss, investigate, teach, and publish. Academic Freedom is essential to these purposes and applies to both teaching and research.

Academic Freedom in the realm of teaching is fundamental for the protection of the rights of the faculty member and of you, the student, with respect to the free pursuit of learning and discovery. Faculty members possess the right to full freedom in the classroom in discussing their subjects. They may present any controversial material relevant to their courses and their intended learning outcomes, but they shall take care not to introduce into their teaching controversial materials which have no relation to the subject being taught or the intended learning outcomes for the course.

As such, students enrolled in any course at SUU may encounter topics, perspectives, and ideas that are unfamiliar or controversial, with the educational intent of providing a meaningful learning environment that fosters your growth and development. These parameters related to Academic Freedom are included in SUU Policy #6.6 (<https://www.suu.edu/policies/06/06.html>).

ACADEMIC INTEGRITY: Scholastic honesty is expected of all students. Dishonesty will not be tolerated and will be prosecuted to the fullest extent (see [SUU Policy 6.33](#)). You are expected to have read and understood the current SUU student conduct code ([SUU Policy 11.2](#)) regarding student responsibilities and rights, the intellectual property policy ([SUU Policy 5.52](#)), information about procedures, and what constitutes acceptable behavior.

Please Note: The use of websites or services that sell essays is a violation of these policies; likewise, the use of websites or services that provide answers to assignments, quizzes, or tests is also a violation of these policies. Regarding the use of Generative Artificial Intelligence (AI), you should check with your individual course instructor.

ADA STATEMENT: Students with medical, psychological, learning, or other disabilities desiring academic adjustments, accommodations, or auxiliary aids will need to contact the [Disability Resource Center](#), located in Room 206F of the Sharwan Smith Center or by phone at (435) 865-8042. The Disability Resource Center determines eligibility for and authorizes the provision of services.

If your instructor requires attendance, you may need to seek an ADA accommodation to request an exception to this attendance policy. Please contact the Disability Resource Center to determine what, if any, ADA accommodations are reasonable and appropriate.

NON-DISCRIMINATION STATEMENT: SUU is committed to fostering an inclusive community of lifelong learners and believes our university's encompassing of different views, beliefs, and identities makes us stronger, more innovative, and better prepared for the global society.

SUU does not discriminate on the basis of race, religion, color, national origin, citizenship, sex (including sex discrimination and sexual harassment), sexual orientation, gender identity, age, ancestry, disability status, pregnancy, pregnancy-related conditions, genetic information, military status, veteran status, or other bases protected by applicable law in employment, treatment, admission, access to educational programs and activities, or other University benefits or services.

SUU strives to cultivate a campus environment that encourages freedom of expression from diverse viewpoints. We encourage all to dialogue within a spirit of respect, civility, and decency.

For additional information on non-discrimination, please see [Policy 5.27](#) and/or visit: <https://www.suu.edu/nondiscrimination>.

PREGNANCY: Students who are or become pregnant during this course may receive reasonable modifications to facilitate continued access and participation in the course. Pregnancy and related conditions are broadly defined to include pregnancy, childbirth, termination of pregnancy, lactation, related medical conditions, and recovery. To obtain reasonable modifications, please make a request to: title9@suu.edu. To learn more visit: <https://www.suu.edu/titleix/pregnancy.html>.

MANDATORY REPORTING: University policy ([SUU Policy 5.60](#)) requires instructors to report disclosures received from students that indicate they have been subjected to sexual misconduct/harassment. The University defines sexual harassment consistent with Federal Regulations ([34 C.F.R. Part 106, Subpart D](#)) to include quid pro quo, hostile environment harassment, sexual assault, dating violence, domestic violence, and stalking. When students communicate this information to an instructor in-person, by email, or within writing assignments, the instructor will report that to the Title IX Coordinator to ensure students receive support from the Title IX Office. A reporting form is available at <https://cm.maxient.com/reportingform.php?SouthernUtahUniv>

EMERGENCY MANAGEMENT STATEMENT: In case of an emergency, the University's Emergency Notification System (ENS) will be activated. Students are encouraged to maintain updated contact information using the link on the homepage of the mySUU portal. In addition, students are encouraged to familiarize themselves with the Emergency Response Protocols posted in each classroom. Detailed information about the University's emergency management plan can be found at <http://www.suu.edu/emergency>.

