STUDENT TEACHING HANDBOOK
Clinical Practice and Field Experiences

Shaping Tomorrow: Ideas to Action

College of Education and Human Development
University of Louisville
Louisville, KY

Conceptual Framework Constructs	Inquiry	Action	Advocacy
Constructs as Learned and Applied	Research	Practice	Service
Constructs Reflected in Candidates	Critical Thinkers	Problem Solvers	Professional Leaders

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INTRODUCTION/PREFACE

The Student Teaching Handbook serves as a guide to program policies and procedures, participant responsibilities, and an overview of the initial process involved in certification and subsequent readiness for employment as a professional educator. The guide does not supplant existing specific program guides, but is rather a general compendium of practices with which all student teachers must comply to qualify for certification. Information contained therein should also be of use to cooperating teachers and university supervisors in detailing expectations of respective roles during the professional semester.

For the student teacher this semester will provide both satisfying and challenging times. You will find students who are willing and eager to accept you as an instructor, and those who will be deliberately very difficult to reach. This is the position for which you have been preparing, and should be viewed as an opportunity for professional growth. Some days will be more challenging than others. Those will likely be the days when you will seek greater input from cooperating teachers, other experienced teachers, or your university supervisor. Remember the reasons that you made a conscious decision to work with students in a classroom setting, and learn from both the less successful as well as more positive teaching experiences.

It is our school-based partners to whom we want to extend our gratitude and thanks for participating in this joint venture as we partner in the final phase of preparation for our candidates. We appreciate the time and effort expended in helping to make our program successful.

University of Louisville
College of Education and Human Development

CONCEPTUAL FRAMEWORK

Construct 1: Inquiry

> The blend of practice and research at the university reaffirms my deeply held belief that worthwhile knowledge draws on both worlds. Indeed, the separation of practice from theory, of practitioners from scholars, is more often than not a divorce that is more symbolic than real. (Cuban, 1993, p. xxi)

Under the construct of ***Inquiry,*** and through active engagement and skilled training in multiple methods of rigorous ***Research***, candidates in the CEHD develop the knowledge, skills, and dispositions to become ***Critical Thinkers***. At the core of this Conceptual Framework is the concept of the collegium, in which scholarship, the activity of knowledge-seeking, is performed not in isolation but in communion and solidarity with others, both within the academy and in the world (Shulman, 2004b).

Inquiry skills may be defined as "seeking knowledge to solve problems and to achieve goals" (Kuhn, 2005, p. 5). Others may define inquiry slightly differently, including in the definition an understanding of how knowledge is generated and justified, and then using those understandings to engage in new inquiry (National Research Council, 2005). Our conception of inquiry is not merely as performance by CEHD candidates engaging in the skills of inquiry, but rather it is essential that the deeper metacognitive understandings of how, when, and why to use inquiry skills are developed. Although there are many definitions of critical thinking (Petress, 2004), this awareness of one's own thinking and reflection on the thinking of self and others is often encapsulated by the term "critical thinking" when describing traits that one wants to see in students (Kuhn & Dean, 2004). Metacognitive abilities, often enhanced by structured reflection, are critical for enabling CEHD candidates to engage independently in inquiry.

A cornerstone of inquiry is the idea of a thesis, or question, and potential evidence that bears on it. The process of constructing sound, logical arguments depends on the ability to ask good questions that address multiple facets of a problem in a clear, coherent manner; this process is also often included in the concept of "critical thinking" (Browne & Keeley, 2007). Ironist's assumptions posit that, "questions of fact, truth, correctness, validity, and clarity can neither be posed nor answered in reference to some extracontextual, ahistorical, nonsituational reality, or rule, or law, or value" (Fish, 1989, p. 344). Addressing critical thinking from this philosophical stance, Anderson (2001) claims that the most important aspect of critical thinking is that it is situational in nature. Critical thinking, like inquiry which depends on it, includes both contextual performance skills and metacognitive skills. Programs in the CEHD are designed to enhance both of these crucial critical thinking abilities of our candidates.

Research is a structured medium by which good questions are asked and answered, building the knowledge base of the field. Our CEHD candidates become critical thinkers through development of their inquiry abilities which are operationalized, tested, and refined in the real-world laboratories of schools and other educational institutions.

Construct 2: Action

> Teaching, at its best, means not only transmitting knowledge, but transforming and extending it as well…. In the end, inspired teaching keeps the flame of scholarship alive. (Boyer, 1990, p. 24)

Under the construct of ***Action,*** and through routine, continual, and pervasive ***Practice***—whether this be in the areas of pedagogy and instructional leadership, counseling, or research—candidates in the CEHD develop the knowledge, skills, and dispositions to become ***Problem Solvers*** in the community. They are encouraged to apply knowledge to solve real world and community problems. Their work, and ours, manifests collaboration and signature partnerships with partners in the metropolitan region, the state, the nation, and outside the United States. Our candidates are challenged to test the knowledge they acquire through public performance, share

what they have learned with peers and professors (Shulman, 2006), and apply this knowledge in multiple settings. Through the action of testing their knowledge in applied contexts, each student is capable of becoming a teacher for many.

Shulman's categories of knowledge include knowledge of educational contexts, ranging from the workings of the group or classroom, the governance and financing of school districts, to the characteristics of communities and cultures (Norlander-Case, Reagan, and Case, 1999). Knowing educational ends, purposes, values, and the philosophical and historical foundations of these are inherent to understanding that teaching occurs at the crossroads of complex disciplines interacting with diverse and complex learners (Strong, 2002).

Effective educators emphasize meaning, recognize that students are multi-faceted individuals, and understand the relationship of ideas and experiences to learning in and out of classrooms (Marzano, Pickering, & Pollock, 2001). CEHD candidates learn to construct knowledge through interpreting, analyzing, and evaluating. They draw conclusions based on understanding; make and support problem-based solutions; and connect learning to authentic settings. The role of theory-to practice connections in authentic teaching and learning experiences has been found to have a significant impact on student achievement (Newmann et al., 2001).

With a backdrop of educational foundations, our CEHD candidates' repertoires of research-based strategies are a key dimension of overall educational effectiveness. In programmatic courses and experiences, candidates employ a range of strategies and develop and regularly integrate inquiry-based, hands-on learning activities, critical thinking skills, and assessments to reach all learners. Our candidates are effective teachers who stress the importance of high level cognitive processes, including problem-solving techniques, analytical thinking skills, and creativity. They design and model learning experiences that connect learning to authentic, real world context. In their university, field and clinical experiences, candidates learn about the challenges of schools and other community settings and recognize that a broad repertoire of approaches, including collaboration with other professionals, will create ideas and solutions based on multiple, informed perspectives.

Construct 3: Advocacy

> Scholarship should be promoted, as zealously as though it were an end unto itself, but the final appraisal of scholarship should be, not its prestige with scholars, but its value to human life. (Albion Small, as cited in Shulman, 2004a, p. 216)

Under the construct of ***Advocacy,*** and through dedicated, committed ***Service*** to their peers, university, community, and world, candidates in the CEHD develop the knowledge, skills, and dispositions to become ***Professional Leaders***. As Shulman (2006) stated, through practice, theoretical principles become commitments engraved on the heart. The CEHD exists in a metropolitan community and a world marked by diversity. Diversity has many dimensions, encompassing, among other things, ethnicity, gender, socioeconomic status, age, national origin, English language proficiency, and exceptional ability. Our duty to further diversity implies that we empower our candidates and others to participate fully in the life of the community in which we live, to practice social justice, and to seek equity of educational access for all the constituents we serve.

Social justice serves as a framework unifying the teaching and scholarship across disciplines in the CEHD around the constructs of inquiry, action, and advocacy. As a College, we encompass a wide array of research and instructional interests. Therefore the conception of social justice, which guides us, is both comprehensive, covering multiple dimensions suitable for an institution with a range of programs and a diverse student body, and specific, employing defined and demonstrable understandings. Within individual departments and disciplines as well as a collective Unit, the CEHD furthers university and college wide initiatives to build the knowledge, skills, efficacy, and urgency to address community-based problems and lead toward better solutions. This integration of social justice impacts the practice of educators at the college, the experiences of our students, and as well as the program policies under which we operate. (McDonald, 2005).

As elucidated in our mission, the CEHD is committed to honoring diversity and furthering social justice work. This mission is reflected by values rooted in a human ecology situated in a democratic society. Values such as equity and social justice compel us to utilize inquiry, action, and advocacy to deepen and extend the construct of democracy in our pluralistic society (Parker, 2003). There are two important components of how a social justice perspective impacts our programs and how it is deliberately embedded in the work of students and faculty.

The first component addresses who we believe is responsible for addressing ideological questions of education for social justice: "What is the purpose of schooling, what is the role of public education in a democratic society, and what historically has been the role of schooling in maintaining or changing the economic and social structure of society?" (Cochran-Smith, 2004, p. 144). At the University of Louisville, we view these questions as the charge of faculty and candidates as they promote knowledge in community through research, practice, and service. Specifically, both candidates and faculty build individual and collective capacities within their roles as contributing members to a democratic society through their positions as teachers, counselors, instructional leaders, researchers, and members of the community.

The second component considers how the communities connected to our lives and work contextualize social justice. As a state supported university located in an urban area, social justice perspectives impact our understandings of what is taught, to whom and why. Specifically, we are committed to the core assumption of the groundbreaking Kentucky Educational Reform Act: All children can learn. To realize this assumption, we employ research-based pedagogical, counseling, and administrative practices to facilitate learning that is relevant, dynamic, and transformative.

Cochran-Smith, M. (2004). *Walking the road: Race, diversity, and social justice in teacher education*. New York: Teachers College Press.

McDonald, M.A. (2005). The integration of social justice in teacher education: Dimensions of prospective teachers' opportunities to learn. *Journal of Teacher Education, 56*(5), 418−435.

Parker, W.C. (2003). *Teaching democracy. Unity and diversity in public life.* New York: Teachers College Press.

UNIVERSITY MISSION STATEMENT

The University of Louisville shall be a premier, nationally recognized metropolitan research university with a commitment to the liberal arts and sciences and to the intellectual, cultural and economic development of our diverse communities and citizens through the pursuit of excellence in five interrelated strategic areas: (1) educational experience, (2) research, creative, and scholarly activity, (3) accessibility, diversity, equity, and communication, (4) partnerships and collaborations, and (5) institutional effectiveness of programs and services.

COLLEGE OF EDUCATION AND HUMAN DEVELOMENT MISSION STATEMENT

The mission of the College of Education and Human Development is to achieve the outcomes worthy of a top tier college of education at a preeminent metropolitan research university. The College seeks to integrate the strengths of the university with those of our partners in communities, in the private sector, in public agencies, and among policy makers. The goal of this integration is to promote the highest ideals of learning and achievement for all students and the positive development of and well being of children, youth, adult learners, and families.

Our work is shaped by fundamental commitments to honoring diversity and to furthering social justice. We seek to ensure that, through teaching, research, policy analysis and service, all individuals and families are healthy, fully prepared, and empowered to participate in the institutions and economic activities of a diverse democratic society. Our commitments lead us to be advocates for change, namely the change needed so that our clients and constituents can reach their full potential.

We prepare students to be exemplary professional practitioners and scholars. A component of our preparation is emphasis on critical thinking; this enables inquiring students to use methods of research to build knowledge. We prepare students to generate, use, and disseminate knowledge about teaching, learning, leadership, disease prevention and health promotion in public and private sector organizations. We prepare them to collaborate with others to solve critical human problems in a diverse global community.

An important part of our mission is stewardship of place. By stewardship we mean responsiveness to our constituents, including school districts, local agencies, and organizations that seek to advance education and human development. Through collaborative research, teaching, and outreach partnerships, we seek to advance knowledge and understanding across our disciplines and constituencies. Our commitment to action can be seen in our practices: to help solve problems that are challenges to the community we serve. We do this to inform policy, improve practice, strengthen communities, and address pressing societal concerns. By Inquiry, Action, and Advocacy we seek to develop educational, economic and social conditions and resources required to improve the quality of life for citizens in the state of Kentucky, the nation, and the global community.

FROM IDEAS TO ACTION: U OF L DEVELOPMENTAL TEACHER PREPARATION MODEL

Phase 4: Clinical Experience [Cards 3 Completed]
[capstone, technology, and student teaching]
Phase 3: Pre-Clinical Experiences [Cards 2 Completed]
[specialized courses, including content methods, reading in content areas]
Phase 2: Early Professional Experiences [Preparing for Cards 2]
[teaching profession, general methods, human growth & development]
Phase 1: Pre-professional Experiences [Cards 1 Completed]
[content requirements and proficiencies]

OVERVIEW OF U OF L MODEL

From Ideas to Action: U of L Developmental Teacher Preparation (DTP) Model is grounded in the CEHD Conceptual framework and KY Teacher Standards. In each phase candidates focus on particular standards and components within the conceptual framework, building towards deep understanding across all standards and accomplishing the goal of the CF of becoming critical thinkers, problem solvers, and professional leaders. In Phase 1 (Pre-professional) candidates learn ideas related to the content they will teach, focusing on KY Standards for content and professional growth, and the CEHD Diversity Standard. In the BS programs, this is primarily their freshman and sophomore years; in the MAT, this is many of the prerequisite courses they take. In Phase 2 (Early professional experiences), candidates expand on their content, learning general education concepts and learning theory. Standards assessed in this phase are: planning, climate, reflection, collaboration, professional growth, and diversity. Courses include Human Growth and development, General Methods, and Exploring Teaching/Teaching as a Profession. By Phase 3 (Advanced Professional) candidates begin to apply their content and general education knowledge experiences to their specific area(s) of teaching. Courses include content-specific methods, reading in the content areas, and special education courses. In this phase, ideas move to action, as candidates are actively participating in schools, teaching lessons, assessing students, and reflecting on teaching. Phase 4 (Culminating Experience) involves demonstration action across all KY teacher standards. Action moves to advocacy, as candidates focus their experiences on supporting the learning of every child.

ALIGNMENT TO KY TEACHING STANDARDS

Phase	Standard 1 Applies Content	Standard 2 Plans	Standard 3 Climate	Standard 4 Instruction	Standard 5 Assessment	Standard 6 Technology	Standard 7 Reflects	Standard 8 Collaborates	Standard 9 Prof. growth	Standard 10 Leadership	Standard 11 Diversity
4		Series of Lessons or Unit		Implement & manage	Formative & Summative						
3		Lessons		Implement	Formative						
2		Lesson		Manage							
1											

ALIGNMENT OF MODEL TO CF, UNIT ASSESSMENTS AND KY TEACHING STANDARDS

Phase 1: Pre-Professional Experiences [prerequisites or general content courses]

Experiences: Content preparation, writing/speech, etc.
Standards: 1 – (Applied Content), 9 – (Evaluates Teaching), 11 –U of L (Diversity)
CARDS: 1 (Admissions) - Dispositions Assessment, content, diversity,
Shaping Tomorrow: Ideas to Action
Shaded sections represent the Primary Focus of the Phase

Conceptual Framework Constructs	Inquiry	Action	Advocacy
Constructs as Learned and Applied	Research	Practice	Service
Constructs Reflected in Candidates	Critical Thinkers	Problem Solvers	Professional Leaders
Unit Dispositions Reflected in Candidates	Exhibits a disposition to inform practice through inquiry and reflection	Exhibits a disposition to critique and change practice through content, pedagogical, and professional knowledge	Exhibits a disposition to affirm principles of social justice and equity and a commitment to making a positive difference

Phase 2: Early Professional Experiences [1 or 2 semesters]

Experience: General methods, classroom management, human growth/development
Standards: 2 (Planning), 3 (Learning Climate), 7 (Reflection), 8 (collaboration), 9 (professional growth), 11 –U of L (Diversity)
CARDS: none (working toward Cards 2)
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Shaded sections represent the Primary Focus of the Phase

Conceptual Framework Constructs	Inquiry	Action	Advocacy
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Unit Dispositions Reflected in Candidates	Exhibits a disposition to inform practice through inquiry and reflection	Exhibits a disposition to critique and change practice through content, pedagogical, and professional knowledge	Exhibits a disposition to affirm principles of social justice and equity and a commitment to making a positive difference

Phase 3: Pre-Clinical Experience [1 or 2 semesters]

Experience: Special Methods and other Specialized Courses. Corresponding Field Experiences are articulated acts of teaching related to the Phase 3 selected standards (not observations or solely opportunistic opportunities)
Standards: 1 (applied content) 2 (planning – series of lessons), 4 (instruction), 5 (assessment), 7 (reflection), 9 (professional growth), and 11 -U of L (Diversity)
CARDS: 2 (UNIT Assessments): Technology, Diversity, Dispositions, Portfolio (1/2)

Shaping Tomorrow: Ideas to Action

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Unit Dispositions Reflected in Candidates	Exhibits a disposition to inform practice through inquiry and reflection	Exhibits a disposition to critique and change practice through content, pedagogical, and professional knowledge	Exhibits a disposition to affirm principles of social justice and equity and a commitment to making a positive difference

Phase 4: Culminating Experience [capstone and clinical]

Experience: Intensive clinical experience (student teaching or internship)
Standards: All KY Teacher Standards
CARDS: 3 (UNIT Assessments): Technology, Diversity, Dispositions, Observation Forms, Unit assessment for Impact on Student Learning, Portfolio,

Shaping Tomorrow: Ideas to Action

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Unit Dispositions Reflected in Candidates	Exhibits a disposition to inform practice through inquiry and reflection	Exhibits a disposition to critique and change practice through content, pedagogical, and professional knowledge	Exhibits a disposition to affirm principles of social justice and equity and a commitment to making a positive difference

OFFICE OF EDUCATOR DEVELOPMENT AND CLINICAL PRACTICE

http://louisville.edu/education/field-placement

The Office of Educator Development and Clinical Practice (OEDCP) at the University of Louisville is housed in the Raphael O. Nystrand Center of Excellence in Education. The Nystrand Center's purpose is to develop, implement and study collaborative efforts to improve teaching. The OEDCP facilitates field and clinical placements working with a variety of district and community partners, collects and organizes placement and assessment data, and ensures compliance to state regulations which govern field and clinical experiences. The OEDCP also serves as a regional site for the Kentucky Teacher Internship Program and supports the Alternative Certification Program.

Field Experience and Clinical Practice Placement Policy

The Office Educator Development and Clinical Practice (OEDCP) places candidates in field and clinical placement sites that are aligned with the College of Education and Human Development's mission statement and Conceptual Framework. *Ideas to Action,* our conceptual framework, is grounded in the notion that candidates become critical thinkers, problem solvers, and leaders through Inquiry, Action and Advocacy-all active qualities that require significant field and clinical experiences. Each field and clinical experience is mapped to the Conceptual Framework and includes performance-based tasks that are assessed using rubrics that include components from national, state and professional standards.

Placement Sites Field and clinical placements are arranged in collaboration with established partners, which include our two largest partners-Jefferson County Public Schools (JCPS) and the Ohio Valley Educational Cooperative (OVEC). The OEDCP coordinates placements based on various factors, including state mandates, previous placements and experiences, personal/work connections, experiences with diverse learners, career aspirations, and strengths and needs of the candidate as determined by the candidate, the university supervisor and/or faculty advisor. Candidates may indicate district preference when completing the Student Teaching Application; however, all placements are contingent on identifying a qualified mentor and university supervisor as well as consideration of the factors listed above. For student teaching placements outside of our regional area, candidates must submit a written request to the OEDCP Placement Office.

School districts recommend school sites based upon a number of factors including effective mentors and diverse student populations. The OEDCP is involved in regular and frequent communication concerning student placements with the JCPS Director of Human Resources, JCPS Coordinator of the Kentucky Teacher Internship Program and the Coordinator of Student Teachers; the OVEC Director of District Support and Director of Special Initiatives; and district and community leaders throughout the service region.

Placement Procedure Field and clinical experiences represent a variety of early and ongoing school-based and community-based opportunities, in which candidates work in classroom settings to assist, tutor, instruct, conduct applied research, reflect and analyze under the direction of a certified teacher or educational director. A Field Experience Placement Form completed by candidates provides information needed to secure the appropriate type of placement. The OEDCP tracks placements to ensure candidates have access to a variety of urban, suburban and/or rural settings and experiences with student populations diverse in cultural, economic, linguistic and special needs.

The CEHD has formed a variety of partnerships. Elementary, middle and high schools have been designated as Early Professional Experience Sites, which allow candidates a first look at the teaching profession in an effective learning community. The CEHD has a number of designated partner schools

in both JCPS and OVEC in which candidates and school personnel have on-going and job embedded school and university support. The district and school leadership work in concert with the OEDCP and CEHD Program Directors to place candidates with educators in these schools. District/university supported grants have opened up avenues to expand the clinical model.

The OEDCP officially requests placements by contacting a designated administrator at each district-approved site. The request may specify a particular educator(s) or ask for an administrator recommendation using agreed upon selection criteria. A brief description and purpose of the field experience, the number of field hours required, the description of candidate activities and the role of the mentor/cooperating teacher is provided.

Once a candidate placement is confirmed, school administrators and mentor/cooperating teachers are notified through email of the placement with a more detailed description of roles and responsibilities. The school contact person is provided a list of all candidates assigned to that site. For clinical placements a Cooperating Teacher Training/Orientation is offered which provide state mandated content. Candidates are notified of their placements and the expectations for the field and clinical assignment through their course instructor, university supervisor and/or OEDCP personnel.

Diversity in Field Experiences and Clinical Practice

Diversity is a shared vision for our efforts in preparing teachers, administrators, school counselors and other professionals. In order to foster perspectives consistent with this vision, candidates investigate and gain a current perspective of diversity issues (race, ethnicity, language, religion, culture, SES, gender, gender identity, sexual orientation, military status, disability, ability, age, national origin, geographic location) through field experiences and clinical practice. Placement data is collected and analyzed to ensure that candidates have an opportunity for placements in a variety of settings serving diverse student populations.

CONTACTS

For more information related to the **Office of Educator Development and Clinical Practice** please contact:

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PART I

POLICIES AND PROCEDURES

Included are governing policies of the University of Louisville for student teaching.

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PURPOSE OF STUDENT TEACHING

Clinical experiences are designed to familiarize candidates with various contexts and components of the education process. Understanding classroom demeanor, policies of state and district bodies, and other school-related issues help to ensure a student-focused instructor who can create a meaningful learning environment.

The student teaching experience allows for demonstration of skills acquired in previous placements, and encourages extension of these abilities as candidates apply educational theories and methodologies required for certification eligibility. The student teacher works with one or more cooperating teachers and a university supervisor.

Student teachers will have opportunities to:

- Apply knowledge constructed during initial phases of the Teacher Education Program
- Employ methods and materials that engage all learners and that are research-based
- Develop school community interpretive skills
- Refine a personal teaching philosophy
- Learn curricular expectations
- Demonstrate understanding and proficiency of Kentucky's Teacher Standards

To meet regulatory requirements outlined in 16 KAR 5:040, student teachers shall have opportunities to:

- Engage in extended co-teaching experiences with an experienced teacher;
- Engage in reflective self-assessment that informs practice;
- Maintain regular professional conversations with experienced teachers other than the cooperating teacher;
- Participate in regular and extracurricular school activities;
- Participate in professional decision making; and
- Engage in collegial interaction and peer review with other student teachers

APPROVAL FOR STUDENT TEACHING

Each department determines the final eligibility to student teach (Art Education, Early Childhood and Elementary Education (ECEE), Health and Sport Sciences (HSS), Middle and Secondary Education (MISE), Music Education (MUED), and Special Education (SPED).

Teacher candidates approved for student teaching shall have:

- Been admitted to the Teacher Education Program
- Enrolled in the required professional courses
- Demonstrated satisfactory grades/progress as stipulated on individual program sheets
- Received satisfactory teaching dispositions as indicated on the Dispositions Assessment
- Demonstrated satisfactory progress on mid-point key assessments
- Completed and documented a minimum or 200 clock hours of field experiences in a variety school setting which have allowed participation in the following:

  (a) Engagement with diverse populations of students, which include:
  1. Students from a minimum of two (2) different ethnic or cultural groups of which the candidate would not be considered a member;
  2. Students from different socioeconomic groups;
  3. English language learners;

4. Students with disabilities; and
5. Students from across elementary, middle school, and secondary grade levels;
(b) Observation in schools and related agencies, including:
1. Family Resource Centers; or
2. Youth Service Centers;
(c) Student tutoring;
(d) Interaction with families of students;
(e) Attendance at school board and school-based council meetings;
(f) Participation in a school-based professional learning community; and
(g) Opportunities to assist teachers or other school professionals

- Completed student teaching application requirements (placement form, medical/TB; criminal background check, handbook verification)
- Completed Promoting Positive Behavior in Schools Training (PPBSI)
- Participated in Student Teaching Orientation

INSTITUTIONAL POLICIES

Per Kentucky Education Professional Standards Board regulation, 16 KAR 5:040, all teacher candidates must complete supervised student teaching in an approved classroom to be eligible for certification. "The educator preparation institution shall provide a full professional semester to include a period of student teaching for a **minimum of seventy (70) full days**, or its equivalent, in instructional settings that correspond to the grade levels and content areas of the student teacher's certification program." The University of Louisville adheres to this statute by requiring a 15-week commitment to earn student teaching credit hours, plus additional days if needed to meet the seventy-day requirement. University supervisors review and sign a calendar, which requires teacher candidates to verify each day of attendance. Student teachers who cannot complete the time required prior to the established deadline for submission of grades will receive an incomplete (I) grade until the requirement has been met.