HEOA COMPLIANCE STATEMENT: For a full set of Higher Education Opportunity Act (HEOA) compliance statements, please visit <https://www.suu.edu/heoa>. The sharing of copyrighted material through peer-to-peer (P2P) file sharing, except as provided under U.S. copyright law, is prohibited by law; additional information can be found at <https://my.suu.edu/help/article/1096/heoa-compliance-plan>.

You are also expected to comply with policies regarding intellectual property ([SUU Policy 5.52](#)) and copyright ([SUU Policy 5.54](#)).

(optional) SUUSA STATEMENT: As a student at SUU, you have representation from the SUU Student Association (SUUSA) which advocates for student interests and helps work as a liaison between the students and the university administration. You can submit MySUU Voice feedback by going to <https://www.suu.edu/suusa/voice>. Likewise, you can learn more about SUUSA's Executive Council at <https://www.suu.edu/suusa/executive-council> and about all of SUUSA's Student Senators at <https://www.suu.edu/suusa/senate>. If you have any specific concerns regarding any of your courses, please contact the SUUSA VP of Academics at: suusa_academicsvp@suu.edu.

(optional) Thriving Thunderbirds: Mental health is essential for your academic success. If you are struggling with mental health issues, SUU provides resources, support, and services to help you. Please visit <https://www.suu.edu/mentalhealth> for access to these valuable resources.

If you need assistance navigating any of the resources, please contact [Counseling and Psychological Services](#), the [Dean of Students' Office](#), or the [Health and Wellness Center](#).

DISCLAIMER STATEMENT: Information contained in this syllabus, other than the grading, late assignments, makeup work, and attendance policies, may be subject to change with advance notice, as deemed appropriate by the instructor.

"The Classroom Instruction Book" By Wong & Wong

Date:	Meeting in View:	Reading/Canvas	Focus:
8/11/2025 8:00 am – 3:30 pm Planning Academic Expectations & Behavioral Expectations Culture	Overview Big 8. → <u>Expectations</u> → Attention Prompts → Proximity → Cueing → Signals → Time Limits → <u>Tasking (Engage)</u> → Voice. Welcome back to Duchesne County School District. Introduction to Induction Class. Lunch (provided) Small Group Breakouts. → Proficiency Scales/Grading → PowerSchool → Lesson Plans/Sub Plans → Reading IEP's → Pacing Guides/Curriculum → Class Link/Tech Tickets. → Ready Sub/Absences → ELL Lessons	Sign up for SUU credit District pays for this Credit Prior to August 11th Class: Reading: Introduction iv - v Unit A pages 1-29 Unit B pages 30-75 Start in class: Create a classroom management plan for the upcoming year using the Big 8. See article on Canvas about 1st day scripts This plan will include Attention Prompt and high Academic Expectations. This will be turned in as a script to Canvas. (1st Day Script template is available but you can do your own.) SWOT Protocol in class: Students will reflect on their previous year and determine strengths and weaknesses and a plan to address weaknesses. Discussion Post reflection for 8/12/24 small group breakouts. Self-Assessment: student will create a 10-15 Min video recording of teaching for use in self-assessment and reflection using rubric provided. Read before next class: Unit C Chapters 8-13 Pgs. 77-152 "The Classroom Instruction Book"	UETS 1,2, 3, 4, and 5 Expectations Classroom Management
*Due Dec 12/19/25			
*Due 9/15/25	Must complete a summer workshop (8 hours) or a UEN/USBE or College Course ****<u>Must Attend</u>	A written synopsis of professional development you attended, and plan on how you will implement changes in your classroom. Proof is due by September 15, 2025	UETS 5