Attendance:
Student teachers are expected to be in attendance all day every school day for the duration of the assignment.

- The assignment begins the first day district teachers must report to schools at the beginning of the student teaching semester not the first day that the university begins the semester.
- Student teachers follow the district calendar for holidays and scheduled breaks. Student teachers do not follow the university calendar for fall or spring breaks.
- Student teachers are required to attend site-scheduled meetings, conferences, and professional development activities.

If unable to attend school for any reason, it is the responsibility of the student teacher to notify the cooperating teacher and the university supervisor of the absence prior to the beginning of the school day, and to submit lesson plans or other materials as appropriate to fulfill professional responsibilities. The seventy-day requirement is not waived for illness. Candidates must continue in the placement until the days are met.

Attendance at professional conferences:

Student teachers may spend one day or two half days during the student teaching semester attending a) conferences of professional organizations or b) participating in other approved professional development experiences. Either of these activities requires prior approval of the university supervisor, in consultation with the student's cooperating teacher. Validation of attendance at professional conferences or professional development activities in the form of a certificate of attendance must be presented to the university supervisor and/or cooperating teacher. Students are encouraged to share their experiences with others at the school site. With EPSB approval, the day may be considered as a required "instructional day."

Participation in job-seeking ventures:

Student teachers may spend up to one day or two half days during the student teaching semester participating in interviews, school visits or other activities related to securing a teaching position. This leave time must have prior approval of the university supervisor, in consultation with the cooperating teacher. Evidence of participation must be presented to the university supervisor.

Confidentiality:
In compliance with the Kentucky School Personnel Code of Ethics student teachers …"shall keep in confidence all information about students…" It is an expectation of the University that this commitment to confidentiality be upheld.

Degree and Certification:
It is the responsibility of the student teacher to submit degree and certification applications during the semester prior to graduation. The applications should be submitted during the Capstone Seminar, if applicable.

Academic Integrity and Dishonesty
All contributions and assessments, including any field placement requirements, will demonstrate academic integrity which means that submitted work is of high quality, is original, and represents a single submission, unless otherwise noted through explicit and appropriate citations.

"Academic dishonesty is prohibited at the University of Louisville…Academic dishonesty includes, but is not limited to, the following:

- Cheating
- Fabrication
- Falsification
- Multiple Submission [the same assignment should not be submitted for more than one course]
- Plagiarism
- Complicity in Academic Dishonesty" (U of L Code of Conduct, Section 5)

Plagiarism:
http://louisville.edu/graduatecatalog/code-of-student-conduct
Representing the words or ideas of someone else as one's own in any academic exercise, such as the following:

a. submitting as one's own a paper written by another person or by a commercial "ghost writing" service
b. exactly reproducing someone else's words without identifying the words with quotation marks or by appropriate indentation, or without properly citing the quotation in a footnote or reference
c. paraphrasing or summarizing someone else's work without acknowledging the source with a footnote or reference
d. using facts, data, graphs, charts, or other information without acknowledging the source with a footnote or reference

Borrowed facts or information obtained in one's research or reading must be acknowledged unless recognized as "common knowledge." Clear examples of "common knowledge" include names of leaders of prominent nations, basic scientific laws, and the meaning of fundamental concepts and principles in a discipline. The specific audience for which a paper is written may determine what can be view as "common knowledge": for example, the facts commonly known by a group of chemists will differ radically from those known by a more general audience. Students should check with their instructors regarding what can be viewed as "common knowledge" within a specific field or assignment, but often the student will have to make the final judgment. When in doubt, footnotes or references should be used.

Discipline Procedures for Academic Dishonesty:
Charges of academic dishonesty shall be handled through the appropriate academic unit level procedures. An academic unit that determines that a student is guilty of academic dishonesty may impose any academic punishment on the student that it sees fit, including suspension or expulsion from

the academic unit. A student has no right to appeal the final decision of an academic unit. However, a student who believes he or she has been treated unfairly, has been discriminated against, or has had his or her rights abridged by the academic unit may file a grievance with the Unit Grievance Committee, pursuant to the provisions of the Student Academic Grievance Procedure; the Academic Grievance Committee may not substitute its judgment on the merits for the judgment of the academic unit.

An academic unit that suspends or expels a student from the academic unit because the student has been found guilty of academic dishonesty may recommend to the University Provost in writing that the student also be suspended or expelled from all other programs and academic units of the University. Within four weeks of receiving such a recommendation, the Provost shall issue a written decision. Neither the student nor the academic unit shall have the right to appeal the Provost's decision. However, a student who believes that he or she has been treated unfairly, has been discriminated against, or has had his or her rights abridged by the issuance of a decision by the Provost may file a grievance with the University Student Grievance Committee, pursuant to the provisions of the Student Academic Grievance Procedure; the University Student Academic Grievance Committee may not substitute its judgment on the merits for the judgment of the Provost.

Request for Student Teaching Placement Outside Established Partner Districts

Student teacher candidates are placed in sites that are aligned with the College of Education and Human Development's mission statement and Conceptual Framework. Placements are arranged in collaboration with established partners**,** which include our two largest partners - Jefferson County Public Schools (JCPS) and the Ohio Valley Educational Cooperative (OVEC).

The Office of Educator Development and Clinical Practice (OEDCP), JCPS, and OVEC leadership coordinate placements of all candidates to ensure that candidates are supported throughout the experience. In addition, a Capstone Seminar Course, which meets once a week on campus, is a critical component of the support offered to student teachers. The Capstone Seminar offers an opportunity to collaborate within a critical friends' network and provides support for the completion of the Hallmark Assessment Tasks (HATs) required for graduation and certification. *

A student teacher candidate requesting a placement other than those assigned through an established partner district or requesting a guest placement through another university must be a strong candidate in good standing, demonstrating the ability to work **independently**. Any placement is contingent on the OEDCP and/or district leadership finding a qualified mentor and a U of L university supervisor and approval by the appropriate program faculty.

In addition to requirements outlined in the U of L CEHD ***Student Teaching and Clinical Practice Application***, candidates requesting an alternative site placement must meet the following criteria:

- Over-all grade point of 3.5 (MAT) or 3.25 (B.A.)
- Written recommendation of Advisor **and** Methods Instructor
- Pre-Approval of Capstone Seminar Instructor as to method of completing all required assignments (e.g., independent study, participation via SKYPE)
  [Note: candidates completing the Capstone Seminar off-campus must complete all assignments including participating in a critical friends' network and communicating weekly with Capstone Instructor.]

Candidates requesting a guest placement through another university must also meet any requirements set forth by that university.

*Elementary MAT Candidates do not participate in a structured Capstone Seminar. Support is provided through meetings with university supervisors on site and targeted seminar sessions on campus.

Legal Action:
In addition to the initial background checks, charges of violation of criminal law or evidence of a criminal record against anyone in field placements will result in suspension from the Teacher Education Program and/or student teaching until the case is resolved. Student teachers must assume responsibility for reporting such charges to the assistant dean for student services.

PRAXIS Testing for Certification:
Student teacher candidates must successfully complete the PRAXIS in order to be eligible for a teaching position. Student teachers are responsible for testing expense. Information may be found online at http://www.ets.org/praxis

Many programs offered through the College of Education & Human Development may require a standardized test for admission, program completion, and/or certification. The University of Louisville's Testing Services offers additional information on individual tests and is an official testing site for many of the tests.

http://louisville.edu/education/admissions/testing

Calendar/Vacations:
Student teaching dates correspond with those of the school and district of placement. District vacation schedules will be followed by the student teacher, including beginning semester dates. Questions or concerns should be directed to the university supervisor or program director.

Medical Examination:
State regulation requires that a record or report from a valid and current medical examination, which includes a tuberculosis (TB) risk assessment, be part of the admission to student teaching. *Current* has been defined as within the year of student teaching. A *University of Louisville Medical Examination for Admission to Student Teaching* has been created outlining the information needed. This form is collected and kept on file by the Office of Educator Development and Clinical Practice (OEDCP). Other standard medical examination forms will also be accepted. Teacher candidates, who may have a current medical examination on file at the district level, must arrange for a copy of this exam to be sent to the OEDCP prior to the beginning of student teaching.

University of Louisville
MEDICAL EXAMINATION for Admission to Student Teaching*

Name _____ **Date of Birth** ____/____/____ **Sex: M** ☐ **F** ☐

Address _____ **Telephone** _____

HISTORY

Medical (All serious medical and psychiatric diseases: Diabetes, Epilepsy, Heart Disease, etc. _____

_____

_____

_____

_____

_____

PHYSICAL

1. General Appearance _____
2. Eyes _____
3. Ears, Nose & Throat _____
4. Teeth & Gums _____
5. Thyroid _____
6. Heart _____
7. Blood Pressure _____ Pulse _____
8. Lungs _____
9. Abdomen _____
10. Nervous System _____
11. Extremities _____

Other _____

_____

Tuberculosis Risk Factor Assessment

Yes ☐ No ☐ High risk for Tuberculosis infection

Yes ☐ No ☐ Referred to local health department for further TB infection evaluation

Yes ☐ No ☐ Tuberculosis test performed (specify: _____TST/_____BAMT)

_____Date of chest X-Ray

☐ No further follow-up unless signs/symptoms of Tuberculosis infection develop

I have examined _____ and found nothing to prevent the performance of his/her duties, except as follows:

_____

_____

_____ _____

Date of Examination Signature (Physician/PA/ARNP)

*16 KAR 5:040. Admission, placement, and supervision in student teaching. **Section 3. Admission to Student Teaching (1) A record or report from a valid and current medical examination, which shall have included a tuberculosis test, shall be placed on file with the admissions committee.**

LEGAL ISSUES RELATED TO STUDENT TEACHING

According to regulation 16 KAR 5:040, "the educator preparation institution shall provide opportunities for the student teacher to assume major responsibility for the full range of teaching duties, including extended co-teaching experiences, in a real school situation under the guidance of qualified personnel from the educator preparation institution and the cooperating elementary, middle, or high school. The educator preparation program and the school district shall make reasonable efforts to place student teachers in settings that provide opportunities for the student teacher to develop and demonstrate the practical skills, knowledge, and professional dispositions essential to help all P-12 students learn and develop." Although the student teacher assigned to a school will assume major responsibility for a full range of teaching duties, it is the cooperating teacher who is the person legally responsible for the class to which he/she is assigned.

- Student teachers may not assume full responsibility of the classroom without the supervision of a certified teacher who is employed by the school district.
- The student teacher MAY NOT serve as a substitute teacher during student teaching placement. A regular or substitute teacher employed by the district must be present in the classroom when the student teacher is teaching.

This policy is based on various opinions delivered from the attorney general's office, and reflected in KRS 161.042. The student teacher does not yet have a regular or emergency teaching certificate from the Department of Education and therefore is not authorized to teach except under supervision.

Student teachers are covered by University of Louisville insurance (see Professional Liability Insurance Coverage) but may also purchase another policy.

Educator Legal Liability coverage describes a policy that covers wrongful acts of employees, including student teachers, operating within the scope of their duties. Wrongful acts include failure to educate, fiscal irresponsibility, libel and slander, discrimination invasion of privacy, broadcasting or telecasting activities.

Questions may be directed to Risk Management at http://louisville.edu/riskmanagement

PROFESSIONAL LIABILITY INSURANCE COVERAGE

For University of Louisville Pre-service Teachers
In Required Field Placements

The University of Louisville provides professional liability insurance coverage for student teachers in field placements required by their programs. However, students are advised that they can secure additional coverage through various private carriers of their choice to supplement this coverage. Please note that some insurance policies exclude or limit coverage if other insurance is applicable. Students should review the terms and conditions prior to purchasing any policy. The University of Louisville and the College of Education and Human Development do not endorse any insurance carrier, but do make students aware that organizations such as the National Education Association/Kentucky Education Association – Student Program (NEA/KEA-SP) provide insurance coverage through student memberships.

The Kentucky Association of Professional Educators provides up to $2 million in coverage of activities conducted in the member's professional capacity. The website is http://www.kentuckyteachers.org/insurance.htm

PROFESSIONAL DISPOSITIONS

University of Louisville students who are in pre-service teaching roles are expected to contribute to the creation of a positive and effective climate with peers, teachers and faculty in field and clinical placements and U of L courses. Critical dispositions, as defined by InTASC Model Core Teaching Standards, are those habits of *professional action and moral commitment* that underlie how teachers act in practice.

The CEHD Dispositions Assessment has been influenced by program data collection, the InTASC Model Core Teaching Standards, the Teacher Professional Growth Effectiveness System and the Council for Accreditation of Educator Preparation (CAEP) Standards and other current research.

The InTASC offers the following: "Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration." This self-reflection is a key element to the Teacher Professional Growth Effectiveness System, a process by which teachers among other elements assess dispositions for the purpose of self-improvement.

Instructors, mentor and cooperating teachers and university supervisors assess candidate dispositions as they progress through the U of L Developmental Teacher Preparation Model or Clinical Model. The Teacher Candidate Dispositions Assessment is reviewed at mid-point as a requirement for admission into student teaching.

Teacher Candidate Dispositions looks at three (3) key areas:

- Professional Commitment and Responsibility
- Professional Relationships
- Critical Thinking and Reflective Practice

Evaluators assess each of ten (10) dispositions guided by the examples of indicated, observable behaviors.

- Follows through with responsibilities; prompt, prepared, dependable and organized
- Demonstrates motivation and initiative
- Demonstrates professionalism through ethical teaching behavior
- Demonstrates patience, flexibility, and responsiveness in a variety of situations
- Develops positive relationships with peers, teachers and others; and works collaboratively with them
- Develops positive relationships with stakeholders (i.e., students, staff, families, and other school personnel)
- Respects and affirms students' differences and potential; treats students fairly and equitably
- Demonstrates intellectual curiosity; seeks and considers new information, strategies, and perspectives
- Accepts feedback and makes necessary changes
- Reflects accurately about own behavior, attitudes, performance, impact on others, and makes necessary changes

Teacher Candidate Dispositions

Professional Commitment and Responsibility

Candidates with this set of dispositions demonstrate a commitment to the profession and adhere to the legal and ethical standards set forth by it, which includes the Professional Code of Ethics for Kentucky

Not Observed*	Serious Concern	Needs Improvement	Emerging	Acceptable
	0	1	2	3
(*All dispositions must be assessed during the clinical/student teaching experience)	Behavior displayed is contrary to expectations for the disposition (Red light-Communication of Concern)	Behavior is displayed occasionally (Blinking red light-Behavior has been identified and change is not occurring or is not intentional)	Behavior is displayed frequently (Yellow light-Behavior is changing. Mentors and supervisors see improvement)	Behavior is displayed frequently and consistently (Green light)
The candidate	**Evidence of Disposition**			
1. Follows through with responsibilities; prompt, prepared, dependable and organized	The following provides some examples of indicated, observable behaviors • Punctual/early to school or class and remains until dismissal • Submits assignments on time (e.g., lessons plans, reflections, U of L assignments, and work assignments) • Comes to classes and meetings prepared and actively contributes in a positive manner • Takes responsibility for meeting program, degree and certification requirements			
2.Demonstrates motivation and initiative	The following provides some examples of indicated, observable behaviors • Demonstrates enthusiasm and willingness to actively engage in the Birth-12 setting • Contributes to the classroom environment • Seeks feedback and opportunities to improve performance • Demonstrates a willingness to take on new roles • Demonstrates an openness and willingness to consider how race and cultural factors may impact the classroom environment			
3. Demonstrates professionalism through ethical teaching behavior	The following provides some examples of indicated, observable behaviors • Maintains professional and appropriate appearance/dress • Understands and demonstrates boundaries between professional and personal discussions and behaviors • Maintains confidentiality and student anonymity • Fairly and accurately represents the educator's own qualifications or those of other professionals • Demonstrates ability to appropriately code switch between conversational language (personal) and Standard American English (professional) • Uses social media and technology as appropriate for a professional • Adheres to legal requirements related to the safety of students • Adheres to classroom and school policies and etiquette regarding cell phone and computer use • Demonstrates academic honesty			
4. Demonstrates patience, flexibility, and responsiveness in a variety of situations and settings.	The following provides some examples of indicated, observable behaviors • Responds positively to change (e.g., reacts quickly, suggests solutions) • Handles vague and poorly defined situations professionally • Makes eye contact to acknowledge what is being said and responds appropriately • Solicits insights and solutions when changes arise			

Professional Relationships Candidates with this set of dispositions develop, maintain and model appropriate relationships within the classroom, field placement sites, community and larger diverse society	
5.Develops positive relationships with peers, teachers and others; and works collaboratively with them	The following provides some examples of indicated, observable behaviors • Communicates verbally and in writing in a timely and cordial manner to appropriate university and school personnel (e.g., instructor, advisor, mentor teacher, supervisor, placement office) • Plans jointly with others to ensure the success of all students • Participates in professional learning communities • Listens and considers the viewpoints of others regardless of own viewpoint • Respects the supervisory role of others
6. Develops positive relationships with stakeholders (i.e., students, staff, families, peers, administration, and other school personnel)	The following provides some examples of indicated, observable behaviors • Implements strategies to effectively resolve conflicts between and among students • Interacts with students through formal and informal instructional opportunities • Delivers high rates of positive reinforcement and feedback • Demonstrates a willingness to learn about, infuse, and modify interactions that enhance racially and culturally sensitive relationships with stakeholder
7. Respects and affirms students' differences and potential; treats students fairly and equitably	• Promotes active engagement of all students • Creates an environment of mutual respect and rapport • Acts to reduce one's own biases with respect to race, ethnicity, etc. • Initiates interaction and interacts in authentic ways with students, parents and other adults from different racial, cultural and socioeconomic backgrounds (e.g., eye contact, appropriate tone and voice) • Creates instructional activities that show a knowledge of students' racial, cultural, socioeconomic etc. backgrounds • Anticipates and manages issues of equity and access to resources
Critical Thinking and Reflective Practice Candidates with this set of dispositions demonstrate a commitment to continuous development within the profession	
8. Demonstrates intellectual curiosity; seeks and considers new information, strategies, and perspectives	The following provides some examples of indicated, observable behaviors • Asks questions and contributes positively • Explores resources (e.g., professional libraries, journals, books, technology) • Reflects through collegial conversations, journal writing, examining student work, informal observations and conversations with students • Reflects accurately on previous lessons to inform future instruction
9. Accepts feedback and makes necessary changes	• Asks for and implements suggestions and/or advice from mentor/cooperating teachers, supervisors and /or U of L faculty • Accepts constructive criticism with a positive attitude • Uses feedback for professional growth
10. Reflects accurately about own behavior, attitudes, performance, impact on others, and makes necessary changes	The following provides some examples of indicated, observable behaviors • Identifies personal strengths and challenges and develops a plan for improvement • Takes time consistently to evaluate effectiveness of instruction and behavior in course assignments and dispositions • Reflects with cooperating teachers, supervisors, U of L faculty on lesson planning and execution, and/or other classroom activities • Exhibits a willingness to pursue solutions to problems or answers to questions; gathers relevant data and identifies positive solutions • Makes the necessary changes to enhance cultural competency

PERFORMANCE ISSUES AND CONCERNS

Performance Issues and Concerns
Issues and concerns related to performance in the university classroom, field and clinical placements and any other capacity related to the program in Teacher Education may arise. A Communication of Concern and Intensive Assistance Plan are two established protocols developed to establish a plan of action and document a process toward resolution.

Communication of Concern
A university professor/instructor, teaching candidate, mentoring/cooperating teacher, university supervisor, or other stakeholders involved in the candidate's progress may initiate a Communication of Concern. A Communication of Concern describes and establishes a date to discuss the concern among the teaching candidate, university professor/instructor, mentoring/cooperating teacher, university supervisor, advisor and/or other interested parties.

A Communication of Concern **will be** issued to a candidate:

- If absent TWICE from a course that meets once weekly, or THREE times in a course that meets twice weekly. Candidates MUST initiate a meeting with the course instructor to determine whether he/she will still be able to pass the course with the acceptable grade required by the program and if the candidate can devote the necessary time to the course. Extenuating situations will be considered on an individual basis. If a candidate were to miss the course an additional time, the course instructor will schedule a meeting with the candidate and the program director to complete a *Communication of Concern*. This may impact a candidate's continuation in the program. This comes from EDTP Attendance Policy

A Communication of Concern **may be** issued to a candidate for:

1. habitual tardies;
2. late assignments;
3. failure to complete assignments within the course/field placement after meeting with your instructor/university supervisor to get clarification and assistance;
4. failure to communicate with the instructor/university supervisor as required.
5. failure to demonstrate adequate academic progress;
6. demonstrating competencies and dispositions that do not meet the criteria for the pre-service teacher program; and
7. other actions at the discretion of the instructor/university supervisor.

Using the Communication of Concern form, the committee members create in writing a plan of action for addressing the concern, including the support that will be provided by each appropriate member and a date by which the plan of action is to be completed. Possible consequences will be specified if the action plan does not lead to the resolution of the concern. The result of the follow-up may also lead to the decision that an Intensive Assistance Plan is needed.

Intensive Assistance Plan (IAP)
An Intensive Assistance Plan is initiated to communicate the serious nature of a concern that raises in question the successful completion of the program. Like a Communication of Concern, an IAP meeting can be scheduled upon the recommendation of the teaching candidate, cooperating teacher, university supervisor, or other stakeholder who feels that intensive assistance is necessary for a candidate's progress.

An IAP Advising Committee follows a series of procedural steps to review the documentation, discuss the resources and intensive assistance needed and specify the behaviors the candidate will need to demonstrate to continue in the program.

Intensive Assistance Plan
It is the goal of the U of L Faculty to do all that is possible to enable students in the program to successfully complete the program. In that spirit, the following plan was designed to:

a. let candidates know when serious concerns have been raised about their likelihood of successfully completing the program;
b. offer intensive assistance to those candidates;
c. document what behaviors candidates will need to demonstrate within a particular time period in order to continue in the program; and
d. document the kinds of resources and assistance that will be made available to the candidate.

Initiation of the Intensive Assistance Plan (IAP) An IAP meeting will be scheduled upon the recommendation of any of the following:

1. The candidate him/herself, should s/he become concerned about progress or lack thereof;
2. Any of the mentor teachers working with the candidate;
3. The principal;
4. The university supervisor working with the candidate;
5. Any of the methods professors/instructors.

Concerns must be documented in order for a meeting to be scheduled. Documentation may include, but is not limited to: candidate assignments, observation forms, performance review, absence/tardy records, informal communications, weekly action plans, working portfolio, etc.

PROCEDURAL STEPS
<u>Step 1</u>
Upon recommendation of one of the above-listed persons and presentation of documentation, the candidate's supervisor will schedule a meeting of the "candidate's advising committee" to discuss the concerns, gather multiple perspectives, and decide if an Intensive Assistance Plan should be implemented. The advisory committee shall consist of the following people:

- University Supervisor
- Mentor teacher(s)
- Candidate's advisor
- Methods professors (one in each of the candidate's teaching disciplines)
- Candidate (only if s/he initiated the recommendation)

Others may be involved depending on the relevance of their input

Step 2
If the Advising Committee feels there is sufficient concern to warrant an IAP, they will meet with the candidate. After considering the candidate's input, if the committee decides to proceed with an IAP, they will notify the candidate in writing.

Step 3
The committee will meet (without the candidate) and indicate in writing:

1. what changes need to occur
2. behavioral indicators of those changes and relevant sources of documentation
3. dates by which change must be demonstrated
4. resources that will be provided to the candidate to facilitate such changes.

All committee members will sign the IAP, indicating their willingness to uphold its requirements and provide assistance as listed in the plan.

Step 4
The candidate's advisor will meet with him/her to explain all elements of the IAP, answer questions, etc. The candidate will be required to sign the IAP, acknowledging understanding that if the conditions are not met, s/he will not be able to continue in the program. The advisor will also secure the signatures of any other people listed in the plan as assistance providers. Copies of the plan, signed by all, will be given to the candidate, everyone on the committee, and those otherwise directly involved in the IAP. A copy will also be placed in the candidate's file.

Step 5
Participants will implement the IAP, documenting all assistance provided, whether it was required by the plan or not. The candidate and involved professionals will collect behavioral indicators as indicated in the IAP (e.g. Teacher Observation Chart, Weekly Action Plans, Performance Reviews, reviews of working portfolio, lesson plans, course assignments, documentation of relevant conversations, etc.).

Step 6
On or soon after the date indicated on the IAP, the candidate's advisory committee will meet to examine all behavioral indicators and documentation, and then decide if the IAP has been satisfactorily completed. If so, they will document progress made and assistance provided and place the plan in the candidate's file. If not, the advisor will schedule a meeting with the candidate to discuss the lack of satisfactory compliance with the plan, his/her termination from the program at this time, and any options for future participation in U of L teacher certification programs.

COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

Communication of Concern

Date/time of Meeting: _____

I. Participants

U of L Candidate: _____**Program**: _____ Advisor_____

Phase in Program (Circle one): Pre-Professional Professional-Coursework Professional – Field/Clinical Experiences

Name of Person(s) Initiating Meeting: _____

Role(s) (Circle one): Faculty/ Instructor Cooperating/ Mentor Teacher Supervisor Advisor Other:

Participating in meeting (other than two names listed above):

Name	Role	Signature
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____

II. Description of Concern

Nature of the Concern(s): Dispositions Coursework Field/Clinical Performance Other: _____

(Circle all that apply)

Description of targeted need/issue/concern (use back, if necessary):

☐ **Alert only, no action required** ☐ **Action Plan Required (Complete table below)**

III. Action Plan

List the actions that will be taken to support the success of the teacher candidate

Action Steps	Who will implement (candidate, instructor, etc.)	Timeline
1.		
2.		
3.		

VII. Follow-up is expected of (please check all that apply):

Candidate: ___ Faculty/Instructor: ___ Teacher: ____University Supervisor: ___ Other: _____

Date(s) of Follow-Up:

_____

Signature of Candidate: _____ Signature of Dept. Chair_____

[Copies to: Candidate's file in Education Advising and Student Services (EASS), Dept. Chair/Asst. Chair, Advisor, and Candidate]

PROFESSIONAL CODE OF ETHICS FOR KENTUCKY SCHOOL CERTIFIED PERSONNEL
http://www.kyepsb.net/legal/ethics.asp

16 KAR 1:020

RELATES TO: KRS 161.028, 161.040, 161.120
STATUTORY AUTHORITY: KRS 161.028, 161.030
NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028 requires that the Education Professional Standards Board develop a professional code of ethics. This administrative regulation establishes the code of ethics for Kentucky school certified personnel and establishes that violation of the code of ethics may be grounds for revocation or suspension of Kentucky certification for professional school personnel by the Education Professional Standards Board.

Section 1. Certified personnel in the Commonwealth:

(1) Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;

(2) Shall believe in the worth and dignity of each human being and in educational opportunities for all;

(3) Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession:

(a) To students:

1. Shall provide students with professional education services in a nondiscriminatory manner and in consonance with accepted best practice known to the educator;

2. Shall respect the constitutional rights of all students;

3. Shall take reasonable measures to protect the health, safety, and emotional well-being of students;

4. Shall not use professional relationships or authority with students for personal advantage;

5. Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;

6. Shall not knowingly make false or malicious statements about students or colleagues;

7. Shall refrain from subjecting students to embarrassment or disparagement; and

8. Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats of physical harm; and sexual assault.

(b) To parents:

1. Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student;

2. Shall endeavor to understand community cultures and diverse home environments of students;

3. Shall not knowingly distort or misrepresent facts concerning educational issues;

4. Shall distinguish between personal views and the views of the employing educational agency;

5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others;

6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities; and

7. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.

(c) To the education profession:

1. Shall exemplify behaviors which maintain the dignity and integrity of the profession;

2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;

3. Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law;

4. Shall not use coercive means or give special treatment in order to influence professional decisions;

5. Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications; and

6. Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.

Section 2. Violation of this administrative regulation may result in cause to initiate proceedings for revocation or suspension of Kentucky certification as provided in KRS 161.120 and 704 KAR 20:585. (21 Ky.R. 2344; eff. 5-4-95; recodified from 704 KAR 20:680, 7-2-2002.)

Ethical Practices Related to Technology

University of Louisville
CEHD Acceptable Use of Technology Agreement

Teacher candidates are charged in regulation to use technology to enrich the learning of P-12 students and to support their own professional growth and communication. It is imperative that teacher candidates review and adhere to the CEHD Acceptable Use of Technology Agreement and understand the teacher candidate disposition to, "Demonstrate professionalism through ethical teaching behavior," which includes the appropriate use of social media and adherence to classroom and school policies and etiquette regarding cell phone and computer use.

I agree to abide by the following guidelines while representing the University on campus, in distance and virtual courses, or for any field and clinical work within the community:

- use the network for educational purposes such as conducting research for assignments consistent with the University of Louisville academic expectations;
- use the computing facilities in an appropriate and ethical manner;
- abide by intellectual property all federal copyright laws (e.g. copyright), including but not exclusive limited to; text, graphics, art, photographs, music, software, movies and games; respect the property rights and associated restrictions of others and to refrain from actions or access which would violate the terms of applicable such licensing and nondisclosure agreements;
- respect the confidentiality of data, complying with federal and state statutes and University of Louisville policies regarding access to university data and to not release such data without proper authorization;
- take appropriate steps to safeguard access codes and passwords to protect against unauthorized use and to notify Information Technology of suspected unauthorized use;
- not make unauthorized use of the accounts and to not knowingly grant use of the accounts for unauthorized purposes;
- respect the rights of all other users of the system and to not knowingly use computing resources in any way which is disruptive or damaging to the system or any other user;
- not use the electronic communication facilities or tools for the purpose of offending or harassing other users, including but not limited to the use of profanity, obscene comments, sexually explicit material, nor expressions of bigotry, racism, and hate;
- the proper management of computing resources, not limited to but including disk space and tape volumes;
- take proper precautions to safeguard personal data for recovery;
- maintain only my own identity when online;
- maintain appropriate, professional, and ethical representation of self in online materials and social networking environments (e.g. MySpace, Facebook, and Second-Life);
- maintain appropriate professional discourse with students, parents, and any collaborative partners when using electronic communication tools.

I agree to locate and adhere to any technology usage policies for any field or clinical work.

Student Signature: _____ Date: _____

PART II

ROLES, RESPONSIBILITIES, AND RELATIONSHIPS

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PROFESSIONALISM

Expected – and accepted – teacher behaviors should become part of the demeanor of student teachers. All educators must practice dispositions recognized as essential by this profession. Consequently these dispositions are centered in the Professional Code of Ethics established by the Education Professional Standards Board. All education faculty and practicing educators agree to abide by these principles.

Expectations of the Student Teacher Candidate

Dress and appearance during clinical practice should conform to the norm of the school and district. During this time student teachers are viewed as guests of the school and district, and should maintain discrete behavior. Be aware that inappropriate behaviors outside of school may impact negatively when applying for a paid faculty position.

Working directly with students in a classroom will provide opportunity for demonstration of acquired skills. The actual teaching experience will provide both satisfying and frustrating periods during the semester. Both the cooperating teacher and the university supervisor will serve as mentors for all experiences. This cooperative approach is intended to make the semester one that is successful in all respects.

Responsibilities associated with this role include but are not limited to:

- review of the handbook with the cooperating teacher
- adherence to school rules, policies, procedures regarding discipline and school safety
- communication with school personnel in a professional, respectful manner
- seeking constructive criticism of both the cooperating teacher and the university supervisor
- maintaining a professional demeanor at all times
- successful completion of all certification requirements

Supervision of Student Teachers

Primary responsibility for supervision of student teachers lies with the cooperating teacher and the university supervisor. Guidance of instructional practice and feedback of progress expands professional growth that is desirable in candidates. Data that is collected will include observations, both formal and informal. This is part of the assessment process used in determination of grades.

The Cooperating Teacher

Arguably the single most critical influence on the quality of the student teaching experience is the cooperating teacher. This is the person who works closely with the student teacher on a daily basis to provide a link between theory and application of prior training. During the initial or orientation conference, textbooks, curriculum guides, daily schedules, sample lesson plans, sample report cards, school/district report cards and handbooks, and other materials of significance should be available to the student teacher.

Prior to the arrival of the student teacher, it is suggested that students in the classroom be prepared by:

- explaining that there will be two teachers in the classroom for a period of weeks;
- giving examples of how the teachers will work together; and
- explaining expectations of the class with the additional teacher.

CORRESPONDENCE AND COMMUNICATION

The primary form of communication with student teacher candidates and the University of Louisville College of Education and Human Development will be via the University email account. **No personal accounts will be used for sending email; only the U of L account will be utilized for transmitting messages**. Do not rely on mail forwarding as many messages may be blocked and critical information not transmitted. Student teacher candidates will need to check on a weekly, if not daily, basis for important information concerning placement, significant calendar dates or modifications, upcoming events, and graduation/commencement activities. It is the responsibility of the student teacher to read email in order to remain apprised of pertinent information. If a student believes an email contact has failed please contact the Helpdesk at 502-852-7997 or by email at helpdesk (@) louisville.edu.

APPROPRIATE CONTACTS

How to Get the Best Out of Your Experience (and Be Professional)

Be proactive in seeking the guidance, structure, and ideas that will be helpful in your growth as a teacher. If you do not believe that the placement to which you are assigned is meeting your needs, below is a suggested professional protocol to use to approach the issue:

1) Speak with the cooperating teacher or mentor teacher. Ask for what you need. Let the teacher know that you would benefit from having more of "this," or opportunities to do "that." Have specific examples to share that would be most helpful.
2) If the teacher is not responsive to requests, step 2 is to talk with your supervisor and *only to the supervisor*. It is not professional to talk with other candidates, teachers, or even U of L faculty without first consulting the person whose job it is to help you have a successful field experience. The supervisor will work with you to design a manner for handling the situation that is respectful to all involved.
3) In consultation with the supervisor, the next step may be a meeting with all three of you (the mentor teacher, supervisor, and you). A principal or counselor may be included, at the discretion of the supervisor.
4) The next step is to involve the Program Director or a representative from the Office of Educator Development and Clinical Practice at the University of Louisville. You or the supervisor will contact this individual.
5) While your advisor is your personal contact at the University of Louisville, this individual is not the one to be involved in working with the teacher in the school unless the advisor is your university supervisor. The advisor may counsel you in how to handle the situation yourself, but typically it is the supervisor and Program Director who are able to work through these situations as individuals who work most closely in the placement context(s).
6) Only in very special circumstances are changes made to original field and/or clinical placements.
7) Keep in mind that the way you choose to handle this situation will have direct implications for how you are perceived as a professional and the kinds of professional dispositions you exemplify which, in turn, may positively or negatively impact whether you are hired as a teacher.

What NOT to do:

1. Do not share your concerns with other student teachers, field experience students or teachers at your school.
2. Do not let the problem fester for weeks.
3. Do not contact past supervisors or instructors.
4. Do not complain about what is NOT happening in your case (you can constructively rephrase in a way that communicates what you need in order to learn).
5. Do not gossip about your situation in public or social places where others may overhear or misconstrue your comments.

ROLE OF THE STUDENT TEACHER

The student teaching experience should be the most satisfying phase of your preparation for teaching. The opportunity to work directly with students in the classroom will provide a laboratory experience with many characteristics similar to that of your own future classroom. Although you have had opportunities to observe, participate, and perhaps teach in a classroom, full-time student teaching carries many additional responsibilities.

At the University of Louisville faculty and staff in the College of Education and Human Development attempt to prepare students to meet the challenges of the classroom with a varied program of professional and academic studies. It is impossible, however, to substitute course work for the actual experience of working with students. There will be periods of frustration and normal cycles of "lows" and "highs" during the student teaching period. How much is gained through this experience is largely up to the student teacher. The University supervisor and the cooperating teacher stand ready to help with any problem affecting the student teacher. This cooperative approach is intended to make available the best possible teaching experience for all students.

Each student teacher should approach student teaching with an honest and sincere desire to learn as much as possible about children and youth, the teaching profession, the teaching process, the school program, and the community. The experience is not intended to create a polished teacher, but the opportunities for growth in a real school situation are outstanding. To help "set the stage" for this meaningful experience, this chapter is dedicated to you, the student teacher.

Cooperating Teacher Selection: The classroom teacher will provide the vital link between theory and the practical application of your University training. The school district personnel and University staff collaborate to identify and select cooperating teachers. State regulation 16 KAR 5:040 outline the requirements for cooperating teachers. The cooperating teacher must hold a valid teaching certificate or license for each grade and subject taught and have a least three (3) years of teacher experience as a certified educator. Two other major criteria used in the selection of qualified cooperating teachers are exceptional performance as a teacher and a desire to supervise a student teacher.

Emergency Procedure: When a student teacher is involved in an emergency situation, the cooperating teacher and school principal should be notified immediately. The student teacher should become familiar with the school handbook to know procedural descriptors. If necessary to contact the University of Louisville, please notify the Assistant Dean of Student Services at 502-852-6411.

Should questions arise concerning a problem related to the extra-curricular activities of the student teacher, contact should be made at once with the university supervisor and Office of Educator Development and Clinical Practice.

Grade Appeals: The College of Education makes provisions for students to appeal a grade in student teaching that, in the student's opinion, is unfair. It becomes the student's responsibility to initiate the appeal procedure with the specific department, consult individual program handbooks and graduate and undergraduate catalogs in the appropriate sections.

Orientation: Many cooperating school systems have requested that student teachers arrange to visit the school for an interview and orientation before beginning student teaching. Upon receiving the school assignment, the student teacher will be encouraged to make a pre-visitation

to the school. It is the student's responsibility to contact the cooperating teacher and principal by mail, telephone, or email.

Teaching—A Full-Time Responsibility: During student teaching, the student is expected to devote full attention to teaching in the assigned school. It is suggested that if employment is an absolute necessity, it should be kept to a minimum and confined to weekends only.

Termination of Student Teaching Contract: Student teachers are responsible for planning subject matter, maintaining professional relations with teachers and administrators, and working effectively with young people. Should the student teacher fail to meet any of these responsibilities, the school administration and/or the Office of Educator Development and Clinical Practice have the option to terminate the student teaching contract.

Transportation: Students operating motor vehicles are cautioned against using them for transporting students on field trips, special activities, etc. Should an accident occur during such transportation, the student teacher would be considered liable.

Planning for Teaching
When the student teacher receives notification of placement, the student teacher should plan to contact the university supervisor and cooperating teacher.

Induction into Full-Time Teaching—Prearranging: Effective planning is the basis of successful teaching. Planning that is truly meaningful cannot properly take place without goals and objectives related to the teaching-learning situation. It is most important that early planning be done with the aid and counsel of the cooperating teacher, under whose guidance a healthy working relationship must be established. The plans must include day-by-day objectives and long-range objectives so that the teacher is better able to chart the course through student teaching.

Co-teaching in the Classroom: It is important that student teachers or **teacher candidates** begin the experience as a partner in teaching. A teacher candidate is expected to collaborate in lesson planning, delivery, and assessment throughout the entire placement. Cooperating teachers and teacher candidates will utilize seven research-based strategies as best suited to maximize leaning for all student within the classroom. [Copyright 2009, St. Cloud State University, Teacher Quality Enhancement Center]

If during the first days of student teaching, the teacher candidate utilizes the strategy, *One Teach One Observe*, the observations should be meaningful. . The student teacher should have specific things in mind to observe followed by a period of reflection and discussion with the cooperating teacher.

The questions below were designed to offer suggestions for the focus of your observations. This is not intended to be an exhaustive list, but some suggestions to get you started.

A. The Student

- Do you have available information about each student?
- Is there an opportunity to meet with the new students?
- How do students react to the school?
- What takes place in student conversations?
- Are you able to develop a good rapport with students?
- Is there positive interaction between students?
- How does your cooperating teacher record interest and self-concepts of students

- What techniques are used to discover individual differences?
- How does a teacher gain skill in working with students?

B. The Classroom

- How does the teacher secure needed supplies?
- How is the school day organized?
- How does the teacher distribute his/her time?
- How is student attention secured to start the lesson?
- What did the teacher do to create a learning environment?
- Do questions stimulate appropriate responses?
- Are assignments challenging?
- How are activities properly spaced within time allocation?
- What are problems of classroom management and how are they solved?
- How does the teacher anticipate behavior problems?

C. The School

- What is the structure and organization of the school?
- What kinds of teaching materials and aids are available?
- What special services are available (health, clerical, physical education, fine arts, speech and hearing, custodial, etc)?
- What process is used in ordering supplies and does each teacher have a supply budget?
- Are teachers involved in formulation of building regulations?
- How does the school serve the needs of the community?
- What kinds of parent activities exist and are teachers requested to serve on committees with parents?
- What is the general attitude of students toward schools?

D. The School System

- How is the school organized?
- What is the geographical area served by the school?
- Are there special programs available in the school system?

Student Teaching Orientation

Prior to student teaching, the Office of Educator Development and Clinical Practice will arrange a mandatory orientation program.

Evaluation

Evaluation is a collaborative process involving the teacher candidate (student teacher), cooperating teacher and university supervisor. The cooperating teacher will offer daily formative feedback during the period of student teaching. Over the course of the semester, a student teacher will be formally observed a minimum of six (6) times, three (3) observations for each placement or three by mid-semester and three by completion. A formal observation is one that the candidate schedules with the university supervisor or cooperating teaching in advance, provides a lesson plan, and teaches independently or as the lead teacher.

The university supervisor will set up four (4) official observations or two (2) for each placement. The cooperating teacher will set up two (2) official observations or one (1) for each placement. Teacher candidates should follow the KTIP PGES Lesson Plan Format in Live Text for all formal observations. This lesson plan includes the following:

- Source of Evidence: Context
- Source of Evidence: Lesson Plan
- Source of Evidence: Observation of Teaching
- Source of Evidence: Post-Lesson Reflection

While university supervisors may view the lesson plan templates in Live Text, the candidate must print out a copy for the cooperating teacher. The *Steps to Completing a Formal Observation for Student Teachers* should be followed (see page 52).

Teacher Candidate Observation Requirements

First Placement/Mid-Semester		**Second Placement/Completion of Semester**	
University Supervisor	Two formal observations	University Supervisor	Two formal observations
Cooperating Teacher	One formal observation	Cooperating Teacher	One formal observation
Total	Three formal observations		Three formal observations
Candidates will be formally observed a minimum of six (6) times, three (3) observations for each placement or three by mid-semester and three by completion.			

Dispositions Assessment

University of Louisville students who are in pre-service teaching roles are expected to contribute to the creation of a positive and effective climate with peers, teachers and faculty in field placements and U of L courses through **professional dispositions and behaviors.**

At mid-term and at completion, the university supervisor and cooperating teacher review the candidate's progress on key dispositions for teacher preparation and performance. This progress is captured through a Dispositions Assessment mapped to the Conceptual Framework. The candidate also self assesses and reviews the assessment with the cooperating teacher and university supervisor.

Student Teaching Grading Rubric

The Student Teaching Grading Rubric provides a format to clearly communicate the expectations and promote consistency among university supervisors and cooperating teachers. Student teacher candidates must demonstrate progress toward meeting the initial-level performance of the Kentucky Teaching Standards. The standards have been weighted based on their emphasis in student teaching and the related assessments. This rubric is designed to measure performance against standards to compile a point total. It is not percentage-based. A Student Teaching Grading Rubric will be completed at the end of each placement.

ROLE OF THE COOPERATING TEACHER

During the final phase of the Teacher Preparation Program, **Teacher Candidates** work with a **Cooperating Teacher** and a **University Supervisor** in order to demonstrate skills acquired in previous field experience placements and to begin to extend these abilities as they grow into the teaching profession. The cooperating teacher influences the quality of the student teaching experience more than any other single person. It is primarily the teacher who guides the student's professional growth.

> The **Teacher Candidate** is defined as a U of L student who is completing an intensive clinical placement under the guidance and supervision of a cooperating teacher and a university supervisor.
>
> The **Cooperating Teacher** is defined as a certified teacher who is mentoring a teacher candidate in the area in which the candidate is earning his/her certification. A minimum of 3 years teaching experience and completion of co-teaching training modules are required for eligibility.
>
> The **University Supervisor** is defined as a U of L clinical faculty member or individual hired by the university to support, provide feedback, and assess a teacher candidate. The University Supervisor serves as a link between the cooperating school and the university.

A student may approach student teaching with hesitancy and considerable apprehension. Until the student teacher feels secure, his or her real feelings may not be disclosed. One student may wait for the cooperating teacher to indicate what to do; another may ask many questions; a third may follow the cooperating teacher like a shadow. Most student teachers are anxious to please and eager to learn.

During an initial conference, texts, curriculum guides, sample lesson plans, daily schedules, sample report cards, school handbooks, and other such materials should be made available to the student teacher.

The Student Teaching Experience lasts for approximately 15 weeks. Teacher candidates may have two placements (three for some contents) to meet state regulations. Cooperating teachers will be provided with the start and end date for each placement.

Pre-arrival Preparations

Cooperating teachers have found it important that their classes and the school be prepared for the arrival of the student teacher. The following are suggestions, which will be helpful:

- ✓ Explain to the students in your class that there will be two teachers in the classroom for a few weeks
- ✓ Point out that both teachers will have many different experiences to share with the class.
- ✓ Give examples of how the teaching team will work together (co-teaching)
- ✓ Explain that the students should look to both teachers for instruction and assistance, when appropriate.

Students need time to become adjusted to the idea of working with two teachers in the classroom. They will manifest the cooperating teacher's attitude toward the student teacher so be aware of your actions toward the teacher candidate. To help develop the status of the student teacher candidate as another teacher in the classroom, it is important to refer to the student teacher as "Mr. Robinson," "Miss Hardy," and the like, or as the "other teacher" rather than the "student teacher candidate."

Helping the Teacher Candidate Get Started

One of the cooperating teacher's first concerns is to help the teacher candidate feel secure in the new situation. Teacher candidates and cooperating teachers have listed the following suggestions as helpful:

- ✓ Establish a time to co-plan with the student teacher candidate.
- ✓ Accept the teacher candidate as a person. Establish rapport as soon as possible.
- ✓ Consider the teacher candidate as a member of the faculty. The teacher candidate should be included on faculty lists, taken to meetings, and encouraged to participate in committee work.
- ✓ Introduce the teacher candidate to school staff members.
- ✓ Design seating charts enabling the teacher candidate to identify students quickly.
- ✓ Provide a desk or a place for the teacher candidate's books and papers.
- ✓ Explain "formal" and "informal" classroom and school policies.
- ✓ Avoid correcting the teacher candidate in front of the students.
- ✓ Share daily chores.
- ✓ Provide an opportunity for the teacher candidate to have uninterrupted conferences with you.
- ✓ Provide an opportunity for the teacher candidate to teach units as you observe and assist.

Planning with the Teacher Candidate

The need for planning is fourfold: (1) to assist in clarifying the teacher candidate's purposes and procedures; (2) to learn of the expectations of the cooperating teacher; (3) to communicate the student's intentions to the cooperating teacher for constructive comments; and (4) to develop skills in lesson planning.

During the beginning days of student teaching, it is necessary to meet in order to begin the process of co-planning. Texts, curriculum guides, sample lesson plans, daily schedules, sample report cards, and school handbooks should be made available to the teacher candidate.

The cooperating teacher should give constructive criticism and provide adequate time for the teacher candidate to make suggested revisions to lesson plans. In addition to such informal conferences, about one hour per week should be set aside for an uninterrupted conference to evaluate progress toward goals, to reassess the plan for the unit and the next week, and to handle problems which have not already been discussed and solved.

The cooperating teacher should:

- ✓ Be specific. An anecdotal record of the teacher candidate's actual behavior, expressions used, timing, etc., will help the teacher candidate evaluate teaching effectiveness.
- ✓ Encourage self-evaluation. Ask such questions as "How well did you meet your lesson plan objectives?" "What is your evidence?"
- ✓ Give definite suggestions. Include in the suggestions, techniques for motivating students, presentation of materials, etc.
- ✓ Indicate successes as well as suggest improvements for the teacher candidate. Conferences with the teacher candidate may be planned to discuss things such as adjustment to the school, classroom routines, evaluation, observations, lesson planning, professional activities, teaching materials, or basic subject matter and the teacher candidate's personal problems.

A teacher candidate must be continually informed of the rate of progress being made so that the teaching ability can be compared with teaching potential. It is expected that the teacher candidate would then capitalize on strengths and work toward overcoming weaknesses.

Helping the Teacher Candidate Teach

The cooperating teacher may wish to consider the following suggestions to help the teacher candidate become more effective:

- ✓ The teacher candidate should have the opportunity to take the lead with instruction as often as possible.

- ✓ The teacher candidate should not feel that there is only one correct pattern of teaching, but should begin to acquire a repertoire of strategies.

- ✓ The teacher candidate will need help to see the students as individuals. The teacher candidate should develop keener perceptions of the students' needs, interests, and aptitudes. The cooperating teacher should provide the teacher candidate with seating charts, arrange work with individuals and small groups, hold frequent informal conferences, and encourage the teacher candidate to take advantage of opportunities to meet parents.

- ✓ The teacher candidate should realize that good teaching is creative. To achieve this creativity, the teacher candidate must feel that actions are not narrowly outlined by a teaching manual, textbook, cooperating teacher, or University Supervisor.

- ✓ The teacher candidate should be encouraged to use a wide variety of teaching techniques. Student and teacher demonstrations, laboratory work, group discussions, lectures, question-and-answer periods, directed study, audiovisual presentations and other meaningful experiences should be employed.