Aug. 13, 2025 District Training Opening Institute 8:30 -3:00	Contract Day- Opening Institute at Union High School	A written synopsis of the session and a plan on how you will implement changes in your classroom.	UETS 3 & 5
Date:	Meeting in View:	Reading/Canvas	Focus:
9/15/2025 5:00 – 7:30 pm	Unit C: Presentations 8- How to Use Assessment 9- How to Use Feedback 12 -How to Use Rubrics 13- How to Teach Self-Assessment	A 5-minute walk through Observation of a Peer using Drop in Tool Happiness Check-in Read before next class: Unit D Chapters 14-19 Pgs. 153-238 "The Classroom Instruction Book" .	UETS 1, 2, 3, and 4 Assessments Rubrics
10/13/2025 5:00 – 7:30 pm	Presentations 14- How to Create and Use a Lesson Plan 15- How to Deliver the Instruction 16- How to Use Instructional Strategies 17- How to Use Guided Practice	Read before next class: Unit E Chapters 20-22 Pgs. 239-277 "The Classroom Instruction Book" .	UETS 1, 2, 3, 4, Instructional Strategies
October 15, 2025 District Training At school	Contract Day-District Training in Schools	A written synopsis of each Breakout session you attended, and plan on how you will implement changes in your classroom.	UETS 5
January 2, 2025 District Training	Contract Day-District Training	A written synopsis of the training and a plan on how you will implement changes in your classroom.	UETS 5
1/12/2025 5:00 – 7:30 pm	Presentations 2- How to Teach for Student Achievement 20- How to Use Teacher Clarity 21- How to Teach with Collaboration 22- How to Teach with Impact	Students will bring a recent PLC agenda and data source. They will work with a partner to review and write a reflection on their PLC process. Happiness Check-in	UETS 5 Professional Learning Communities

2/9/2025 5:00 – 7:30 pm	Presentations. 4- How to Use Objectives 5- How to Use Learning Targets 6- How to Use Essential Questions 7- How to Drive Instruction Using Objectives Yr 3 Expectations & Text Distributed	Compile essential information regarding your vision, classroom organization, and procedures. Plans in preparation to launch in the upcoming year. SWOT Protocol in class: Students will reflect on their previous year and determine strengths and weaknesses and a plan to address weaknesses.	UETS 1, 2, 3, 4, and 5
----------------------------	---	--	-------------------------------

* Contact hours definition: Time spent with an instructor (in person or through synchronous/asynchronous technology), learning team, online text-based forum, lecture-captured content, video-based instruction, computer-based instruction or simulations, conference attendance (must show accountability and have a substantive final assessment), and so forth. Time not considered contact hours include homework outside of class: reading, writing, non-group projects, and so forth.