Above all, one must remember that the teacher candidate is learning to teach. A teacher candidate is expected to make some mistakes. If this were not true, there would be little need for student teaching. Often the teacher candidate will recognize his or her teaching weaknesses and modify the approach to a given situation. It is the function of the cooperating teacher and the University Supervisor to work together to provide needed assistance in this regard.

Observing the Teacher Candidate

Every teacher has favored ways of presenting an idea or concept, leading a discussion, motivating students, or handling discipline problems. Frequently, it is difficult to sit silently in the back of the room and watch a teacher candidate make mistakes or exercise what appears to be poor judgment. On the other hand, if the cooperating teacher interrupts, corrects and questions the teacher candidate in front of the class, the candidate soon loses the opportunity to develop and maintain rapport with the students. This situation can usually be avoided when the cooperating teacher and teacher candidate plan together.

The cooperating teacher will set up one (1) official observation during each placement or two (2) official observations if the teacher candidate remains throughout the semester. If your teacher candidate is with you for one placement only, then you will be completing only one official or formal observation using the assessment documents provided. Teacher candidates will use the KTIP PGES Lesson Plan Format in Live Text for all formal observations. This lesson plan includes the following:

- Source of Evidence: Context
- Source of Evidence: Lesson Plan
- Source of Evidence: Observation of Teaching
- Source of Evidence: Post-Lesson Reflection

You will be provided with a hard copy of the lesson plan at least two (2) days prior to the scheduled observation or the time you determine.

Activities Related to Classroom Teaching

While the primary purpose of student teaching is to provide an opportunity for the student to learn to teach in a specialized area, there should be an opportunity to experience as many aspects of the total teaching situation as time permits and engage in the co-teaching strategies as tools for instruction.

During the student teaching period, the teacher candidate may engage in as many of the following activities as possible:

- ✓ Observe teachers in a variety of academic disciplines.
- ✓ Study students' records in the presence of a certified employee -- cumulative records, achievement test scores, reading-grade-placement scores, etc.
- ✓ Seek supplementary materials that may be used to help present effective lessons -- books, models, charts, posters, filmstrips, community resources, etc.
- ✓ Provide help for a variety of students: the gifted, the learning disabled, those who have been absent, and those working on special projects.
- ✓ Involve students in experiences such as reading, writing, speaking, listening, and reasoning.
- ✓ Discuss grading standards and grading problems with the cooperating teacher.
- ✓ Become acquainted with library resources.
- ✓ Become acquainted with duties and responsibilities of administrative and special service personnel.
- ✓ Attend staff meetings.
- ✓ Administer achievement tests.
- ✓ Assist in supervision of study halls and homeroom.
- ✓ Become acquainted with school procedures in requesting equipment and supplies.
- ✓ Become acquainted with the total school program through conferences with the principal and the superintendent.
- ✓ Learn how to use the copier and media lab equipment.
- ✓ Participate in co-curricular and extra-curricular activities.

Assessment Requirements

Cooperating teachers will formally observe at least **one lesson** by mid-semester (end of the First Placement Period) and **one lesson** at the end of student teaching (end of the Second Placement Period). Please follow the **Steps to Completing a Formal Observation. (See page 52).** Teacher candidates will complete the Source of Evidence: Context Template and the Source of Evidence: Lesson Plan and provide the cooperating teacher will a hard copy. Feedback should be provided on the plan before the lesson is taught. During the observation of the lesson, cooperating teachers will provide feedback on Kentucky Teacher Standards and other standards appropriate for specific certifications as designated on the KTS Rubrics. The feedback will be discussed post-observation. The teacher candidate must complete the Source of Evidence: Post-Lesson Reflection within two days and provide the cooperating teacher with a hard copy of this reflection. Feedback should be provided to the candidate. Once the lesson has been planned, taught and a reflection written, the cooperating teacher completes the KTS Rubrics for the lesson. A link will be provided by the OEDCP from Qualtrics to access the rubrics for final assessment.

Cooperating teachers will also complete a **Teacher Candidate Dispositions Assessment** at mid-semester and at the end of student teaching and provide feedback to the university supervisor for the **Effective Use of Technology Rubric.** Cooperating teachers will receive an email from the OEDCP from Qualtrics with a link to complete the Dispositions Assessment.

At mid-semester (end of the First Placement Period) and at the end of student teaching, (end of the Second Placement Period), cooperating teachers will also complete a **Student Teaching/Advanced Practicum Grading Rubric.** While the Source of Evidence KTS Rubrics reflect on one observed lesson, the **Student Teaching/Advanced Practicum Grading Rubric** reports on the candidate's progress toward standards over time.

Tuition Benefit

The University of Louisville recognizes the valuable contribution teachers make in helping prepare pre-service teachers and supporting them during their internship experience. The tuition benefit policy established by the Kentucky Legislature (KRS Chapter 164.2845) states:

> In recognition of valuable service to the preparation of teachers and the need for all teachers to have continual professional growth, a supervising teacher or a resource teacher for teacher interns may, with prior approval of the course-offering institution, take a maximum of six (6) credit hours per term at any public postsecondary institution and pay no tuition. The postsecondary institution shall waive the tuition up to a maximum of six (6) credit hours.

The following document can be found at the following link:

http://louisville.edu/financialaid/tuition-waivers/tuition-waiver-for-ktip-and-resource-teachers/view

Tuition Benefit Certification Eligibility and Procedures Information

The University of Louisville recognizes the valuable contribution teachers make in helping prepare pre-service teachers and supporting them during their internship experience. The tuition benefit policy established by the Kentucky Legislature (KRS Chapter 164.2845) states:

> In recognition of valuable service to the preparation of teachers and the need for all teachers to have continual professional growth, a supervising teacher or a resource teacher for teacher interns may, with prior approval of the course-offering institution, take a maximum of six (6) credit hours per term at any public postsecondary institution and pay no tuition. The postsecondary institution shall waive the tuition up to a maximum of six (6) credit hours.

The University of Louisville is pleased to offer a way of acknowledging the contributions of teachers by supporting this policy. The following information is to help clarify the parameters and procedures involved in offering the tuition benefits. Carefully review the following information and complete the attached certification form. **Please note that the certification form is interactive and can be completed on the computer and then printed out for signature.**

Eligibility

- YOU MUST BE ADMITTED TO THE UNIVERSITY OF LOUISVILLE
- You must be a teacher in the state of Kentucky
- You may be eligible for tuition benefits if you meet one of the following criteria:
    - You are a cooperating teacher providing the supervision of a student teacher
    - You are a Resource Teacher for a KTIP intern. KTIP Resource Teachers are required to complete two consecutive semesters of service; however, a form may be submitted at the completion of each semester.
- Credit hours earned have an expiration of one year. For example, if a teacher is a cooperating or resource teacher in the spring, those credit hours earned will expire the following spring. This gives the teacher three semesters (summer, fall, and spring) in which to use the benefit before the hours expire.

Procedures

ADMISSION TO THE UNIVERSITY OF LOUISVILLE IS REQUIRED BEFORE COMPLETING THE FOLLOWING:

- Complete the Tuition Benefit Certification Application for Cooperating and Resource Teachers available on the web at https://whost.louisville.edu/student/services/fin-aid/devfinaid/tuitionwaivers/index.php
- **Return the Certification Application after the completion of your supervisory or resource role, principal signature included, to the Student Financial Aid Office. Completed applications must be received by the STUDENT FINANCIAL AID OFFICE BEFORE THE END OF THE REGULAR REGISTRATION PERIOD**. All applications received after the regular registration period can be used for tuition in a subsequent term if eligible, but will not be honored for the current semester. Additionally, benefit hours cannot be redeemed during the semester in which the supervising or resource teacher is serving in that role.
- Email confirmation will be sent your University email account. The email will contain the number of hours earned, along with the semester of expiration. Hours are not valid or applicable until approval is received from the Student Financial Aid Office.
- Follow all regularly established procedures for applying for graduate studies, advising for programs, and registering for classes. **REGISTRATION MUST BE COMPLETED BY THE LAST DAY OF THE REGULAR REGISTRATION PERIOD TO RECEIVE TUITION BENEFITS IN THAT SEMESTER**. There must be available space within a given course offering. The University is not required to establish a course to meet teacher requests. No more than 6 credit hours of tuition benefits will be awarded in any given semester.
- Benefits will automatically be awarded for each semester you are enrolled until your eligibility ends. It is the responsibility of the supervising teacher to keep track of hours used and hours remaining. A new certification application is required when you have updated teaching information to provide.
- **For additional information, contact Lindsay Driskell at lindsay.driskell@louisville.edu**

ROLE OF THE UNIVERSITY SUPERVISOR

The university supervisors are essentially specialists in education and in their individual academic areas. Many have taught for a number of years in the public schools and have visited a variety of classrooms. A university supervisor will be assigned to every student teacher from the University of Louisville.

The university supervisor is a link between the cooperating school and the University. The student teacher, the cooperating teacher, and the university supervisor function as a team as they work to implement effective learning procedures and create professional working relationships.

The university supervisor recognizes that the primary responsibility of the cooperating teacher is to provide an effective learning situation for the students. If the activities of the student teacher are not conducive to effective learning, the student teacher must adjust techniques or perhaps be reassigned or even withdrawn from student teaching.

Preparation for Student Teaching

Many additional responsibilities of the University supervisor are fulfilled prior to the student teaching term, including the following:

- The university supervisor meets with prospective student teachers during the student teaching experience to become better acquainted and function more effectively with them.
- The university supervisor prepares the students for entrance into student teaching by explaining the role of the student teacher in the school and the expectations of the school administration, the cooperating teacher, and the University staff.

School Visits

The purpose of the university supervisor's visits is to observe the student engaged in the teaching process and to help the student attain a satisfactory professional experience. In addition to observing and meeting with the student, the university supervisor confers with the cooperating teacher. The university supervisor also completes a final evaluation at the end of the student teaching period in conjunction with the cooperating teacher.

Observations of Teacher Candidates

Observations refer to the actual presence of the university supervisor. Although the minimum number of visits is four, it is not unusual for a candidate to be visited several times in addition to the minimum.

During these periods, the university supervisor observes the candidate's progress in meeting Kentucky Teacher Standards. In addition, the candidate's teaching methods and techniques in the subject matter area are observed. The university supervisor will set up four (4) official observations or two (2) for each placement. University supervisors follow the Steps to Completing a Formal Observation provided in this handbook.

After observing the classes, the university supervisor meets privately with the candidate to discuss the student's general progress and to offer constructive advice. All comments and constructive suggestions should be based on the principle that the university supervisor is to help the student develop and improve as a teacher. The student will be encouraged to discuss openly and frankly all phases of the teaching situation.

Dispositions Assessment: At mid-term and at completion, the university supervisor reviews the candidate's progress on key dispositions for teacher preparation and performance. This progress is captured through a Dispositions Assessment, which is mapped to the Conceptual Framework. The candidate also self assesses and reviews the assessment with the cooperating teacher and university supervisor.

When possible the university supervisor meets with the candidate and the cooperating teacher in a three-way conference to discuss the candidate's progress in meeting state standards and dispositions. In such conferences all are encouraged to speak openly and frankly about any and all phases of the student's work. When appropriate university supervisor may e-mail the cooperating teacher with concerns.

Relationship with School Officials
The presence of the university supervisor is always made known to the school office when visiting and, when possible communicates directly with the principal.

Student Teaching Grading Rubric
The final responsibility for the assignment of a grade in student teaching rests with the university supervisor. The grade is based upon direct observations, written lesson plans, the conferences described previously, other program-specific requirements and the evaluation form completed by the cooperating teacher.

Resource Assistance
University supervisors welcome opportunities to describe the student teaching program and to serve as a consultant. Occasionally, the superintendent or the principal may wish to have the university supervisor share formally with a group of teachers some of the recent research results, teaching techniques, activities, or other developments in the university supervisor's area of specialty. This activity may be arranged for the school staff by the principal or department head and the university supervisor.

Steps to Completing a Formal Observation

1. Teacher candidate schedules a formal observation with cooperating teacher/university supervisor. Cooperating teacher/supervisor verifies the time and day.

2. Teacher candidate completesthe template for **Source of Evidence: Context** and the template for **Source of Evidence**: **Lesson Plan** in Live Text and provides a hard copy to the cooperating teacher at least two (2) days prior to the scheduled observation. University supervisor has access through Live Text.

3. Cooperating teacher/university supervisor provides feedback on the lesson plan by completing the rubric for the **Source of Evidence: Lesson Pan***. The rubric for the **Source of Evidence: Context** cannot be completed until the lesson has been taught and assessed.

4. Teacher candidate teaches the lesson. Cooperating teacher/supervisor completes the **Source of Evidence: Observation of Teaching*** and shares evidence captured on the rubric for the Observation of Teaching at a post-observation conference..

5.Teacher candidate completes template for **Source of Evidence: Post Lesson Reflection** within two (2) days of the taught lesson and provides the cooperating teacher with a hard copy. University supervisor will have access through Live Text. Cooperating teacher/university supervisor comples the **rubric for Post Lesson Reflection.***

6. Cooperating teacher/university supervisor completes the rubric for **Source of Evidence: Context***

7. Cooperating teacher will receive an email from the OEDCP with instructions on how to access and complete the rubrics for the **Sources of Evidence*.**

8. University supervisor will complete the rubrics for the **Sources of Evidence** in Live Text.
*Teacher candidates can access the rubrics to see feedback from university supervisor in Live Text.

Cooperating teachers/university supervisors must complete all four (4) Sources of Evidence Rubrics on hard copies or electronic submission to share with the candidate throughout the Formal Observation Process. Upon completion of the Formal Observation, the evaluator will enter the results of all rubrics into the database (LiveText or Link provided by OEDCP).

PART III

PROGRAM ASSESSMENT TEMPLATES AND RUBRICS

U of L Official Lesson Plan Templates

2015 U of L Official Lesson Plan Template Source of Evidence: Context 54

2015 U of L Official Lesson Plan Template Source of Evidence: Lesson Plan 55

2015 U of L Official Lesson Plan Template Source of Evidence: Observation of Teaching 56

2015 U of L Official Lesson Plan Template Source of Evidence: Post-Lesson Reflection 57

U of L Kentucky Teacher Standard (KTS) Rubrics

2015: Source of Evidence: Context-KTS Rubric Standard 8, *Collaborates with Colleagues/Parent/Others* 58

2015: Source of Evidence: Lesson Plan-KTS Rubric Standard 2, *Designs and Plans Instruction* 59

2015: Source of Evidence: Observation of Teaching-KTS Rubric Standards 1, 3, 4 and 5; 60

- *Demonstrates Applied Content Knowledge;*
- *Creates and Maintains Learning Climate;*
- *Implements and Manages Instruction;*
- *Assesses and Communicates Learning Results*

2015: Source of Evidence: Post-Lesson Reflection-KTS Rubric Standard 7, *Reflects and Evaluates Teaching and Learning* 64

Effective Use of Technology

Effective Use of Technology Log 65

2015: Source of Evidence: Use of Technology-KTS Rubric Standard 6, *Demonstrates the Implementation of Technology* 66

Collaborative Leadership Project 67

2015: Source of Evidence: Professional Involvement-KTS Rubric Standard 10, *Provides Leadership within School/Community/Profession* 69

Student Teaching/Advanced Practicum Rubric 70

2015 U of L Official Lesson Plan Template Source of Evidence: Context

This Source of Evidence should be written before your lesson plan and used to inform your lesson planning. It will be assessed using the Kentucky Teaching Standards # 8 U of L Rubric or rubric(s) from other professional standards for your certification area. Each question below is also mapped to the Teacher Professional Growth and Effectiveness System (PGES) Components for your reference

1.Content (PGES 1A)

Identify the enduring skills, concepts, and processes that your students should master by the end of the year.

2. Students (PGES 1B)

Identify your students' abilities regarding the identified enduring skills, concepts, and processes for your class.

Identify your students' backgrounds, special needs, cultural differences, interests, and language proficiency.

3. Resources (PGES 1D)

Resources: Collaboration Partners:

2015 U of L Official Lesson Plan Template Source of Evidence: Lesson Plan

Lesson plan **must** be submitted to the observer at least two (2) days prior to the scheduled observation to allow for review and feedback. This template will be assessed using the Kentucky Teaching Standards # 1, #3, #4, #5 U of L Rubrics or rubrics for other professional standards for your certification area. Each question below is also mapped to the Teacher Professional Growth and Effectiveness System (PGES) Components for your reference.

****

Name: Date of Observation: Data on Students:

Ages/Grades of Students: Number of Students in Class: Number of Students having IEP: Number of Gifted Students: Number of English Language Learners (ELLs):

Lesson Title: 1. Learning Target(s)/Objectives (PGES 1C). *List the lesson learning target(s)/objective(s)*

[connect each target/objective to the appropriate state curriculum/content area standards]

2. Pre-assessment (PGES 1F) *Describe the pre-assessment(s) you used (or could use) to establish students' baseline knowledge and skills for this lesson.*

3. Formative Assessment (PGES 1F). *Describe and include (paste below or attach) the formative assessment(s) to be used to measure student progress during this lesson.*

4. Resources (PGES 1D). *Identify the resources including appropriate technology needed for the lesson.*

5. Lesson Procedures (PGES 1E). *Describe the sequence of strategies/activities and assessments you will use to engage students and accomplish your learning targets/objectives. Within this sequence be sure to: (a) describe the differentiated strategies/activities and/or assessments designed to meet the needs and strengths of your students and (b) identify the questions you will use to promote higher order thinking and understanding and encourage discussion.*

6. Watch For------- (PGES 2 and 3). *Identify specific indicators from KTS Standards 3 and 4 (or other professional standards) that you would like specifically observed during this lesson.*

2015 U of L Official Observation of Teaching Assessment Source of Evidence: Observation of Teaching

The Source of Evidence: Observation of Teaching Rubric must be completed for each official observation of a student teacher candidate. University Supervisors will have access to the rubric through LiveText. Cooperating teachers will receive an email from the Office of Educator Development and Clinical Practice (OEDCP) with directions to access the rubric online.

Reviewers **will be asked to indicate the performance level for a student teacher candidate's progress on the following standards:**

Standard 1: Demonstrates Applied Content Knowledge Standard 3: Creates and Maintains Learning Climate Standard 4: Implements/Manages Instruction Standard 5: Assesses/Communicates Learning Results

These standards are also mapped to the Professional Growth and Effectiveness System (PGES). More information on the PGES (Professional Growth and Effectiveness System) Domains can be found at the following link: http://education.ky.gov/teachers/PGES/Pages/PGES.aspx

Kentucky Teaching Standards have also been mapped to CCSSO InTASC Standards (Interstate Teacher Assessment and Support Consortium) http://www.ccsso.org/resources/programs/interstate_teacher_assessment_consortium_(intasc).html

2015 U of L Official Lesson Plan Template Source of Evidence: Post-Lesson Reflection

This Source of Evidence asks you to reflect on the impact of the decisions you made in planning, implementing and assessing a lesson. It must be completed within 2 days after each observed lesson and may be used after any lesson. Responses must be based on your formative assessment data from the lesson. This template will be assessed using the Kentucky Teaching Standard #7 U of L Rubric or rubrics from other professional standards for your certification area. Each question below is also mapped to the Teacher Professional Growth and Effectiveness System (PGES) Components for your reference.

Name: Lesson Title:

1. Use the formative assessment data for each lesson objective/learning target to sort the students' performance into three categories (Below, Meets, and Exceeds):

Objective / Learning Target 1

_____ # of students Below _____ # of students Meet _____ # of students Exceeds

Objective / Learning Target 2

_____ # of students Below _____ # of students Meet _____ # of students Exceeds [Insert additional Targets as needed]

Include a copy of the formative assessment with the criteria or rubric used to determine the students' performance on each of the lesson's learning targets/objectives.

2. Based on the formative assessment data, how successful was the lesson? Did the students achieve the learning target(s)? What will you do for those students who did not achieve the learning target criteria? For those students who exceeded the criteria? (PGES 4A)

3. In addition to the student work witnessed by the observer, identify any other student work samples, evidence or artifacts that assisted you in making your determination regarding student achievement. (PGES 4A)

4. To what extent did classroom procedures, student conduct, and/or physical space contribute to or hinder student learning? (PGES 4A)

5. Did you depart from your plan? If so, how and why? (PGES 3E)

6. If you had the opportunity to teach this lesson again to the same group of students, what would you do differently, and why? (PGES 4A)

7. What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection? (PGES 4A)

COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

Source of Evidence: Context

(Summer 2015)

Based on **Kentucky Teacher Internship Program (KTIP)** for use in the U of L Developmental Teacher Preparation (DTP) Model. This rubric will be used to assess Kentucky Teaching Standard #8:Collaborates with Colleagues/Parents/Others. Each indicator is also mapped to the Teacher Professional Effectiveness System (PGES) Components and the CCSSO InTASC Standards

	Insufficient Evidence	Developing	Target	Exemplary	Comments/Questions /Suggestions
	8.1 Identifies students whose learning could be enhanced by collaboration. InTASC 9,10; PGES Domains 1A, 1B, 1D				
Standard 8: Collaborates with Colleagues/Parents/Others	Fails to identify students whose learning could be enhanced by professional collaboration.	Identifies students whose learning could be enhanced by professional collaboration.	Identifies students whose learning could be enhanced by professional collaboration and provides a supporting rationale.	Identifies students whose learning could be enhanced through a variety of professional collaborations within and outside of school settings and provides a supporting rationale.	
	8.2 Designs a plan to enhance student learning that include all parties in the collaborative effort. InTASC 9,10; PGES Domains 1A, 1B, 1D				
	Fails to designs plans to enhance student learning through professional collaboration.	Designs plans for enhancing student learning that include school-based personnel in the collaborative efforts.	Designs plans for enhancing student learning that include school-based personnel and parents/guardians in the collaborative efforts.	Designs plans for enhancing student learning that include school-based personnel, parents/guardians and outside agencies in the collaborative efforts.	
	8.3 Implements planned activities that enhance student learning and engage all parties. InTASC 9,10; PGES Domains 1A, 1B, 1D				
	Fails to implement plans to enhance student learning through professional collaboration.	Implements plans for enhancing student learning that include school-based personnel in the collaborative efforts.	Implements plans for enhancing student learning that include school-based personnel and parents/guardians in the collaborative efforts.	Implements plans for enhancing student learning that include school-based personnel, parents/guardians and outside agencies in the collaborative efforts.	
	8.4 Analyzes data to evaluate the outcomes of collaborative efforts. InTASC 9,10; PGES Domains 1A, 1B, 1D				
	Fails to evaluate outcomes resulting from collaborative efforts.	Evaluates outcomes resulting from collaborative efforts.	Evaluates outcomes resulting from collaborative efforts and identifies next steps.	Evaluates both the collaborative process and outcomes and identifies next steps.	
	Holistic Assessment of KTS Standard 8				
	Fails to identify students whose learning could be enhanced by professional collaboration; fails to design, implement and/or evaluate the outcomes from the collaborative effort.	Identifies students whose learning could be enhanced by professional collaboration; designs, implements and evaluates the outcomes from the collaborative effort.	Identifies students whose learning could be enhanced by professional collaboration, which is supported by a rationale and includes school-based personnel and parents/guardians; designs, implements and evaluates the outcomes from the collaborative effort.	Identifies students whose learning could be enhanced by a variety of professional collaborations, which is supported by a rationale, and includes school-based personnel, parents/guardians and outside agencies; designs, implements and evaluates the outcomes from the collaborative effort and identifies next steps.	

COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

Source of Evidence: Lesson Plan (Summer 2015)

Based on **Kentucky Teacher Internship Program (KTIP)** for use in the U of L Developmental Teacher Preparation (DTP) Model. This rubric will be used to assess Kentucky Teaching Standard #2: Designs and Plans Instruction. Each indicator is also mapped to the Teacher Professional Effectiveness System (PGES) Components and the CCSSO InTASC Standards.

	Insufficient Evidence	Developing	Target	Exemplary	Comments/Questions /Suggestions
	2.1Develops significant objectives aligned with standards; InTASC 1,4; PGES Domains 1A, 1C				
Standard 2: Designs and Plans Instruction	Fails to develop measureable objectives that are aligned with standards and/or stated as student learning outcomes	Develops objectives that are not consistently measureable, aligned to standards or stated as student learning outcomes.	Develops relevant and measureable objectives for different groups of students that are aligned with standards and stated as student learning outcomes	Develops relevant and measureable objectives for individual and groups of students that are aligned with standards and stated as student learning outcomes	
	2.2 Uses contextual data to design instruction relevant to students; InTASC 1, 2, 4, 5, 7; PGES Domains 1A 1B, 3E				
	Fails to incorporate contextual data into instructional design and planning	Identifies relevant contextual data; however, data are not consistently reflected in the instructional design and planning	Incorporates relevant contextual and pre-assessment data into instructional design and planning.	Incorporates relevant contextual and pre-assessment data into instructional design and planning to meet school and district instructional goals	.
	2.3 Plans assessments to guide instruction and measure learning objectives; InTASC 1; PGES Domains 1C, 1F, 3D				
	Fails to develop assessment procedures that measure student outcomes.	Develops assessment procedures that measure student outcomes, but are not used consistently to guide instruction.	Develops assessment procedures to guide instruction and measure learning objectives.	Develops differentiated assessment procedures to guide instruction and measure learning objectives.	
	2.4 Plans instructional strategies and activities that address learning objectives for all students; [UofL Standard 11.2] InTASC 1,4,5,7 PGES Domains 1C, 1E, 3C, 3E				
	Fails to plan instructional strategies and/or activities aligned with learning objectives.	Plans instructional strategies and activities aligned with learning objectives.	Plans instructional strategies and activities aligned with learning objectives for groups of students	Plans instructional strategies and activities aligned with learning objectives for individuals and groups of students. .	
	2.5 Plans instructional strategies and activities that facilitate multiple levels of learning; InTASC 1, 4, 7; PGES Domains 1C, 1E, 3A, 3E				
	Fails to plan instructional strategies and activities that require multiple levels of learning.	Plans instructional strategies and activities that require multiple levels of learning, but do not address higher order thinking.	Plans instructional strategies and activities that require multiple levels of learning, including higher order thinking.	Plans an instructional sequence that requires multiple levels of learning, including higher order thinking.	
	Holistic Assessment of KTS Standard 2				
	Fails to plan instructional strategies and assessment procedures aligned with standards that facilitate multiple levels of learning.	Plans instructional strategies and assessment procedures aligned with standards that facilitate multiple levels of learning.	Plans instructional strategies and assessment procedures aligned with standards that facilitate multiple levels of learning for different groups of students	Plans instructional strategies and assessment procedures aligned with standards that facilitate multiple levels of learning for individuals and different groups of students	

COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

Source of Evidence: Observation of Teaching

(Summer 2015)

Based on **Kentucky Teacher Internship Program (KTIP)** for use in the U of L Developmental Teacher Preparation (DTP) Model. This rubric will be used to assess Kentucky Teaching Standards #1, #3, #4, and #5. Each indicator is also mapped to the Teacher Professional Effectiveness System (PGES) Components and the CCSSO InTASC Standards

	Insufficient Evidence	Developing	Target	Exemplary	Comments/Questions /Suggestions
	1.1Communicates concepts, processes and knowledge; InTASC 1,4,5,7; PGES Domains 1C, 1F, 3A				
Standard 1: Demonstrates Applied Content Knowledge	Fails to communicate relevant key concepts, processes, or knowledge of the discipline and uses limited, inaccurate or inappropriate vocabulary.	Communicates key concepts, processes and knowledge of the discipline and uses adequate (some errors are observed) vocabulary, but is not accessible by all students.	Communicates relevant key concepts, processes, knowledge of the discipline and demonstrates an accurate understanding of the content; uses clear, correct, and appropriate vocabulary for all students.	Communicates relevant key concepts, processes and knowledge of the discipline and demonstrates a deep, broad, significant, and accurate understanding and knowledge of the content; uses precise, clear, correct, and appropriate vocabulary for all students.	
	1.2Connects content to life experiences of students; [UofL Standard 11.2]; InTASC 1, 2, 3, 4, 5, 6,7; PGES Domains 1A, 1B, 2A, 2B, 3A, 3E				
	Fails to connect content, procedures, and activities to relevant life experiences of students	Connects content, procedures, and activities to relevant life experiences of students.	Connects content, procedures, and activities to relevant life experiences of students and previously learned content.	Connects content, procedures, and activities to relevant life experiences of students and previously learned content across disciplines.	
	1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning; InTASC 1, 3, 4, 5, 6,7; PGES Domains 1A, 1E, 3A, 3C, 3D, 3E				
	Fails to use instructional strategies that contribute to student learning.	Uses limited instructional strategies that are appropriate for the content of the lesson and that contribute to student learning.	Uses varied instructional strategies that are appropriate for the content of the lesson that contribute to student learning.	Uses a breadth of instructional strategies across disciplines/in novel settings that are clearly appropriate for the content of the lesson that contribute to student learning.	
	1.4 Guides students to understand content from various perspectives; InTASC 4, 5; PGES Domains 1A, 3A, 3E				
	Fails to provide opportunities and guidance for students to consider lesson content from different perspectives, or perspectives that extend students' understanding.	Provides an opportunity and guidance for students to consider lesson content from a different perspective in order to extend their understanding.	Provides multiple opportunities and guidance for students to consider lesson content from different perspectives in order to extend their understanding.	Provides multiple opportunities and guidance for students to consider lesson content from many types of perspectives (diverse, multicultural, and global) in order to extend their understanding.	
	1.5 Identifies and addresses students' misconceptions of content; InTASC 5, 6; PGES Domains 1F, 3A				
	Inconsistently identifies student misconceptions related to content	Identifies student misconceptions related to content but inconsistently addresses them during planning/instruction.	Accurately identifies student misconceptions related to content and adequately addresses them during planning/instruction.	Demonstrates advanced ability to logically and accurately identify potential and realized (infer) misconceptions related to lesson content and to significantly address them in planning and delivery of instruction.	
	Holistic Assessment of KTS Standard 1				
	Fails to demonstrate adequate content knowledge or ability to apply content knowledge to sufficiently support the development of student knowledge.	Demonstrates limited content knowledge and the ability to apply it toward developing student knowledge.	Demonstrates current and sufficient content knowledge and the ability to apply it toward developing student knowledge.	Demonstrates extensive breadth and depth of content knowledge and excels in its application toward the development of student knowledge.	

Source of Evidence: Observation of Teaching

	Insufficient Evidence	Developing	Target	Exemplary	Comments/Questions /Suggestions
	3.1 Communicates high expectations; InTASC 3, 6; PGES Domains 1F, 2A, 2B				
Standard 3: Creates and Maintains Learning Climate	Fails to set behavioral and learning expectations or does not communicate confidence in students' ability to meet expectations.	Sets behavioral or learning expectations; inconsistently communicates confidence in students' ability to meet those expectations.	Sets behavioral and learning expectations for students and communicates confidence in their ability to meet those expectations.	Sets behavioral and learning expectations for groups and identifies individual students and communicates confidence in students' ability to meet those expectations.	
	3.2 Establishes a positive learning environment; InTASC 1, 3,5,8; PGES Domains 2A, 2B, 2C, 3A, 3B, 3C				
	Fails to establish a positive learning environment for students	Candidate requires further development in creating a positive learning environment for students.	Establishes a positive learning environment for students.	Incorporates relevant strategies to create a positive learning environment for students.	
	3.3 Values and supports student diversity and addresses individual needs; [UofL Standard 11.8] InTASC 1, 2, 3, 4, 7, 8; PGES Domains 1B, 1C, 1E, 2A, 2B, 3B, 3C				
	Fails to demonstrate support for student diversity and does not address individual student needs.	Provides some demonstration of value and support for student diversity by attempting to address individual student needs.	Provides value and support for student diversity by addressing individual needs.	Provides significant value and support for student diversity by purposefully addressing individual needs.	
	3.4 Fosters mutual respect between teacher and students and among students.				
	Fails to promote a view of mutual respect between teacher and students and among students.	Makes some effort to promote a view of mutual respect between teacher and students and among students.	Promotes a view of mutual respect between teacher and students and among students.	Clearly promotes a broad view of mutual respect between teacher and students and among students.	
	3.5 Provides a safe environment for learning; InTASC 3, 8; PGES Domains 2A, 2B, 2C, 2D, 3B				
	Fails to create an environment that is emotionally and/or physically safe for all students.	Creates an environment that is safe for all students to learn, but with inconsistent implementation.	Provides an environment that is both emotionally and physically safe for all students.	Purposefully and intentionally creates an environment that is both emotionally and physically safe for individuals and different groups of students.	
	Holistic Assessment of KTS Standard 3				
	The teacher candidate fails to create a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and/or integrate knowledge.	The teacher candidate creates a learning climate that does most of the following: supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	The teacher candidate creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	The teacher candidate demonstrates advanced ability to create a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	

Source of Evidence: Observation of Teaching

	Insufficient Evidence	Developing	Target	Exemplary	Comments/Questions /Suggestions
	4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students; [UofL Standard 11.1] InTASC 1, 4,5,7, 8 PGES Domains 1C, 1E, 2B, 3A, 3B, 3C, 3E				
Standard 4: Implements and Manages Instruction	Fails to use a range of instructional strategies that align with learning objectives and actively engage students.	Uses instructional strategies that have some alignment to learning objectives and engages students in an activity.	Uses a range of instructional strategies that both align with learning objectives and actively engage students.	Efficiently uses a broad range of relevant and purposeful instructional strategies that both align with learning objectives and actively engage students.	
	4.2 Implements instruction based on diverse student needs and assessment data; [UofL Standard 11.2] InTASC 1, 2, 4,7; PGES Domains 1B, 1C, 1E, 3E				
	Fails to implement instruction based on diverse student needs and assessment data.	Implements instruction; however, it is based on inconsistent, incomplete and/or incorrect evidence of diverse student needs and assessment data.	Implements instruction based on diverse student needs and assessment data.	Clearly and purposefully implements instruction based on diverse student needs and assessment data.	
	4.3 Uses time effectively; InTASC 5; PGES Domains 1D, 2C, 3A				
	Fails to implement strategies to manage time.	Implements some strategies to manage time.	Effectively implements strategies to manage time.	Effectively implements strategies to manage time across the instructional day.	
	4.4 Uses space and materials effectively; PGES Domains 1D, 2C, 2E				
	Ineffective use of space and materials that interferes with instructional efficiently.	Uses space and materials inconsistently.	Uses space and materials effectively.	Uses space and materials effectively and consistently	
	4.5 Implements and manages instruction in ways that facilitate higher order thinking; InTASC 1,4, 5, 7, 8; PGES Domains 1C, 1E, 2B, 3A, 3B				
	Fails to implement instructional strategies that target or facilitate higher order thinking.	Implements instructional strategies that target but may not facilitate higher order thinking.	Implements instructional strategies that facilitate higher order thinking	Implements a variety of instructional strategies that facilitate higher order thinking across disciplines.	
	Holistic Assessment of KTS Standard 4				
	Candidate fails to demonstrate the ability to implement instructional strategies that facilitate higher-order thinking skills, and ineffectively manages time, space, and materials.	Candidate demonstrates ability to implement instructional strategies that facilitates higher-order thinking skills, while effectively managing time, space, and materials.	Candidate demonstrates ability to differentiate instructional strategies (based on diverse student needs and assessment data) that facilitates higher-order thinking skills, while effectively managing time, space, and materials.	Candidate demonstrates advanced ability to differentiate instructional strategies (based on diverse student needs and assessment data) that facilitates higher-order thinking skills, while effectively managing time, space, and materials.	

Source of Evidence: Observation of Teaching

	Insufficient Evidence	Development	Target	Exemplary	Comments/Questions /Suggestions
	5.1 Uses pre-assessments; InTASC 6; PGES Domain 1F				
Standard 5: Assesses and Communicates Learning Results	Fails to conduct pre-assessments.	Conducts pre-assessments however assessments do not align with instructional objectives.	Conducts pre-assessments aligned with instructional objectives to establish baseline levels of performance and prior knowledge.	Conducts a variety of pre-assessments aligned with instructional objectives to establish baseline levels of performance and prior knowledge for all students.	
	5.2 Uses formative assessments; InTASC 6; PGES Domains 1F, 3D				
	Fails to use formative assessments to determine student progress or to guide instruction.	Uses formative assessments aligned to instructional objectives to determine student progress but not to guide instruction.	Uses formative assessments aligned to instructional objectives to determine student's progress and guide instruction.	Uses a variety of formative assessments aligned to instructional objectives to determine each student's progress and guide instruction.	
	5.3 Uses summative assessments; InTASC 6; PGES Domain 1F				
	Fails to consider summative assessments aligned to instructional objectives.	Uses summative assessments partially aligned to instructional objectives.	Uses summative assessments aligned to instructional objectives to determine student achievement to guide future instruction.	Uses a variety of summative assessments aligned to instructional objectives to determine each student's achievement and guide future instruction.	
	5.4 Describes, analyzes, and evaluates student performance data; InTASC 1, 2, 6, 7; PGES Domains 1B, 1F, 3D				
	Fails to describe student performance or provide analysis of data.	Describes students' general performance but provides limited analysis of data.	Describes, analyzes, and evaluates student performance data from multiple sources to inform instructional practice.	Describes, analyzes, and evaluates student performance data from multiple sources and uses data patterns to inform instructional practice.	
	5.5 Communicates learning results to students and parents; InTASC 1, 4, 5, 6, 7, 8; PGES Domains 1E, 1F, 3B, 3C,				
	Fails to communicate learning results with students in a timely manner	Communicates learning results inconsistently to students and parents in a timely manner.	Communicates learning results to students and parents in a timely manner	Communicates learning results to students and parents in a timely manner and recommends future actions.	
	5.6 Allows opportunity for student self-assessment; InTASC 6, 7; PGES Domains 1F, 3D, 4C				
	Fails to provide limited opportunities for students to engage in self-assessment.	Provides limited opportunities for students to engage in self-assessment.	Provides opportunities for students to engage in formative self-assessment of learning.	Provides ongoing opportunities for students to engage in formative self-assessment of learning in order to identify the strengths and areas for growth.	
	Holistic Assessment of KTS Standard 5				
	Candidate fails to implement assessments (pre-self, formative, and/or summative) pre-aligned to instructional objectives and and/or does not use the student performance data to communicate results and inform instruction.	Candidate implements assessments (pre-self, formative, and/or summative) that may be pre-aligned to instructional objectives and may use the student performance data to communicate results and inform instruction.	Candidate demonstrates ability to implement a variety of assessments (pre-self, formative, summative) pre-aligned to instructional objectives and uses the student performance data to communicate results and inform instruction.	Candidate demonstrates advanced ability to implement a variety of assessments (self, formative, summative) pre-aligned to instructional objectives and uses the student performance data to communicate results and inform instruction.	

COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

Source of Evidence: Post –Lesson Reflection

(Summer 2015)

Based on **Kentucky Teacher Internship Program (KTIP)** for use in the U of L Developmental Teacher Preparation (DTP) Model. This rubric will be used to assess Kentucky Teaching Standard #7:Reflects and Evaluates Teaching and Learning. Each indicator is also mapped to the Teacher Professional Effectiveness System (PGES) Components and the CCSSO InTASC Standards

	Insufficient Evidence	Developing	Target	Exemplary	Comments/Questions /Suggestions
	7.1 Uses data to reflect on and evaluate student learning; InTASC 6,9; PGES Domains 1F, 4A, 3E				
Standard 7: Reflects and Evaluates Teaching and Learning	Fails to reflect upon student learning.	Reflects upon and evaluates student learning.	Reflects upon and evaluates student learning citing relevant and accurate student performance data.	Reflects upon and evaluates student learning citing relevant and accurate student performance data. Proposes changes based on student outcomes.	
	7.2 Uses data to reflect on and evaluate instructional practice; InTASC 6,9; PGES Domains 1F, 4A, 3E				
	Fails to accurately reflect upon instructional practice.	Reflects accurately upon instructional practice.	Reflects upon and evaluates instructional practice, citing relevant and accurate student and teacher performance data.	Reflects upon and evaluates instructional practice, citing relevant and accurate student and teacher performance data. Proposes instructional change.	
	7.3 Uses data to reflect on and identify areas for professional growth; InTASC 6,9; PGES Domains 1F, 4A, 3E				
	Fails to use data to identify areas for professional growth and incorporate observer feedback.	Uses data to identify general areas for professional growth and considers observer feedback.	Uses relevant and accurate data to identify areas for professional growth, incorporating observer feedback.	Uses relevant and accurate data outlining a step-wise trajectory of professional growth, including observer feedback.	
	Holistic Assessment of KTS Standard 7				
	Fails to reflect upon and evaluate instructional practice, cite relevant data and/or identify areas for growth.	Reflects upon and evaluates instructional practice, citing data. Identifies areas for growth.	Reflects upon and evaluates instructional practice, citing relevant and accurate student and teacher performance data. Proposes instructional change.	Reflects upon and evaluates instructional practice, citing relevant and accurate student and teacher performance data. Proposes a logical plan for step-wise instructional change.	

COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

Effective Use of Technology Log

This technology log will be used to record the use of technology for assessment of the Kentucky Teaching Standard # 6: *The teacher demonstrates the implementation of technology*. The U of L Rubric for Effective Use of Technology or rubric(s) from other professional standards for your certification area will be completed at the end of each placement or mid-point and completion. Be sure to include a date and description of the technology and how this resource helped to support and/or extend learning. Candidates should complete each section below throughout the placement. The KTS indicators for Standard 6 have been mapped to the Teacher Professional Growth and Effectiveness System Components: PGES: 1D *Knowledge of Resources*; 3C *Engaging Students in Learning;* 3D *Using Assessment in Instruction*

KTS Standard	**Date and Description**	**Date and Description**	**Date and Description**	**Date and Description**	**Date and Description**
KTS 6.1 **Uses available technology to design and plan instruction** *(Technology resources used to create the plan, i.e. district/school websites, clips, "you tube" videos, professional organizations, original sources, etc.)*					
KTS 6.2 **Uses available technology to implement instruction that facilitates student learning** *(Technology resources actually used during instruction)*					
KTS 6.3 **Integrates student use of available technology into instruction** *(Technology resources actually used by the students during instruction)*					
KTS 6.4 **Uses available technology to assess and communicate student learning** *(Technology resources used to manage assessment data and communicate results to students)*					
KTS 6.5 **Demonstrates ethical and legal use of technology** *(Strategies used to ensure that your use and your students' use of technology met ethical and legal guidelines)*					

COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

Rubric for Effective Use of Technology

Based on **Kentucky Teacher Internship Program (KTIP)** for use in the U of L Developmental Teacher Preparation (DTP) Model. This rubric will be used to assess Kentucky Teaching Standard #6: Demonstrates the Implementation of Technology. Indicators are also mapped to the Teacher Professional Effectiveness System (PGES) Components and the CCSSO InTASC Standards.

	Insufficient Evidence	Developing	Target	Exemplary	Comments/Questions /Suggestions
	6.1 Uses available technology to design and plan instruction. InTASC 1,4, 7; PGES Domains 1D. 1E				
Standard 6: Demonstrates the Implementation of Technology	Fails to use appropriate technological resources to design and plan instruction.	Uses appropriate technological resources to design and plan instruction.	Uses appropriate technological resources to design and plan instruction for all students.	Uses multiple, appropriate technological resources to efficiently design and plan instruction for all students.	
	6.2 Uses available technology to implement instruction that facilitates student learning. InTASC 1,4, 7; PGES Domains 1E, 2E				
	Fails to use appropriate technological resources to implement instruction.	Uses appropriate technological resources to implement instruction.	Uses appropriate technological resources to implement effective instruction for all students.	Uses multiple, appropriate technological resources to implement effective instruction for all students.	
	6.3 Integrates student use of available technology into instruction. PGES Domains 1D, 2E				
	Fails to integrate student use of available technology into instruction.	Integrates student use of technology into instruction to meet learning outcomes.	Integrates student use of technology into instruction to meet learning outcomes and diverse student needs.	Integrates varied and authentic opportunities for student use of technology into instruction to meet learning outcomes and diverse student needs.	
	6.4 Uses available technology to assess and communicate student learning. PGES Domains 1D, 2E				
	Fails to use technology for assessment and/or communication of learning results.	Uses available technology for assessment and the communication of student learning results.	Uses available technology to facilitate assessment, manage assessment data and communicate results to students.	Uses available technology to facilitate assessment, manage assessment data and communicate results to students and other stakeholders.	
	6.5 Demonstrates ethical and legal use of technology. InTASC 3; PGES Domains 2A				
	Fails to demonstrate ethical and/or legal use of technology.	Demonstrates ethical and legal use of technology to maintain a safe and equitable classroom.	Demonstrates ethical and legal use of technology to maintain a safe and equitable classroom and promotes student ethical and legal use of technology.	Demonstrates ethical and legal use of technology to maintain a safe and equitable classroom and explicitly instructs students on ethical and legal use of technology.	
	Holistic Assessment of KTS Standard 6				
	Fails to demonstrate ethical and effective use of technology to plan and implement instruction to meet learning outcomes. Fails to demonstrate effective use of technology to manage student information and communicate with stakeholders.	Demonstrates ethical and effective use of technology to plan and implement instruction to meet learning outcomes. Demonstrates effective use of technology to manage student information and communicate with stakeholders.	Demonstrates ethical and effective use of technology to plan and implement instruction, which includes appropriate student use of available technology, to meet learning outcomes. Demonstrates effective use of technology to manage student information and communicate with stakeholders.	Demonstrates ethical and effective use of technology to plan and implement instructions, which includes student use of available technology, to meet learning outcomes through authentic learning experiences. Demonstrates effective use of multiple/varied technologies to manage student information and communicate with stakeholders	

Collaborative Leadership Project

Purpose

The Student Teaching Leadership Project will provide an opportunity for you to "give back" to the school community that will help to support your student teaching experience. The project will also provide an opportunity for you to demonstrate those indicators for Kentucky Teaching Standard 10: Provides Leadership within School/Community/ Profession.

Description

With the support of your cooperating teacher, department chair, team leader and/or university supervisor, select a project that will work for your school community. *Your project should not demand more than an eight- to ten- (8-10) hour commitment from you.* One way you can gauge your time is to consider both preparation and implementation. If the project really involves your showing up to pitch in on an activity that someone else is organizing, plan to put in 8-10 hours. If you are planning and preparing materials for an event, those 8-10 hours may include 4 hours of planning and 4 hours of implementation or presentation time.

Appropriate Contexts for the Project

1. Provide support for or participate in an after-school function or club:
    a. Tutoring
    b. School play
    c. Academic clubs (e.g., debate, math, chess, etc.)
    d. Sports team

2. Organize or participate in a school-based service project:
    a. Assisting a classroom teacher in preparing a workshop.
    b. Organizing an environmental project (e.g., campus cleanup)
    c. Participate or assist in organizing an educational "Fair" for students or a parent event.

3. Participate in a community or professional organization:
    a. After school program for academic support
    b. Co-present a workshop or a session for a conference.
    c. Volunteer at an education-based community center (e.g., Blackacre, YMCA, or the Louisville Zoo).

Sample Projects

This project is meant to complement, not compete with, your student teaching. Planning and teaching in the classroom is your priority. Narrow the scope of your project from the outset. Connect the project to your teaching field or to an educational purpose. NOTE: This project is to involve a NEW leadership experience. It is NOT appropriate to use an activity in which you are already engaged.

Non-examples (because of time commitment required OR because of non-educational purpose):

- Coach a sport (not even an intramural one).
- Serve as an assistant director for the school play.
- Chaperone a school dance.
- Sell "Band Candy."
- Teach Sunday School
- Serve as a Big Brother or Big Sister

Examples:

- Schedule 10 60-minute after-school tutoring sessions for one (1) or more members of a sports team to help them improve their grades.
- Serve as a dramaturg to explain the play that the drama club will be presenting and discuss it with the actors over the course of 1-3 play practices.
- Help plan and facilitate a Parent Information Night, such as "What Your Child is Learning About in _____ (subject) This Year."
- Prepare and facilitate a Saturday session for ACT/SAT or other test prep in your subject area.
- Prepare and facilitate an after-school workshop on writing essays for college scholarship competitions.
- Help the Environmental Club determine an effective strategy for measuring the amount of recyclable materials that are thrown away by students and staff each day. Assist in data collection and analysis.
- In consultation with the sponsor or coach of an academic team, plan a special presentation or short series of presentations that will develop students' skills or knowledge (problem-solving tips, persuasive strategies, technology applications, etc.).
- Find an appropriate contest (local, state, or national) related to your teaching field. Publicize it; provide an informational session and, if appropriate, a "help" session during which students can develop their entries; and assist students in submitting their entries.
- Assist with a specific issue or component of a school publication.

Project Timeline:

1. Throughout the process, document your planning as well as the steps you take to complete the project. Keep notes of any meetings.
2. Think about the skills you have to offer. Brainstorm several possible student teacher leadership project ideas.
3. Discuss your project ideas with your cooperating teacher. Ask who else might have suggestions or might be interested in your assistance (e.g., department chair, coach, team leader, counselor, principal). Make contacts as needed. If other U of L student teachers are in your school setting and have a common interest, you may collaborate. Clearly delineate each person's role and document your agreement in writing.
4. Finalize the project focus and prepare an overview that explains the purpose, suggests a schedule, and provides basic details (who/what/when/where/how). Describe how you will document your work as well as how you will elicit feedback.
5. Present the potential project to your cooperating teacher and university supervisor for their feedback and endorsement.
6. Obtain principal approval. *This will be a wonderful opportunity to have a meaningful conversation with the principal while showcasing your leadership.*
7. Implement the project, keeping to the proposed schedule or discussing changes, as needed with your cooperating teacher or other staff members with whom you may be working.
8. Collect programs, brochures, and newspaper clippings, if appropriate. Take pictures, if appropriate.
9. Complete the leadership documentation form in LiveText to present to your university supervisor. Your work will be scored using the attached rubric. This documentation also will be used as you are evaluated on Standard 10 on the Student Teaching Grading Rubric.

COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

Source of Evidence: Professional Involvement

(Summer 2015)

Based on **Kentucky Teacher Internship Program (KTIP)** for use in Phase 4 of the U of L Developmental Teacher Preparation (DTP) Model.
Please use this as you observe a lesson and **share with U of L candidate** after the lesson.

	Insufficient Evidence	Developing	Target	Exemplary	Comments/Questions /Suggestions
	10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school. InTASC 10; PGES Domains 4D, 4E, 4F				
Standard 10: Provides Leadership within School/Community/Profession	Fails to provide evidence of professional growth through implementation of professional growth plan.	Provides evidence of professional growth through implementation of professional growth plan.	Identifies a realistic leadership opportunity that has potential for positive impact on learning or the professional environment of the school.	Identifies realistic leadership opportunities that have potential for positive impact on learning or the professional environment of the school, district or community at large.	
	10.2 Develops a plan for engaging in leadership activities. InTASC 10; PGES Domains 4D, 4E, 4F				
	Fails to create a leadership work plan that describes the purpose, scope, and assessment plan of progress and impact	Creates a leadership work plan that describes the purpose, scope, and assessment plan of progress and impact.	Creates a leadership work plan that clearly describes the purpose, scope, participants, and assessment plan of progress and impact.	Creates a leadership work plan that clearly describes the purpose, scope, participants, timeline of implementation, and assessment plan of progress and impact.	
	10.3 Implements a plan for engaging in leadership activities. InTASC 10; PGES Domains 4D, 4E, 4F				
	Fails to implement a leadership work plan that describes the purpose, scope, and assessment plan of progress and impact.	Implements a leadership work plan that describes the purpose, scope, and assessment plan of progress and impact.	Implements a leadership work plan that clearly describes the purpose, scope, participants, and assessment plan of progress and impact.	Implements a leadership work plan that clearly describes the purpose, scope, participants, timeline of implementation, and assessment plan of progress and impact.	
	10.4 Analyzes data to evaluate the results of planned and executed leadership efforts. 4D, 4E, 4F				
	Fails to describe data from the executed leadership plan.	Describes data from the executed leadership plan; however, analysis is limited.	Analyzes data to evaluate the results of the executed leadership plan	Analyzes data to evaluate the results of executed leadership plan. Implements a plan for sustainability of the project	
	Holistic Assessment of KTS Standard 10				
	Fails to identify, create and/or implement a leadership opportunity that has any potential for positive impact.	Identifies, creates and implements a leadership opportunity that has the potential for positive impact; describes an unrealistic purpose and scope of impact; provides limited analysis of data to evaluate the executed plan.	Identifies, creates and implements a realistic leadership opportunity that has potential for positive impact, is clearly described in scope, purpose and impact; analyzes data to evaluate the executed plan.	Identifies, creates and implements realistic leadership opportunities that have potential for positive impact, are clearly described in scope, purpose and impact; analyzes data to evaluate the executed plan and provide for sustainability of the project	

(Rev. Summer 2015)

COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

Student Teaching/Advanced Practicum Grading Rubric

Student Teacher Candidate: _____ID: _____ Date: _____

Placement/Level: _____Cooperating Teacher: _____University Supervisor: _____

Name of person completing form: _____ FINAL GRADE _____

The culminating experience of the ***U of L Developmental Teacher Preparation Model*** is designed for student teacher candidates to demonstrate progress toward meeting the initial-level performance of the Kentucky Teaching Standards. Evaluation of the student teaching experience is a collaborative process involving the teacher candidate, cooperating teacher and university supervisor. The determination of the grade for student teaching is influenced by daily informal observation on the part of the cooperating teacher and formal evaluations by the cooperating teacher and university supervisor. Teacher Candidate Dispositions assessments are also considered in the final evaluation. **The Student Teaching Grading Rubric** provides a format that clearly communicates to students the expectations and promotes consistency among university supervisors and cooperating teachers. This rubric is designed to measure performance against standards to compile a point total. It is not percentage-based. A Student Teaching Grading Rubric will be completed at the end of each placement.

A A grade of an "A" indicates that evidence supports that the student teacher candidate has demonstrated overall TARGET/EXEMPLARY performance toward meeting the knowledge and skills indicated on the Kentucky Teaching Standards (KTS) and has scored at the ACCEPTABLE level of performance on the Teacher Candidate Dispositions Assessment. The grade of an "A" also indicates that the candidate has demonstrated TARGET performance in the following KTS Standards: 1, 2, 3 and 4. **Score range is 27-30.**

Score: _____

B A grade of a "B" indicates that evidence supports that the student teacher candidate has demonstrated TARGET with some DEVELOPING performance toward meeting the knowledge and skills indicated on **most** of the Kentucky Teaching Standards and has scored at the ACCEPTABLE level of performance on the Teacher Candidate Dispositions Assessment. The grade for a "B" also indicates that the candidate has demonstrated TARGET performance in the following KTS Standards: 1, 2, 3 and 4.**Score range is 22-26.**

Score: _____

C A grade of a "C" indicates that evidence supports that the student teacher candidate has demonstrated overall DEVELOPING performance toward meeting the knowledge and skills indicated on **most** of the Kentucky Teaching Standards and has scored at the IMPROVING/ACCEPTABLE level of performance on the Teacher Candidate Dispositions Assessment. **Score range is 18-21.**

Score: _____

A plus "+" or minus "-"designation may be given at the discretion of and in collaboration with all evaluative partners.

Two established protocols exist to ensure that student teachers have due process in addressing concerns for demonstrating progress toward meeting the KTS Standards and/or Teacher Candidate Dispositions. A **Communication of Concern** must be initiated to address concerns as they arise. An **Intensive Assistance Plan** is initiated to address more serious concerns and maps out a detailed plan of support. Documentation of these protocols is needed for candidates who fall into the "C" performance level.

Candidates demonstrating a weak or inadequate performance (17 or lower) are not making sufficient progress toward meeting initial-level performance of the Kentucky Teaching Standards and/or the Teacher Candidate Dispositions and will not be recommended for certification. The members of the Intensive Assistance Plan Committee will discuss options that may exist for graduation without certification.

Student Teaching Grading Rubric

Please indicate the level of progress demonstrated by the student teacher candidate for each of the Kentucky Teacher Standards listed below.

Standard 1: Demonstrates Applied Content Knowledge
Communicates concepts, processes, knowledge; Uses appropriate instructional strategies; Connects content to lives of students; Identifies and addresses student misconceptions

Insufficient Evidence	Developing	Target	Exemplary
Fails to demonstrate adequate content knowledge or the ability to apply content knowledge to sufficiently support the development of student knowledge	Demonstrates limited content knowledge and the ability to apply it toward developing student knowledge	Demonstrates current and sufficient content knowledge and the ability to apply it toward developing student knowledge	Demonstrates extensive breadth and depth of content knowledge and excels in its application toward the development of student knowledge
1 pt.	2 pts.	3 pts.	3pts.

Standard 2: Designs/Plans Instruction
States appropriate learning objectives aligned with local/state standards; Aligns instruction with learning objectives; Uses appropriate assessment aligned with learning objectives and instruction; Addresses higher- level thinking

Insufficient Evidence	Developing	Target	Exemplary
Fails to plan instructional strategies and assessment procedures aligned with standards that facilitate multiple levels of learning	Plans instructional strategies and assessment procedures aligned with standards that facilitate multiple levels of learning.	Plans instructional strategies and assessment procedures aligned with standards that facilitate multiple levels of learning for different groups of students	Plans instructional strategies and assessment procedures aligned with standards that facilitate multiple levels of learning for individuals and different groups of students
1 pt.	2 pts.	3 pts.	3 pts.

Standard 3: Creates and Maintains Learning Climate

Communicates confidence in students' ability to meet challenging objectives; Establishes clear standards of conduct; Responds to all students with respect and concerns; uses strategies/methods to support diversity; Addresses individual needs; Creates classroom that is emotionally and physically safe

Insufficient Evidence	Developing	Target	Exemplary
The teacher candidate fails to create a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and/or integrate knowledge.	The teacher candidate creates a learning climate that does most of the following: supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	The teacher candidate creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	The teacher candidate demonstrates advanced ability to create a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
1 pt.	2 pts.	3 pts.	3pts.

Standard 4: Implements/Manages Instruction

Uses a variety of instructional strategies; Engages students throughout lesson; Implements instructions based on contextual information and assessment data; Uses classroom space and materials effectively; Promotes higher-order thinking

Insufficient Evidence	Developing	Target	Exemplary
Candidate fails to demonstrate the ability to implement instructional strategies that facilitate higher-order thinking skills, and ineffectively manages time, space, and materials.	Candidate demonstrates ability to implement instructional strategies that facilitates higher-order thinking skills, while effectively managing time, space, and materials.	Candidate demonstrates ability to differentiate instructional strategies (based on diverse student needs and assessment data) that facilitates higher-order thinking skills, while effectively managing time, space, and materials.	Candidate demonstrates advanced ability to differentiate instructional strategies (based on diverse student needs and assessment data) that facilitates higher-order thinking skills, while effectively managing time, space, and materials.
1 pt.	2 pts.	3 pts.	3 pts.

Standard 5: Assesses/Communicates Learning Results

Uses pre-assessments; Uses formative assessments to guide instruction; Uses variety of summative assessments to measure achievement; Describes, analyzes, evaluates student performance to determine progress; Promotes student self-assessment of learning

Insufficient Evidence	Developing	Target	Exemplary
Candidate fails to implement assessments (pre-self, formative, and/or summative) pre-aligned to instructional objectives and and/or does not use the student performance data to communicate results and inform instruction.	Candidate implements assessments (pre-self, formative, and/or summative) that may be pre-aligned to instructional objectives and may use the student performance data to communicate results and inform instruction.	Candidate demonstrates ability to implement a variety of assessments (pre-self, formative, summative) pre-aligned to instructional objectives and uses the student performance data to communicate results and inform instruction.	Candidate demonstrates advanced ability to implement a variety of assessments (self, formative, summative) pre-aligned to instructional objectives and uses the student performance data to communicate results and inform instruction.
1 pt.	2 pts.	3 pts.	3 pts.

Standard 6: Implements Technology

Uses technology to design and plan instruction; Uses technology to implement instruction; Integrates student use of technology into instruction; Ensures personal and student use of technology are ethical/legal

Insufficient Evidence	Developing	Target	Exemplary
Fails to demonstrate ethical and effective use of technology to plan and implement instruction to meet learning outcomes. Fails to demonstrate effective use of technology to manage student information and communicate with stakeholders.	Demonstrates ethical and effective use of technology to plan and implement instruction to meet learning outcomes. Demonstrates effective use of technology to manage student information and communicate with stakeholders.	Demonstrates ethical and effective use of technology to plan and implement instruction, which includes appropriate student use of available technology, to meet learning outcomes. Demonstrates effective use of technology to manage student information and communicate with stakeholders.	Demonstrates ethical and effective use of technology to plan and implement instructions, which includes student use of available technology, to meet learning outcomes through authentic learning experiences. Demonstrates effective use of multiple/varied technologies to manage student information and communicate with stakeholders
1 pt.	2 pts.	3 pts.	3 pts.

Standard 7: Reflects On and Evaluates Teaching/Learning

Reflects on and accurately evaluates student learning; Reflects on and accurately evaluates own instruction; Identifies areas for professional growth using appropriate data

Insufficient Evidence	Developing	Target	Exemplary
Fails to reflect upon and evaluate instructional practice, cite relevant data and/or identify areas for growth	Reflects upon and evaluates instructional practice, citing data. Identifies areas for growth	Reflects upon and evaluates instructional practice, citing relevant and accurate student and teacher performance data; proposes instructional change.	Reflects upon and evaluates instructional practice, citing relevant and accurate student and teacher performance data. Proposes a logical plan for step-wise instructional change.
1 pt.	2 pts.	3 pts.	3 pts.

Standard 8: Collaborates with Colleagues/Parents/Others

Identifies students who would benefit by learning via collaboration; Designs and implements plan for collaborative learning; Analyzes student learning data and identifies next steps

Insufficient Evidence	Developing	Target	Exemplary
Fails to identify students whose learning could be enhanced by professional collaboration; fails to design, implement and/or evaluate the outcomes from the collaborative effort.	Identifies students whose learning could be enhanced by professional collaboration; designs, implements and evaluates the outcomes from the collaborative effort	Identifies students whose learning could be enhanced by professional collaboration, which is supported by a rationale and includes school-based personnel and parents/guardians; designs, implements and evaluates the outcomes from the collaborative effort	Identifies students whose learning could be enhanced by a variety of professional collaborations, which is supported by a rationale, and includes school-based personnel, parents/guardians and outside agencies; designs, implements and evaluates the outcomes from the collaborative effort and identifies next steps
1 pt.	2 pts.	3 pts.	3 pts.

Standard 10: Provides Leadership within School/Community/Profession

Provides professional leadership within the school and community

Insufficient Evidence	Developing	Target	Exemplary
Fails to identify, create and /or implement a leadership opportunity that has any potential for positive impact	Identifies, creates and implements a leadership opportunity that has the potential for positive impact: describes an unrealistic purpose and scope of impact: provides limited analysis of data to evaluate the executed plan.	Identifies, creates and implements a realistic leadership opportunity that has potential for positive impact: is clearly described in scope, purpose, and impact; analyzes data to evaluate the executed plan, provides limited analysis of data to evaluate the executed plan.	Identifies, creates and implements realistic leadership opportunity that have potential for positive impact, are clearly described in scope, purpose, and impact; analyzes data to evaluate the executed plan and provide for sustainability of the project.
1 pt.	2 pts.	3 pts.	3 pts.

Teacher Candidate Dispositions

Professional Commitment and Responsibility, Professional Relationships, and Critical Thinking and Reflective Practices

Needs Improvement	Emerging	Acceptable	
Behavior is displayed occasionally. (Blinking red light – Behavior has been identified and change is not occurring or is not intentional.)	Behavior is displayed frequently (Yellow light – Behavior is changing. Mentors and supervisors see improvement).	Behavior is displayed frequently and consistently (Green Light).	*This box intentionally left blank.*
1 pt.	2 pts.	3 pts.	

Overall Comments:

_____

Student Teacher Candidate

_____

Cooperating Teacher/University Supervisor

LEARNING AND BEHAVIOR DISORDERS (LBD)
PROGRAM ASSESSMENT TEMPLATES AND RUBRICS

U of L Official Lesson Plan Templates

2015 U of L Official Lesson Plan Template Source of Evidence: Context-LBD 78

2015 U of L Official Lesson Plan Template Source of Evidence: Lesson Plan-LBD 79

2015 U of L Official Lesson Plan Template Source of Evidence: Post-Lesson Reflection (LBD) 81

U of L Kentucky Teacher Standard (KTS) Rubrics

2015: Source of Evidence: Context –LBD -KTS Rubric Standard 8, *Collaborates with Colleagues/Parent/Others* 82

2015: Source of Evidence: Lesson Plan-LBD-KTS Rubric Standard 2, *Designs and Plans Instruction* 84

2015: Source of Evidence: Observation of Teaching-LBD-KTS Rubric Standards 1, 3, 4, 5 and 6: 86

- *Demonstrates Applied Content Knowledge;*
- *Creates and Maintains Learning Climate;*
- *Implements and Manages Instruction;*
- *Assesses and Communicates Learning Results*
- *Demonstrates the Implementation of Technology*

2015: Source of Evidence: Post-Lesson Reflection-LBD-KTS Rubric Standard 7, *Reflects and Evaluates Teaching and Learning* 96

2015 U of L Official Lesson Plan Template
Source of Evidence: Context-LBD

This Source of Evidence should be written before your lesson plan and used to inform your lesson planning. It will be assessed using the Kentucky Teaching Standards # 8 U of L Rubric or rubric(s) from other professional standards for your certification area. Each question below is also mapped to the Teacher Professional Growth and Effectiveness System (PGES) Components for your reference

1.Content (PGES 1A)
Identify the enduring skills, concepts, and processes that your students should master by the end of the year.

2. Students (PGES 1B)
Identify your students' abilities regarding the identified enduring skills, concepts, and processes for your class.

Identify your students' backgrounds, special needs, cultural differences, interests, and language proficiency.

Briefly describe students in your classroom (use students' initials when appropriate). Include gender, age, disability category, cultural background, language (if other than English), academic achievement, related services, notable behavior issues, interests, etc.

Describe how you address cultural diversity in your classroom (e.g., racial diversity, socioeconomic status, family composition. etc.).

3. Resources (PGES 1D)

Develop (conduct) an inventory of the available resources and assistance. (Examples may include technology, teachers, specialists such as Speech/Language Pathologists (SLPs), Occupational Therapists (OTs), related service providers, paraprofessionals, families, and others that contribute to your efforts to meet the needs of your students.)

Resources:

Collaboration Partners:

2015 U of L Official Lesson Plan Template
Source of Evidence: Lesson Plan-LBD

Lesson plan **must** be submitted to the observer at least two (2) days prior to the scheduled observation to allow for review and feedback. This template will be assessed using the Kentucky Teaching Standards # 1, #3, #4, #5, and #6 U of L Rubrics or rubrics for other professional standards for your certification area. Each question below is also mapped to the Teacher Professional Growth and Effectiveness System (PGES) Components for your reference.

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Name:

Date of Observation:

Data on Students:

Ages/Grades of Students:

Number of Students in Class:

Number of Students having IEP:

Number of English Language Learners (ELLs):

Lesson Title:

1. Learning Target(s)/Objectives (PGES 1C). *List the lesson learning target(s)/objective(s) [connect each target/objective to the appropriate state curriculum/content area standards]*

List the objectives for the lesson. Objective should be written in a measurable format.

List the grade level standards (including standard numbers) that align to the objectives.

2. Pre-assessment (PGES 1F) *Describe the pre-assessment(s) you used (or could use) to establish students' baseline knowledge and skills for this lesson.*

Describe students' prior knowledge related to the lesson topic. Describe how learning from previous lessons will be demonstrated by the students (review, pre-instructional practice, etc.).

Collect pre-assessment data on the specific objectives you are teaching. Include assessment data and an explanation of how you used the data to design your lesson (if students have mastered the skill, you should not be teaching it).

3. Formative Assessment (PGES 1F). *Describe and include (paste below or attach) the formative assessment(s) to be used to measure student progress during this lesson.*

An assessment for each objective should be included. Describe how you will differentiate assessments for specific students. Describe how you will provide opportunities for your students to self-assess their learning progress.

4. Resources (PGES 1D). *Identify the resources including appropriate technology needed for the lesson.*

Be certain to include a description of the technology used. Resources may include low tech as well as high tech support.

5. Lesson Procedures (PGES 1E). *Describe the sequence of strategies/activities and assessments you will use to engage students and accomplish your learning targets/objectives. Within this sequence be sure to: (a) describe the differentiated strategies/activities and/or assessments designed to meet the needs and strengths of your students and (b) identify the questions you will use to promote higher order thinking and understanding and encourage discussion.*

This section of the lesson should be detailed enough that someone could pick it up and teach from it.

Introduction/ Engagement:

Describe how you will begin the lesson (review of classroom expectations, preview of lesson objectives in student friendly language, connection to prior knowledge, how the skills they are learning connect to real life [why it is important for them to know what you are teaching] etc.). Be specific-script out exactly what you are going to say.

Instructional Content/ Procedures:

List the steps of your lesson in detail. If you begin the lesson in a large group and break into smaller groups, be sure to describe what students in other groups will be working on.

In detail, describe the instructional content and procedures (list the steps of each procedure) that you are using to teach this content. Include prompting procedures, error correction procedures, reinforcement schedules, how you are ensuring frequent opportunities to respond, etc.

Also, describe the higher order questions/ differentiated tasks you are using to challenge students, instructive feedback you may give the students to help them elaborate on responses, and formative assessments (how will check for understanding of content throughout the lesson?).

Closure/Generalization:

Describe how you will close the lesson (closure should include more than an assessment). Review the objectives/ main ideas of the lesson. Again, tie the content back to real life activities (how are these skills relevant to students). Preview what you will be working on the next day. Include an opportunity for students to evaluate their own performance.

6. Watch For------- (PGES 2 and 3). *Identify specific indicators from KTS Standards 3 and 4 (or other professional standards) that you would like specifically observed during this lesson*

2015 U of L Official Lesson Plan Template
Source of Evidence: Post-Lesson Reflection-LBD

This Source of Evidence asks you to reflect on the impact of the decisions you made in planning, implementing and assessing a lesson. It must be completed within 2 days after each observed lesson and may be used after any lesson. Responses must be based on your formative assessment data from the lesson. This template will be assessed using the Kentucky Teaching Standard #7 U of L Rubric or rubrics from other professional standards for your certification area. Each question below is also mapped to the Teacher Professional Growth and Effectiveness System (PGES) Components for your reference.

Name:

Lesson Title:

1. Use the formative assessment data for each lesson objective/learning target to sort the students' performance into three categories (Below, Meets, and Exceeds):

Objective 1
_____ # of students Below _____ # of students Meet _____ # of students Exceeds

Objective 2
_____ # of students Below _____ # of students Meet _____ # of students Exceeds
[Insert additional Targets as needed]
Include a copy of the formative assessment with the criteria or rubric used to determine the students' performance on each of the lesson's learning targets/objectives. Include graphed/recorded data on all objectives.

2. Based on the formative assessment data, how successful was the lesson? How effective was your instruction? Which instructional strategies were effective/ineffective? Did you implement procedures with fidelity? Did the students achieve the expected criterion of each objective? What will you do for those students who did not achieve the learning target criteria? For those students who exceeded the criteria? (How will you change instruction for each of those students? Include additional evidence-based practices you will use.) (PGES 4A)

3. In addition to the student work witnessed by the observer, identify any other student work samples, evidence or artifacts that assisted you in making your determination regarding student achievement. State to what extent the students understood the procedures, concepts, and/or skills prior to the lesson. (PGES 4A)

4. To what extent did classroom procedures, student conduct, and/or physical space contribute to or hinder student learning? Identify effective/ineffective classroom management strategies. (PGES 4A)

5. Did you depart from your plan? If so, how and why? (PGES 3E)

6. If you had the opportunity to teach this lesson again to the same group of students, what would you do differently, and why? Explain your decision based on students' data. (PGES 4A)

7. What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection? (PGES 4A)

Based on **Kentucky Teacher Internship Program (KTIP)** for use in the U of L Developmental Teacher Preparation (DTP) Model. This rubric will be used to assess Kentucky Teaching Standard #8:Collaborates with Colleagues/Parents/Others. Each indicator is also mapped to the Teacher Professional Effectiveness System (PGES) Components and the CCSSO InTASC Standards

	Insufficient Evidence	Developing	Target	Exemplary	Comments/Questions /Suggestions
	8.1 Identifies students whose learning could be enhanced by collaboration. InTASC 9,10; PGES Domains 1A, 1B, 1D **CEC: Indicator is adequately captured for all teachers.**				
Standard 8: Collaborates with Colleagues/Parents/Others	Fails to identify students whose learning could be enhanced by professional collaboration.	Identifies students whose learning could be enhanced by professional collaboration.	Identifies students whose learning could be enhanced by professional collaboration and provides a supporting rationale.	Identifies students whose learning could be enhanced through a variety of professional collaborations within and outside of school settings and provides a supporting rationale.	
	8.2 Designs a plan to enhance student learning that include all parties in the collaborative effort. InTASC 9,10; PGES Domains 1A, 1B, 1D **CEC: IGC7 S2-Select, plan, and coordinate activities of related services personnel to maximize direct instruction for individuals with exceptionalities. ISCI7 S6-Collaborate with school personnel and community members in integrating individuals with exceptionalities into various settings. ISCI7 S1-Maintain confidential communication about individuals with exceptionalities.**				
	Fails to designs plans to enhance student learning through professional collaboration.	Designs plans for enhancing student learning that include school-based personnel in the collaborative efforts.	Designs plans for enhancing student learning that include school-based personnel and parents/guardians in the collaborative efforts.	Designs plans for enhancing student learning that include school-based personnel, parents/guardians and outside agencies in the collaborative efforts.	
	8.3 Implements planned activities that enhance student learning and engage all parties. InTASC 9,10; PGES Domains 1A, 1B, 1D **CEC: ISCI5 S1-Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members.**				
	Fails to implement plans to enhance student learning through professional collaboration.	Implements plans for enhancing student learning that include school-based personnel in the collaborative efforts.	Implements plans for enhancing student learning that include school-based personnel and parents/guardians in the collaborative efforts.	Implements plans for enhancing student learning that include school-based personnel, parents/guardians and outside agencies in the collaborative efforts.	
	8.4 Analyzes data to evaluate the outcomes of collaborative efforts. InTASC 9,10; PGES Domains 1A, 1B, 1D CEC: ISCI7 S7-Use group problem-solving skills to develop implement, and evaluate collaborative activities.				