Observation 2

Observation 2									
Criteria		Ratings						Pts	
🎯 Attention Prompt threshold: 3.0 pts	4 pts Attention prompt used and prompt student reaction	3 pts Attention Prompt used twice before gaining student attention.	2 pts Attention Prompt given multiply times before gaining students attention	1 pts No Attention Prompt used, or if used not effective.	0 pts No Attention Prompt used.			4 pts	
🎯 Lesson Plans threshold: 3.0 pts	4 pts Teacher has lesson plans, including objectives, activities/questions, and check for understanding (how will you know they know it) documented.	3 pts Teacher has lesson plans including objectives, and activities/questions. No check for understanding (how will you know they know it) Documented	2 pts Plans include minimal information. ex. UTw2 and objective. No questions, activities, or checks for understanding.	1 pts Plans include minimal information. ex UTw2-no objective, no questions, no activities, or checks for understanding.	0 pts No Evidence			4 pts	
🎯 Standards, Learning intensions, Objectives. threshold: 3.0 pts	4 pts Teacher explicitly states or posts the standard, learning intention, objective and relates the standards to the learning activity and refers them as the lesson progresses. .	3 pts Teacher explicitly states or posts the standard, learning intention, objective and relates the standards to the learning activity.	2 pts Teacher states or writes the standards, objectives or learning expectations or the lesson.	1 pts Teacher states the standards at the beginning of the lesson. Not posted.	0 pts Not Visible or stated.			4 pts	
🎯 Positive Cueing threshold: 3.0 pts	4 pts Teacher's Cueing statements support specific behavioral Expectations that have been taught to students, used consistently and appropriately.	3 pts Used but not in all situations	2 pts Demonstrated but with mistakes	1 pts Should have been applied but wasn't	0 pts Only reprimands			4 pts	
🎯 Schedule Posted (Agenda) threshold: 3.0 pts	4 pts Daily schedule/agenda Posted and large enough for all to see and referred to frequently.	3 pts Daily schedule/agenda posted, large but not referred to frequently.	2 pts Posted and all can see,	1 pts Posted but not referred to or large enough for students to see. (only bell schedule)	0 pts Not posted			4 pts	
🎯 Tasking for Active Engagement threshold: 3.0 pts	4 pts Students are engaged and actively following assignment.	3 pts Generally all students Actively engaged	2 pts Most students are passively engaged	1 pts A few students are off task (2-3)	0 pts Students are overtly off task			4 pts	
🎯 Tasking Questions threshold: 3.0 pts	4 pts Questions are phrased so that all students are accountable to respond.	3 pts Questions are phrased so that all students respond	2 pts Questions are phrased so that not all students are accountable	1 pts One student is called on, or answers are called out chaotically	0 pts Random call outs, no one is accountable.			4 pts	
Total Points: 28									

Discussion Rubric Induction					
Criteria	Ratings			Pts	
Discussion Response	3 pts Full Marks Participant responded to discussion questions showing evidence and understanding of the key concepts from the module readings.	2 pts Partial Marks Participant responded to discussion questions but did not show understanding of the key concepts from the module readings.		0 pts No Marks Participant did not respond to discussion questions.	3 pts
Replying to Discussions	2 pts Full Marks Participant responded to two other classmates and contributed to the instructional coaching community being established.	1 pts Partial Marks Participant responded to only one one participant in the discussion boards	0 pts No Marks Participant did not respond to any classmates or did not do so in a respectful manor.		2 pts
Discussion Content	0 pts Full Marks Discussion length was at least 1-2 paragraphs long and followed appropriate grammar and spelling rules.		0 pts No Marks Discussion length was less than a paragraph and didn't follow appropriate grammar and spelling rules.		0 pts
Total Points: 5					

Self Assessment Video Reflection Assignment (1)



Criteria	Ratings			Pts
Identifying Questions and Google Form Completion	10 pts Full Marks Answered the identifying questions and showed completion of the video recording through thoughtful answers.	5 pts Partial Marks Partially completed the identifying questions and included mostly thoughtful answers.	0 pts No Marks Did not complete the identifying questions.	10 pts
Video Assignment Reflection	5 pts Full Marks Reflection addresses participant's experience with the video assignment and elaborates on their thoughts and feelings. Reflection is a thoughtful reflection.	3 pts Partial Marks Reflection partially addresses participant's experience with the video assignment. Reflection is less than one page.	0 pts No Marks Reflection does not address participant's experience with the video assignment. Reflection is significantly less than 1 page..	5 pts
Total Points: 15				

Final Presentation   					
Criteria	Ratings				Pts
Speaker maintains good eye contact with the audience and is appropriately animated. (e.g. gestures, moving around, etc.	2 pts Full Marks		0 pts No Marks	0 pts Partial	2 pts
Speaker uses clear, audible voice.	1 pts Full Marks		0 pts No Marks		1 pts
Presentation contains accurate information.	3 pts Full Marks	2 pts Partial	1 pts Attempted	0 pts No Marks	3 pts
Visual aids/Examples are well prepared, informative, effective, and not distracting.	1 pts Full Marks		0 pts No Marks		1 pts
Length of presentation is within the assigned time limits.	1 pts Full Marks		0 pts No Marks		1 pts
Information was well communicated	2 pts Full Marks	1 pts Partial	0 pts No Marks		2 pts
Total Points: 10					