	Fails to evaluate outcomes resulting from collaborative efforts.	Evaluates outcomes resulting from collaborative efforts.	Evaluates outcomes resulting from collaborative efforts and identifies next steps.	Evaluates both the collaborative process and outcomes and identifies next steps.	
	Holistic Assessment of KTS Standard 8				
	Fails to identify students whose learning could be enhanced by professional collaboration; fails to design, implement and/or evaluate the outcomes from the collaborative effort.	Identifies students whose learning could be enhanced by professional collaboration; designs, implements and evaluates the outcomes from the collaborative effort.	Identifies students whose learning could be enhanced by professional collaboration, which is supported by a rationale and includes school-based personnel and parents/guardians; designs, implements and evaluates the outcomes from the collaborative effort.	Identifies students whose learning could be enhanced by a variety of professional collaborations, which is supported by a rationale, and includes school-based personnel, parents/guardians and outside agencies; designs, implements and evaluates the outcomes from the collaborative effort and identifies next steps.	

COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

Source of Evidence: Lesson Plan - LBD

(Summer 2015)

Based on **Kentucky Teacher Internship Program (KTIP)** for use in the U of L Developmental Teacher Preparation (DTP) Model. This rubric will be used to assess Kentucky Teaching Standard #2: Designs and Plans Instruction. Each indicator is also mapped to the Professional Effectiveness System (PGES) Components and the CCSSO InTASC Standards.

	Insufficient Evidence	Developing	Target	Exemplary	Comments/ Questions/ Suggestions
	2.1Develops significant objectives aligned with standards; InTASC 1,4; PGES Domains 1A, 1C **CEC:** ISCI3 K3-{Demonstrates knowledge of} National, state or provincial, and local curricula standards; ISCI3 S1-Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptionalities.				
	LBD: □ Behavioral objectives contain all necessary components □ Behavioral objectives are measurable □ Behavioral objectives correspond to students' skill levels □ Behavioral objectives align to with state standards				
Standard 2: Designs and Plans Instruction	Fails to develop measureable objectives that are aligned with standards and/or stated as student learning outcomes.	Develops objectives that are not consistently measureable, aligned to standards or stated as student learning outcomes.	Develops relevant and measureable objectives for different groups of students that are aligned with standards and stated as student learning outcomes.	Develops relevant and measureable objectives for individual and groups of students that are aligned with standards and stated as student learning outcomes.	
	2.2 Uses contextual data to design instruction relevant to students; InTASC 1, 2, 4, 5, 7; PGES Domains 1A 1B, 3E **CEC:** IGC5 S1-Use research-supported methods for academic and nonacademic instruction of individuals with exceptionalities.				
	LBD: □ Plans a variety of research-based strategies within lessons □ Uses pre-assessment data to guide instruction				
	Fails to incorporate contextual data into instructional design and planning.	Identifies relevant contextual data; however, data are not consistently reflected in the instructional design and planning.	Incorporates relevant contextual and pre-assessment data into instructional design and planning.	Incorporates relevant contextual and pre-assessment data into instructional design and planning to meet school and district instructional goals.	
	2.3 Plans assessments to guide instruction and measure learning objectives; InTASC 1; PGES Domains 1C, 1F, 3D **5.1 Uses pre-assessments** Uses a variety of pre-assessments to establish baseline knowledge and skills for all students InTASC 6; PGES Domain 1F **CEC:** IGC4 S3-Select, adapt and modify assessments to accommodate the unique abilities and needs of individuals with exceptionalities.; ISCI4 S4-Develop or modify individualized assessment strategies.				
	LBD: □ Plans formative assessments to measure student progress throughout the lesson □ Plans assessments to measure each student objective				
	Fails to develop assessment procedures that measure student outcomes.	Develops assessment procedures that measure student outcomes, but are not used consistently to guide instruction.	Develops assessment procedures to guide instruction and measure learning objectives.	Develops differentiated assessment procedures to guide instruction and measure learning objectives.	

Source of Evidence: Lesson Plan - LBD

2.4 Plans instructional strategies and activities that address learning objectives for all students; [UofL Standard 11.2] InTASC 1,4,5,7
PGES Domains 1C, 1E, 3C, 3E
CEC: IGC5 S24-Plan and implement age- and ability-appropriate instruction for individuals with exceptionalities; IGC5 S1-Use research-supported methods for academic and nonacademic instruction of individuals with exceptionalities; IGC5 S2 – Use strategies from multiple theoretical approaches for individuals with exceptionalities

LBD:
□ Instructional focus corresponds to planned objectives □ Plans a variety of research-based strategies within lessons □ Plans adaptations/accommodations for specific students
□ All materials and activities are age-appropriate

Fails to plan instructional strategies and/or activities aligned with learning objectives.	Plans instructional strategies and activities aligned with learning objectives for groups of students.	Plans instructional strategies and activities aligned with learning objectives for groups of students.	Plans instructional strategies and activities aligned with learning objectives for individuals and groups of students.	

2.5 Plans instructional strategies and activities that facilitate multiple levels of learning; InTASC 1, 4, 7; PGES Domains 1C, 1E, 3A, 3E
CEC: ISCI5 S14-Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs.

LBD:
□ Lesson design is differentiated to meet the needs of students struggling, meeting, and exceeding objectives □ Plans a variety of procedures or tasks with difficulty levels based on student skill repertoire □ Plans the use of instructive feedback and provides higher order questions to challenge students

Fails to plan instructional strategies and activities that require multiple levels of learning.	Plans instructional strategies and activities that require multiple levels of learning, but do not address higher order thinking.	Plans instructional strategies and activities that require multiple levels of learning, including higher order thinking.	Plans an instructional sequence that requires multiple levels of learning, including higher order thinking.	

Holistic Assessment of KTS Standard 2

Fails to plan instructional strategies and assessment procedures aligned with standards that facilitate multiple levels of learning.	Plans instructional strategies and assessment procedures aligned with standards that facilitate multiple levels of learning.	Plans instructional strategies and assessment procedures aligned with standards that facilitate multiple levels of learning for different groups of students.	Plans instructional strategies and assessment procedures aligned with standards that facilitate multiple levels of learning for individuals and different groups of students.	

COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

Source of Evidence: Observation of Teaching-LBD

(Summer 2015)

Based on **Kentucky Teacher Internship Program (KTIP)** for use in the U of L Developmental Teacher Preparation (DTP) Model. This rubric will be used to assess Kentucky Teaching Standards #1, #3, #4, and #5. Each indicator is also mapped to the Teacher Professional Effectiveness System (TPGES) Components and the CCSSO InTASC Standards.

	Insufficient Evidence	Developing	Target	Exemplary	Comments/ Questions/ Suggestions
Standard 1: Demonstrates Applied Content Knowledge	**1.1 Communicates concepts, processes and knowledge;** InTASC 1,4,5,7; PGES Domains 1C, 1F, 3A CEC: ISCI3 K2 {Demonstrates knowledge of} Scope and sequences of general and special curricula; ISCI 6 S8 Use verbal, nonverbal, and written language effectively.				
	LBD: □ Describes concepts using language appropriate for students □ Presents accurate instructional content to learners □ Elicits explanations of key concepts from students				
	Fails to communicate relevant key concepts, processes, or knowledge of the discipline and uses limited, inaccurate or inappropriate vocabulary.	Communicates key concepts, processes and knowledge of the discipline and uses adequate (some errors are observed) vocabulary, but is not accessible by all students.	Communicates relevant key concepts, processes, knowledge of the discipline and demonstrates an accurate understanding of the content; uses clear, correct, and appropriate vocabulary for all students.	Communicates relevant key concepts, processes and knowledge of the discipline and demonstrates a deep, broad, significant, and accurate understanding and knowledge of the content; uses precise, clear, correct, and appropriate vocabulary for all students.	
	1.2 Connects content to life experiences of students; [UofL Standard 11.2]; InTASC 1, 2, 3, 4, 5, 6,7; PGES Domains 1A, 1B, 2A, 2B, 3A, 3E CEC: ISCI5 S20-Use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptionalities whose primary language is not the dominant language; ISCI5 S16 -Use strategies to facilitate maintenance and generalization of skills across learning environments.				
	LBD: □ Lesson began with relating topic to prior knowledge □ Tasks linked to student needs and life (real-world connections) □ Tasks used in context and generalized to other settings/skills				
	Fails to connect content, procedures, and activities to relevant life experiences of students.	Connects content, procedures, and activities to relevant life experiences of students.	Connects content, procedures, and activities to relevant life experiences of students and previously learned content.	Connects content, procedures, and activities to relevant life experiences of students and previously learned content across disciplines.	
	1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning; InTASC 1, 3, 4, 5, 6,7; PGES Domains 1A, 1E, 3A, 3C, 3D, 3E CEC: IGC5 S1-Use research-supported methods for academic and nonacademic instruction of individuals with exceptionalities; ISCI5 S14-Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs.				
	LBD: □ Instructional strategies are demonstrated with accuracy.				
	Fails to use instructional strategies that contribute to student learning.	Uses limited instructional strategies that are appropriate for the content of the lesson and that contribute to student learning.	Uses varied instructional strategies that are appropriate for the content of the lesson that contribute to student learning.	Uses a breadth of instructional strategies across disciplines/in novel settings that are clearly appropriate for the content of the lesson that contribute to student learning.	
	1.4 Guides students to understand content from various perspectives; InTASC 4, 5; PGES Domains 1A, 3A, 3E CEC: ISCI1 K5-{Demonstrates knowledge of} Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction.				
	LBD: □ Provides multiple opportunities for student response during instruction.				
	Fails to provide opportunities and guidance for students to consider	Provides an opportunity and guidance for students to consider lesson	Provides multiple opportunities and guidance for students to consider	Provides multiple opportunities and guidance for students to consider	

	Source of Evidence: Observation of Teaching-LBD				
	1.5 Identifies and addresses students' misconceptions of content; InTASC 5, 6; PGES Domains 1F, 3A CEC: IGC5 S19-Teach individuals with exceptionalities to monitor for errors in oral and written language.				
	Inconsistently identifies student misconceptions related to content.	Identifies student misconceptions related to content but inconsistently addresses them during planning/instruction.	Accurately identifies student misconceptions related to content and adequately addresses them during planning/instruction.	Demonstrates advanced ability to logically and accurately identify potential and realized (infer) misconceptions related to lesson content and to significantly address them in planning and delivery of instruction.	
	Holistic Assessment of KTS Standard 1				
	Fails to demonstrate adequate content knowledge or the ability to apply content knowledge to sufficiently support the development of student knowledge.	Demonstrates limited content knowledge and the ability to apply it toward developing student knowledge.	Demonstrates current and sufficient content knowledge and the ability to apply it toward developing student knowledge.	Demonstrates extensive breadth and depth of content knowledge and excels in its application toward the development of student knowledge.	

	Source of Evidence: Observation of Teaching-LBD				
	Insufficient	**Developing**	**Target**	**Exemplary**	**Comments/ Questions/ Suggestions**
Standard 3: Creates and Maintains Learning Climate	**3.1 Communicates high expectations;** InTASC 3, 6; PGES Domains 1F, 2A, 2B CEC: ISCI5 S5-Sequence, implement, and evaluate individualized learning objectives.				
	LBD: □ Generally presents tasks that are at appropriate level of difficulty for all students □ Provides students with opportunities to explain their thinking				
	Fails to set behavioral and learning expectations or does not communicate confidence in students' ability to meet expectations.	Sets behavioral or learning expectations; inconsistently communicates confidence in students' ability to meet those expectations.	Sets behavioral and learning expectations for students and communicates confidence in their ability to meet those expectations.	Sets behavioral and learning expectations for groups and identifies individual students and communicates confidence in students' ability to meet those expectations.	
	3.2 Establishes a positive learning environment; InTASC 1, 3,5,8; PGES Domains 2A, 2B, 2C, 3A, 3B, 3C CEC: ISCI6 K2-{Demonstrates knowledge of} Laws, policies, and ethical principles regarding behavior management planning and implementation. ISCI5 S3-Use functional assessments to develop intervention plans. ISCI2 S1-Create a safe, equitable, positive and supportive learning environment in which diversities are valued. ISCI2 S10-Use effective and varied behavior management strategies. IGC5 S9-Use a variety of non-aversive techniques to control targeted behavior and maintain attention of individuals with exceptionalities. ISCI5 S17-Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem.				
	LBD: □ Generally delivers more praise than reprimands or directives □ Reviews behavior expectations at the onset of the lesson (presented in a format that is accessible for ***all*** students)				
	Fails to establish a positive learning environment for students.	Candidate requires further development in creating a positive learning environment for students.	Establishes a positive learning environment for students.	Incorporates relevant strategies to create a positive learning environment for students.	
	3.4 Fosters mutual respect between teacher and students and among students. InTASC 3, 8; PGES Domains 2A, 2B, 2C, 2D, 3B CEC: ISCI5 S12-Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions. IGC5 S29-Design, implement, and evaluate instructional programs that enhance social participation across environments. ISCI2 S13-Organize, develop, and sustain learning environments that support positive intra-cultural and intercultural experiences.				
	LBD: □ Refrains from using punitive techniques (e.g., reprimands, time out, response cost) outside of the context of a formal Behavior Intervention Plan □ Refrains from using sarcasm, insults, and talking about students in their presence				
	Fails to promote a view of mutual respect between teacher and students and among students.	Makes some effort to promote a view of mutual respect between teacher and students and among students.	Promotes a view of mutual respect between teacher and students and among students.	Clearly promotes a broad view of mutual respect between teacher and students and among students.	
	3.5 Provides a safe environment for learning; InTASC 3, 8; PGES Domains 2A, 2B, 2C, 2D, 3B CEC: ISCI2 S4- Design learning environments that encourage active participation in individual and group activities				
	LBD: □ Positioned to supervise all students in the classroom □ Responses to problem behavior appear to address function				
	Fails to create an environment that is emotionally and/or physically safe for all students.	Creates an environment that is safe for all students to learn, but with inconsistent implementation.	Provides an environment that is both emotionally and physically safe for all students.	Purposefully and intentionally creates an environment that is both emotionally and physically safe for individuals and different groups of students.	

Source of Evidence: Observation of Teaching-LBD				
Insufficient	**Developing**	**Target**	**Exemplary**	**Comments/ Questions/ Suggestions**
3.3 Values and supports student diversity and addresses individual needs; [UofL Standard 11.8] InTASC 1, 2, 3, 4, 7, 8; PGES Domains 1B, 1C, 1E, 2A, 2B, 3B, 3C CEC: ISC1 K12 {Demonstrates knowledge of} Differing ways of learning of individuals with exceptionalities, including those from culturally diverse backgrounds and strategies for addressing these differences; IGC1 K3-{Demonstrates knowledge of} Etiologies and medical aspects of conditions affecting individuals with exceptionalities; ISCI5 S6-Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.				
LBD: □ Appropriate accommodations are made for students □ Content, resources, and strategies respond to cultural, linguistic, and gender differences				
Fails to demonstrate support for student diversity and does not address individual student needs.	Provides some demonstration of value and support for student diversity by attempting to address individual student needs.	Provides value and support for student diversity by addressing individual needs.	Provides significant value and support for student diversity by purposefully addressing individual needs.	
Holistic Assessment of KTS Standard 3				
The teacher candidate fails to create a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and/or integrate knowledge.	The teacher candidate creates a learning climate that does most of the following: supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	The teacher candidate creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	The teacher candidate demonstrates advanced ability to create a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	

	Source of Evidence: Observation of Teaching-LBD				
	Insufficient	**Developing**	**Target**	**Exemplary**	**Comments/ Questions/ Suggestions**
Standard 4: Implements and Manages Instruction	**4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students; [UofL Standard 11.1]** InTASC 1, 4,5,7, 8 PGES Domains 1C, 1E, 2B, 3A, 3B, 3C, 3E CEC: ISCI 5 S19-Use strategies to support and enhance communication skills of individuals with exceptionalities. IGC5 S2-Use research-supported methods for academic and nonacademic instruction of individuals with exceptionalities				
	LBD: □ Provides ample opportunities for interactions and discussion among teacher/student and student/student □ Uses scaffolding techniques (consistently providing the right amount of support to move students from one level of understanding to a higher level) throughout the lesson. □ Uses a variety of question types including those that promote higher-order thinking skills throughout the lesson.				
	Fails to use a range of instructional strategies that align with learning objectives and actively engage students.	Uses instructional strategies that have some alignment to learning objectives and engages students in an activity.	Uses a range of instructional strategies that both align with learning objectives and actively engage students.	Efficiently uses a broad range of relevant and purposeful instructional strategies that both align with learning objectives and actively engage students.	
	4.2 Implements instruction based on diverse student needs and assessment data; [UofL Standard 11.2] InTASC 1, 2, 4,7; PGES Domains 1B, 1C, 1E, 3E CEC: ISCI5 S11-Make responsive adjustments to instruction based on continual observations. ISCI5 S21-Modify instructional practices in response to ongoing assessment data.				
	LBD: □ Teacher uses appropriate reinforcement schedules based on student performance □ Teacher adjusts instruction based on student performance □ Teacher differentiates through content/process/product				
	Fails to implement instruction based on diverse student needs and assessment data.	Implements instruction; however, it is based on inconsistent, incomplete and/or incorrect evidence of diverse student needs and assessment data.	Implements instruction based on diverse student needs and assessment data.	Clearly and purposefully implements instruction based on diverse student needs and assessment data.	
	4.3 Uses time effectively; InTASC 5; PGES Domains 1D, 2C, 3A CEC: ISCI5 S10 – use instructional time effectively; IGC5 S6 – Modify pace of instruction and provide organizational cues ISCI2 S12 – design and manage daily routines				
	LBD: □ Lesson began on time □ Smooth transitions throughout the lesson □ Provides closure □ Demonstrates effective use of pacing				
	Fails to implement strategies to manage time.	Implements some strategies to manage time.	Effectively implements strategies to manage time.	Effectively implements strategies to manage time across the instructional day.	
	4.4 Uses space and materials effectively; PGES Domains 1D, 2C, 2E CEC: ISC5 S9 – Prepare and organize materials to implement daily lesson plans; IGC5 S7-Use appropriate adaptations and technology for all individuals with exceptionalities; ISCI2 S9-Create an environment that encourages self-advocacy and increased self independence; IGC2 K2- {Make} adaptation of the physical environment to provide optimal learning opportunities for individuals with exceptionalities				
	LBD: □ Materials and technology ready for use □ Materials and environments are structured in a way that promotes student engagement				

Source of Evidence: Observation of Teaching-LBD				
Ineffective use of space and materials that interferes with instructional efficiently.	Uses space and materials inconsistently.	Uses space and materials effectively.	Uses space and materials effectively and consistently.	
4.5 Implements and manages instruction in ways that facilitate higher order thinking; InTASC 1,4, 5, 7, 8; PGES Domains 1C, 1E, 2B, 3A, 3B CEC: IGC5 S11-Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval; ISCI5 S14-Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs; IGC5 S12 – Use responses and errors to guide instructional decisions and provide feedback to learners				
LBD: □ Implements a variety of procedures or tasks with difficulty levels based on student skill repertoire □ Uses instructive feedback to allow for students to elaborate on given responses				
Fails to implement instructional strategies that target or facilitate higher order thinking.	Implements instructional strategies that target but may not facilitate higher order thinking.	Implements instructional strategies that facilitate higher order thinking.	Implements a variety of instructional strategies that facilitate higher order thinking across disciplines.	
Holistic Assessment of KTS Standard 4				
Candidate fails to demonstrate the ability to implement instructional strategies that facilitate higher-order thinking skills, and ineffectively manages time, space, and materials.	Candidate demonstrates ability to implement instructional strategies that facilitates higher-order thinking skills, while effectively managing time, space, and materials.	Candidate demonstrates ability to differentiate instructional strategies (based on diverse student needs and assessment data) that facilitates higher-order thinking skills, while effectively managing time, space, and materials.	Candidate demonstrates advanced ability to differentiate instructional strategies (based on diverse student needs and assessment data) that facilitates higher-order thinking skills, while effectively managing time, space, and materials.	

	Source of Evidence: Observation of Teaching-LBD				
	Insufficient Evidence	**Developing**	**Target**	**Exemplary**	**Comments/Questions /Suggestions**
Standard 5: Assesses and Communicates Learning Results	**5.1 Uses pre-assessments;** InTASC 6; PGES Domain 1F See Lesson Plan Standards 2.2 and 2.3				
	Fails to conduct pre-assessments.	Conducts pre-assessments however assessments do not align with instructional objectives.	Conducts pre-assessments aligned with instructional objectives to establish baseline levels of performance and prior knowledge.	Conducts a variety of pre-assessments aligned with instructional objectives to establish baseline levels of performance and prior knowledge for all students.	
	5.2 Uses formative assessments; InTASC 6; PGES Domains 1F, 3D CEC: ISCI5 S11-Make responsive adjustments to instruction based on continual observations. ISCI5 S21- Modify instructional practices in response to ongoing assessment data. ISCI4 S8-Evaluate instruction and monitor progress of individuals with exceptionalities				
	LBD: □ Check for understanding of content throughout the lesson □ Collects data on student performance □ Present graphed data on student objective				
	Fails to use formative assessments to determine student progress or to guide instruction.	Uses formative assessments aligned to instructional objectives to determine student progress but not to guide instruction.	Uses formative assessments aligned to instructional objectives to determine student's progress and guide instruction.	Uses a variety of formative assessments aligned to instructional objectives to determine each student's progress and guide instruction.	
	5.3 Uses summative assessments; InTASC 6; PGES Domain 1F CEC: ISCI4 S2-Administer nonbiased formal and informal assessments. ISCI4 S4-Develop or modify individualized assessment strategies.				
	Fails to consider summative assessments aligned to instructional objectives.	Uses summative assessments partially aligned to instructional objectives.	Uses summative assessments aligned to instructional objectives to determine student achievement to guide future instruction.	Uses a variety of summative assessments aligned to instructional objectives to determine each student's achievement and guide future instruction.	
	5.4 Describes, analyzes, and evaluates student performance data; InTASC 1, 2, 6, 7; PGES Domains 1B, 1F, 3D CEC: ISCI2 S6-Use performance data and information from all stakeholders to make or suggest modifications in learning environments. IGC5 S12-Use responses and errors to guide instructional decisions and provide feedback to learners.				
	LBD: □ Adjust instruction based on student responses				
	Fails to describe student performance or provide analysis of data.	Describes students' general performance but provides limited analysis of data.	Describes, analyzes, and evaluates student performance data from multiple sources to inform instructional practice.	Describes, analyzes, and evaluates student performance data from multiple sources and uses data patterns to inform instructional practice.	
	5.5 Communicates learning results to students and parents; InTASC 1, 4, 5, 6, 7, 8; PGES Domains 1E, 1F, 3B, 3C CEC: ISCI5 S2-Involve the individual and family in setting instructional goals and monitoring progress. IGC4 S1-Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with exceptionalities. ISCI4 S7-Report assessment results to all stakeholders using effective communication skills.				

Source of Evidence: Observation of Teaching-LBD				
Insufficient Evidence	**Developing**	**Target**	**Exemplary**	**Comments/Questions /Suggestions**
Fails to communicate learning results with students in a timely manner.	Communicates learning results to students and parents in a timely manner.	Communicates learning results to students and parents in a timely manner.	Communicates learning results to students and parents in a timely manner and recommends future actions.	
5.6 Allows opportunity for student self-assessment; InTASC 6, 7; PGES Domains 1F, 3D, 4C CEC: IGC2 S4-Teach individuals with exceptionalities to give and receive meaningful feedback from peers and adults; ISCI5 S2-Involve the individual and family in setting instructional goals and monitoring progress; ISCI5 S14-Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs.				
LBD: □ Provides opportunities for students evaluate their own performance				
Fails to provide limited opportunities for students to engage in self-assessment.	Provides limited opportunities for students to engage in self-assessment.	Provides opportunities for students to engage in formative self-assessment of learning.	Provides ongoing opportunities for students to engage in formative self-assessment of learning in order to identify the strengths and areas for growth.	
Holistic Assessment of KTS Standard 5				
Candidate fails to implement assessments (pre-self, formative, and/or summative) pre-aligned to instructional objectives and and/or does not use the student performance data to communicate results and inform instruction.	Candidate implements assessments (pre-self, formative, and/or summative) that may be pre-aligned to instructional objectives and may use the student performance data to communicate results and inform instruction.	Candidate demonstrates ability to implement a variety of assessments (pre-self, formative, summative) pre-aligned to instructional objectives and uses the student performance data to communicate results and inform instruction.	Candidate demonstrates advanced ability to implement a variety of assessments (self, formative, summative) pre-aligned to instructional objectives and uses the student performance data to communicate results and inform instruction.	

Source of Evidence: Observation of Teaching-LBD				
Insufficient Evidence	**Developing**	**Target**	**Exemplary**	**Comments/Questions /Suggestions**
6.1 Uses available technology to design and plan instruction. CEC: ISCI5 S7-Incorporate and implement instructional and assistive technology into the educational program				
Fails to use appropriate technological resources to design and plan instruction.	Uses appropriate technological resources to design and plan instruction.	Uses appropriate technological resources to design and plan instruction for all students.	Uses multiple, appropriate technological resources to efficiently design and plan instruction for all students.	
6.2 Uses available technology to implement instruction that facilitates student learning. : InTASC 1,4, 7; PGES Domains 1E, 2E CEC: IGC5 S7 – Use appropriate adaptations and technology for all individuals with exceptionalities				
LBD: □ Technology is used to enhance instruction and engage students				
Fails to use appropriate technological resources to implement instruction.	Uses appropriate technological resources to implement instruction.	Uses appropriate technological resources to implement effective instruction for all students.	Uses multiple, appropriate technological resources to implement effective instruction for all students.	
6.3 Integrates student use of available technology into instruction. CEC: ISCI5 S7-Incorporate and implement instructional and assistive technology into the educational program.				
LBD: □ Students are able to use technology.				
Fails to integrate student use of available technology into instruction.	Integrates student use of technology into instruction to meet learning outcomes.	Integrates student use of technology into instruction to meet learning outcomes and diverse student needs.	Integrates varied and authentic opportunities for student use of technology into instruction to meet learning outcomes and diverse student needs.	
6.4 Uses available technology to assess and communicate student learning. **CEC:** ISCI4 S3 – Use technology to conduct assessments				
Fails to use technology for assessment and/or communication of learning results.	Uses available technology for assessment and the communication of student learning results.	Uses available technology to facilitate assessment, manage assessment data and communicate results to students.	Uses available technology to facilitate assessment, manage assessment data and communicate results to students and other stakeholders.	
6.5 Demonstrates ethical and legal use of technology. CEC: no separate standards				
Fails to demonstrate ethical and/or legal use of technology.	Demonstrates ethical and legal use of technology to maintain a safe and equitable classroom.	Demonstrates ethical and legal use of technology to maintain a safe and equitable classroom and promotes student ethical and legal use of technology.	Demonstrates ethical and legal use of technology to maintain a safe and equitable classroom and explicitly instructs students on ethical and legal use of technology.	

Source of Evidence: Observation of Teaching-LBD				
Insufficient Evidence	**Developing**	**Target**	**Exemplary**	**Comments/Questions /Suggestions**
Holistic Assessment of KTS Standard 6				
Fails to demonstrate ethical and effective use of technology to plan and implement instruction to meet learning outcomes. Fails to demonstrate effective use of technology to manage student information and communicate with stakeholders.	Demonstrates ethical and effective use of technology to plan and implement instruction to meet learning outcomes. Demonstrates effective use of technology to manage student information and communicate with stakeholders.	Demonstrates ethical and effective use of technology to plan and implement instruction, which includes appropriate student use of available technology, to meet learning outcomes. Demonstrates effective use of technology to manage student information and communicate with stakeholders.	Demonstrates ethical and effective use of technology to plan and implement instructions, which includes student use of available technology, to meet learning outcomes through authentic learning experiences. Demonstrates effective use of multiple/varied technologies to manage student information and communicate with stakeholders.	

COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

Source of Evidence: Post –Lesson Reflection-LBD

(Summer 2015)

Based on **Kentucky Teacher Internship Program (KTIP)** for use in the U of L Developmental Teacher Preparation (DTP) Model. This rubric will be used to assess Kentucky Teaching Standard #7:Reflects and Evaluates Teaching and Learning. Each indicator is also mapped to the Teacher Professional Effectiveness System (TPGES) Components and the CCSSO InTASC Standards.

	Insufficient Evidence	Developing	Target	Exemplary	Comments/Questions /Suggestions
	7.1 Uses data to reflect on and evaluate student learning; InTASC 6,9; PGES Domains 1F, 4A CEC: ISCI5 S11-Make responsive adjustments to instruction based on continual observations. ISCI5 S21-Modify instructional practices in response to ongoing assessment data. ISCI4 S5-Interpret information from formal and informal assessments.				
	LBD: □ State to what extent the students understood the procedures, concepts, and/or skills prior to the lesson □ Presents graphed/recorded data on student objectives □ Accurately reflects students' progress based on data (compares pre- and post-test data) □ Uses evidence to determine next-step plans for instruction				
Standard 7: Reflects and Evaluates Teaching and Learning	Fails to reflect upon student learning.	Reflects upon and evaluates student learning.	Reflects upon and evaluates student learning citing relevant and accurate student performance data.	Reflects upon and evaluates student learning citing relevant and accurate student performance data. Proposes changes based on student outcomes.	
	7.2 Uses data to reflect on and evaluate instructional practice; InTASC 6,9; PGES Domains 1F, 4A CEC: ISCI4 S8-Evaluate instruction and monitor progress of individuals with exceptional learning needs.				
	LBD: □ Described how the lesson tasks, activities, and/or discussion supported the lesson objectives □ Identified effective and ineffective instructional strategies □ Reflected on fidelity of implementation □ Identified effective and ineffective classroom management strategies □ Explained how instructional decisions have been made based on student data □ Details the specifics of what would be changed if the lesson was taught again □ Identifies evidence-based practices that will be used with the students in future lessons				
	Fails to accurately reflect upon instructional practice.	Reflects accurately upon instructional practice.	Reflects upon and evaluates instructional practice, citing relevant and accurate student and teacher performance data.	Reflects upon and evaluates instructional practice, citing relevant and accurate student and teacher performance data. Proposes instructional change.	
	7.3 Uses data to reflect on and identify areas for professional growth; InTASC 6,9; PGES Domains 1F, 4A CEC: ISCI6 S9-Conduct self-evaluation of instruction; ISCI6 S11-Reflect on one's practice to improve instruction and guide professional growth.				
	LBD: □ Identifies and defines personal strengths □ Identifies and defines personal weaknesses □ Describes areas for professional growth				

	Source of Evidence: Post – Observation Reflection-LBD				
	Insufficient Evidence	**Developing**	**Target**	**Exemplary**	**Comments/Questions /Suggestions**
	Fails to use data to identify areas for professional growth and incorporate observer feedback.	Uses data to identify general areas for professional growth and considers observer feedback.	Uses relevant and accurate data to identify areas for professional growth, incorporating observer feedback.	Uses relevant and accurate data outlining a step-wise trajectory of professional growth, including observer feedback.	
	Holistic Assessment of KTS Standard 7				
	Fails to reflect upon and evaluate instructional practice, cite relevant data and/or identify areas for growth.	Reflects upon and evaluates instructional practice, citing data. Identifies areas for growth.	Reflects upon and evaluates instructional practice, citing relevant and accurate student and teacher performance data. Proposes instructional change.	Reflects upon and evaluates instructional practice, citing relevant and accurate student and teacher performance data. Proposes a logical plan for step-wise instructional change.	

MULTIPLE AND SEVERE DISABILITIES (MSD)
PROGRAM ASSESSMENTS TEMPLATES AND RUBRICS

U of L Official Lesson Plan Templates

2015 U of L Official Lesson Plan Template Source of Evidence: Context-MSD 99

2015 U of L Official Lesson Plan Template Source of Evidence: Lesson Plan-MSD 100

2015 U of L Official Lesson Plan Template Source of Evidence: Post-Lesson Reflection-MSD 103

U of L Kentucky Teacher Standard (KTS) Rubrics

2015: Source of Evidence: Context –MSD -KTS Rubric Standard 8, *Collaborates with Colleagues/Parent/Others* 105

2015: Source of Evidence: Lesson Plan-MSD-KTS Rubric Standard 2, *Designs and Plans Instruction* 107

2015: Source of Evidence: Observation of Teaching-MSD-KTS Rubric Standards 1, 3, 4, 5 and 6: 109

- *Demonstrates Applied Content Knowledge;*
- *Creates and Maintains Learning Climate;*
- *Implements and Manages Instruction;*
- *Assesses and Communicates Learning Results*
- *Demonstrates the Implementation of Technology*

2015: Source of Evidence: Post-Lesson Reflection-MSD-KTS Rubric Standard 7, *Reflects and Evaluates Teaching and Learning* 118

2015 U of L Official Lesson Plan Template Source of Evidence: Context-MSD

This Source of Evidence should be written before your lesson plan and used to inform your lesson planning. It will be assessed using the Kentucky Teaching Standards # 8 U of L Rubric or rubric(s) from other professional standards for your certification area. Each question below is also mapped to the Teacher Professional Growth and Effectiveness System (PGES) Components for your reference. The Context document **must** be submitted with the Lesson plan to the observer at least two (2) days prior to the scheduled observation to allow for review and feedback.

1.Content (PGES 1A)

Identify the enduring skills, concepts, and processes that your students should master by the end of the year.

Type here:

4. Students (PGES 1B)

Identify your students' abilities regarding the identified enduring skills, concepts, and processes for your class.
Identify your students' backgrounds, special needs, cultural differences, interests, and language proficiency.

Briefly describe each student in your classroom (use students' initials). Include gender, age, disability category, type of communication system used, medical needs, cultural background, language (if other than English), academic achievement, related services, notable behavior issues, interests, etc.

Describe how you address cultural diversity in your classroom (e.g., racial diversity, socioeconomic status, family composition. etc.).

Type here:

5. Resources (PGES 1D)

Develop (conduct) an inventory of the available resources and assistance. (Examples may include communication boards, IntelliKeys, switches, and other forms of assistive technology (AT). Also consider adaptive equipment such as prone standers, adaptive utensils and writing instruments, etc. Also denote specialists such as Speech/Language Pathologists (SLPs), Occupational Therapists (OTs) and Physical Therapists (PTs), Vision and Hearing Specialists, Job Coaches or other related service providers), as well as paraprofessionals, families, and others that contribute to your efforts to meet the needs of your students.
Resources:

Collaboration Partners:

2015 U of L Official Lesson Plan Template
Source of Evidence: Lesson Plan-MSD

Lesson plan **must** be submitted to the observer at least two (2) days prior to the scheduled observation to allow for review and feedback. This template will be assessed using the Kentucky Teaching Standards # 1, #3, #4, #5, and #6 U of L Rubrics or rubrics for other professional standards for your certification area. Each question below is also mapped to the Teacher Professional Growth and Effectiveness System (PGES) Components for your reference.

****

Name:

Date of Observation:

Data on Students:

Ages/Grades of Students:

Number of Students in Class:

Number of Students having IEP:

Number of English Language Learners (ELLs):

Lesson Title:

1. Learning Target(s)/Objectives (PGES 1C). *List the lesson learning target(s)/objective(s) [connect each target/objective to the appropriate state curriculum/content area standards]*

List the objectives for the lesson. Objective should be written in a measurable format. You may list modified objectives for some students (ex: different criterion, different number of answer choices, given different material, etc.).

List the grade level standards (including standard numbers) ***and*** *alternate assessment standards (if the content is assessed at the students' current grade level) that align to the objectives.*

Type here:

2. Pre-assessment (PGES 1F) *Describe the pre-assessment(s) you used (or could use) to establish students' baseline knowledge and skills for this lesson.*

Describe students' prior knowledge related to the lesson topic. Describe how learning from previous lessons will be demonstrated by the students (pictures, review, pre-instructional practice, etc.).

Collect pre-assessment data on the specific objectives you are teaching. Include assessment data and an explanation of how you used the data to design your lesson (if students have mastered the skill, you should not be teaching it).
Type here:

3. Formative Assessment (PGES 1F). *Describe and include (paste below or attach) the formative assessment(s) to be used to measure student progress during this lesson.*

An assessment for each objective should be included. Describe how you will differentiate assessments for specific students. Describe how you will provide opportunities for your students to self-assess their learning progress.

Type here:

4. Resources (PGES 1D). *Identify the resources including appropriate technology needed for the lesson.*

*Be certain to include the same **AT and augmentative and alternate communications (AAC) devices** for assessment that were used for instruction. Resources may include physical supports, devices, pictures, low tech as well as high tech support.*

Type here:

5. Lesson Procedures (PGES 1E). *Describe the sequence of strategies/activities and assessments you will use to engage students and accomplish your learning targets/objectives. Within this sequence be sure to: (a) describe the differentiated strategies/activities and/or assessments designed to meet the needs and strengths of your students and (b) identify the questions you will use to promote higher order thinking and understanding and encourage discussion.*

Throughout the lesson, describe how your paraprofessionals, related service providers, peer tutors, etc. are involved. This section of the lesson should be detailed enough that someone could pick it up and teach from it.

Introduction/ Engagement:

Describe how you will begin the lesson (review of classroom expectations, preview of lesson objectives in student friendly language, connection to prior knowledge, how the skills they are learning connect to real life [why it is important for them to know what you are teaching] etc.). Be specific-script out exactly what you are going to say.

Type here:

Instructional Content/ Procedures:

List the steps of your lesson in detail. If you begin the lesson in a large group and break into smaller groups, be sure to describe what students in other groups will be working on.

In detail, describe the instructional content and systematic procedures (list the steps of each procedure) that you are using to teach this content. Include prompting procedures, error correction procedures, reinforcement schedules, how you are ensuring frequent opportunities to respond, etc.

Also, describe the higher order questions/ differentiated tasks you are using to challenge students, instructive feedback you may give the students to help them elaborate on responses, and formative assessments (how will check for understanding of content throughout the lesson?).

Type here:

Closure/Generalization:

Describe how you will close the lesson (closure should include more than an assessment). Review the objectives/ main ideas of the lesson. Again, tie the content back to real life activities (how are these skills relevant to students). Preview what you will be working on the next day. Include an opportunity for students to evaluate their own performance.

Type here:

6. Watch For------- (PGES 2 and 3). *Identify specific indicators from KTS Standards 3 and 4 (or other professional standards) that you would like specifically observed during this lesson.*

Type her

2015 U of L Official Lesson Plan Template
Source of Evidence: Post-Lesson Reflection-MSD

This Source of Evidence asks you to reflect on the impact of the decisions you made in planning, implementing and assessing a lesson. It must be completed within 2 days after each observed lesson and may be used after any lesson. Responses must be based on your formative assessment data from the lesson. This template will be assessed using the Kentucky Teaching Standard #7 U of L Rubric or rubrics from other professional standards for your certification area. Each question below is also mapped to the Teacher Professional Growth and Effectiveness System (PGES) Components for your reference

Name:

Lesson Title:

1. Use the formative assessment data for each lesson objective/learning target to sort the students' performance into three categories (Below, Meets, and Exceeds):

Objective 1
_____ # of students Below _____ # of students Meet _____ # of students Exceeds

Objective 2
_____ # of students Below _____ # of students Meet _____ # of students Exceeds
[Insert additional Targets as needed]

Include a copy of the formative assessment with the criteria or rubric used to determine the students' performance on each of the lesson's learning targets/objectives. Include graphed/-recorded data on all objectives.

Type here:

2. Based on the formative assessment data, how successful was the lesson? (How effective was your instruction? Which instructional strategies were effective/ ineffective? Did you implement procedures with fidelity?) Did the students achieve the expected criterion of each objective? What will you do for those students who did not achieve the learning target criteria? For those students who exceeded the criteria? (How will you change instruction for each of those students? Include additional evidence-based practices you will use.) (PGES 4A)

Type here:

3. In addition to the student work witnessed by the observer, identify any other student work samples, evidence or artifacts that assisted you in making your determination regarding student achievement. State to what extent the students understood the procedures, concepts, and/ or skills prior to the lesson. (PGES 4A)

Type here:

4. To what extent did classroom procedures, student conduct, and/or physical space contribute to or hinder student learning? Identify effective/ ineffective classroom management strategies. (PGES 4A)

Type here:

5. Did you depart from your plan? If so, how and why? (PGES 3E)

Type here:

6. If you had the opportunity to teach this lesson again to the same group of students, what would you do differently, and why? Explain your decision based on students' data. (PGES 4A)

Type here:

7. What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection? (PGES 4A)

Type here:

COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

Source of Evidence: Context-MSD-Summer 2015

Based on **Kentucky Teacher Internship Program (KTIP)** for use in the U of L Developmental Teacher Preparation (DTP) Model. This rubric will be used to assess Kentucky Teaching Standard #8:Collaborates with Colleagues/Parents/Others. Each indicator is also mapped to the Teacher Professional Effectiveness System (PGES) Components and the CCSSO InTASC Standards

	Insufficient Evidence	Developing	Target	Exemplary	Comments/Questions /Suggestions
	8.1 Identifies students whose learning could be enhanced by collaboration. InTASC 9,10; PGES Domains 1A, 1B, 1D **CEC: Indicator is adequately captured for all teachers.**				
Standard 8: Collaborates with Colleagues/Parents/Others	Fails to identify students whose learning could be enhanced by professional collaboration.	Identifies students whose learning could be enhanced by professional collaboration.	Identifies students whose learning could be enhanced by professional collaboration and provides a supporting rationale.	Identifies students whose learning could be enhanced through a variety of professional collaborations within and outside of school settings and provides a supporting rationale.	
	8.2 Designs a plan to enhance student learning that include all parties in the collaborative effort. InTASC 9,10; PGES Domains 1A, 1B, 1D **CEC: ISCI2 S15-Structure, direct, and support the activities of paraeducators, volunteers and tutors. IIC5 S13-Select and plan for integration of related services into the instructional program. ISCI5 S2-Involve the individual and family in setting instructional goals and monitoring progress. ISCI6 S3-Act ethically in advocating for appropriate services. ISCI7 S1-Maintain confidential communication about individuals with exceptionalities.**				
	Fails to designs plans to enhance student learning through professional collaboration.	Designs plans for enhancing student learning that include school-based personnel in the collaborative efforts.	Designs plans for enhancing student learning that include school-based personnel and parents/guardians in the collaborative efforts.	Designs plans for enhancing student learning that include school-based personnel, parents/guardians and outside agencies in the collaborative efforts.	
	8.3 Implements planned activities that enhance student learning and engage all parties. InTASC 9,10; PGES Domains 1A, 1B, 1D **CEC: ISCI5 S1-Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members. IIC5 S16-Design and implement instructional programs that address independent living and career education. IIC5 S17-Design and implement curriculum strategies for medical self-management procedures.**				
	Fails to implement plans to enhance student learning through professional collaboration.	Implements plans for enhancing student learning that include school-based personnel in the collaborative efforts.	Implements plans for enhancing student learning that include school-based personnel and parents/guardians in the collaborative efforts.	Implements plans for enhancing student learning that include school-based personnel, parents/guardians and outside agencies in the collaborative efforts.	

	8.4 Analyzes data to evaluate the outcomes of collaborative efforts. InTASC 9,10; PGES Domains 1A, 1B, 1D CEC: IIC5 S18-Design, implement, and evaluate instructional programs that enhance social participation across environments.				
	Fails to evaluate outcomes resulting from collaborative efforts.	Evaluates outcomes resulting from collaborative efforts.	Evaluates outcomes resulting from collaborative efforts and identifies next steps.	Evaluates both the collaborative process and outcomes and identifies next steps.	
	Holistic Assessment of KTS Standard 8				
	Fails to identify students whose learning could be enhanced by professional collaboration; fails to design, implement and/or evaluate the outcomes from the collaborative effort.	Identifies students whose learning could be enhanced by professional collaboration; designs, implements and evaluates the outcomes from the collaborative effort.	Identifies students whose learning could be enhanced by professional collaboration, which is supported by a rationale and includes school-based personnel and parents/guardians; designs, implements and evaluates the outcomes from the collaborative effort.	Identifies students whose learning could be enhanced by a variety of professional collaborations, which is supported by a rationale, and includes school-based personnel, parents/guardians and outside agencies; designs, implements and evaluates the outcomes from the collaborative effort and identifies next steps.	

COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

Source of Evidence: Lesson Plan-MSD-Summer 2015

Based on **Kentucky Teacher Internship Program (KTIP)** for use in the U of L Developmental Teacher Preparation (DTP) Model. This rubric will be used to assess Kentucky Teaching Standard #2: Designs and Plans Instruction. Each indicator is also mapped to the Teacher Professional Effectiveness System (TPGES) Components and the CCSSO InTASC Standards.

	Insufficient Evidence	Developing	Target	Exemplary	Comments/ Questions/ Suggestions
	2.1Develops significant objectives aligned with standards; InTASC 1,4; PGES Domains 1A, 1C **CEC:** ISCI3 K3-{Demonstrates knowledge of} National, state or provincial, and local curricula standards; ISCI3 S1-Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptionalities.				
	MSD: ☐Behavioral objectives contain all necessary components ☐Behavioral objectives are measurable ☐Behavioral objectives correspond to students' skill levels ☐Behavioral objectives align to with state standards				
Standard 2: Designs and Plans Instruction	Fails to develop measureable objectives that are aligned with standards and/or stated as student learning outcomes.	Develops objectives that are not consistently measureable, aligned to standards or stated as student learning outcomes.	Develops relevant and measureable objectives for different groups of students that are aligned with standards and stated as student learning outcomes.	Develops relevant and measureable objectives for individual and groups of students that are aligned with standards and stated as student learning outcomes.	
	2.2 Uses contextual data to design instruction relevant to students; InTASC 1, 2, 4, 5, 7; PGES Domains 1A 1B, 3E **CEC:** IIC5 S2-Use research-supported methods for academic and nonacademic instruction of individuals with exceptionalities.				
	MSD: ☐Plans a variety of research-based strategies within lessons				
	Fails to incorporate contextual data into instructional design and planning.	Identifies relevant contextual data; however, data are not consistently reflected in the instructional design and planning.	Incorporates relevant contextual and pre-assessment data into instructional design and planning.	Incorporates relevant contextual and pre-assessment data into instructional design and planning to meet school and district instructional goals.	
	2.3 Plans assessments to guide instruction and measure learning objectives; InTASC 1; PGES Domains 1C, 1F, 3D **5.1 Uses pre-assessments** Uses a variety of pre-assessments to establish baseline knowledge and skills for all students InTASC 6; PGES Domain 1F **CEC:** IIC4 S3-Select, adapt and modify assessments to accommodate the unique abilities and needs of individuals with exceptionalities.; ISCI4 S4-Develop or modify individualized assessment strategies.				
	MSD: ☐Uses pre-assessment data to guide instruction ☐Plans formative assessments to measure student progress throughout the lesson ☐Plans assessments to measure each student objective				
	Fails to develop assessment procedures that measure student outcomes.	Develops assessment procedures that measure student outcomes, but are not used consistently to guide instruction.	Develops assessment procedures to guide instruction and measure learning objectives.	Develops differentiated assessment procedures to guide instruction and measure learning objectives.	

Source of Evidence: Lesson Plan-MSD-Summer 2015

	2.4 Plans instructional strategies and activities that address learning objectives for all students; [UofL Standard 11.2] InTASC 1,4,5,7 PGES Domains 1C, 1E, 3C, 3E **CEC:** IIC5 S12-Plan and implement age- and ability-appropriate instruction for individuals with exceptionalities; ISCI5 S4-Use task analysis; IIC4S1 IIC5 S2-Use research-supported methods for academic and nonacademic instruction of individuals with exceptionalities				
	MSD: ☐Instructional focus corresponds to planned objectives ☐Shows a task analysis for chained tasks and/or specifies student responses for discrete tasks ☐All materials and activities are age- appropriate				
	Fails to plan instructional strategies and/or activities aligned with learning objectives.	Plans instructional strategies and activities aligned with learning objectives for groups of students.	Plans instructional strategies and activities aligned with learning objectives for groups of students.	Plans instructional strategies and activities aligned with learning objectives for individuals and groups of students.	
	2.5 Plans instructional strategies and activities that facilitate multiple levels of learning; InTASC 1, 4, 7; PGES Domains 1C, 1E, 3A, 3E **CEC:** ISCI5 S14-Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs.				
	MSD: ☐Plans a variety of procedures or tasks with difficulty levels based on student skill repertoire ☐Plans the use of instructive feedback and provides higher order questions to challenge students ☐Planned instructional activities target active student responding (e.g., activity does not rely on a full physical prompt)				
	Fails to plan instructional strategies and activities that require multiple levels of learning.	Plans instructional strategies and activities that require multiple levels of learning, but do not address higher order thinking.	Plans instructional strategies and activities that require multiple levels of learning, including higher order thinking.	Plans an instructional sequence that requires multiple levels of learning, including higher order thinking.	
	Holistic Assessment of KTS Standard 2				
	Fails to plan instructional strategies and assessment procedures aligned with standards that facilitate multiple levels of learning.	Plans instructional strategies and assessment procedures aligned with standards that facilitate multiple levels of learning.	Plans instructional strategies and assessment procedures aligned with standards that facilitate multiple levels of learning for different groups of students.	Plans instructional strategies and assessment procedures aligned with standards that facilitate multiple levels of learning for individuals and different groups of students.	

COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

Source of Evidence: Observation of Teaching-MSD-Summer 2015

Based on **Kentucky Teacher Internship Program (KTIP)** for use in the U of L Developmental Teacher Preparation (DTP) Model. This rubric will be used to assess Kentucky Teaching Standards #1, #3, #4, #5, and #6. Each indicator is also mapped to the Teacher Professional Effectiveness System (TPGES) Components and the CCSSO InTASC Standards.

	Insufficient Evidence	Developing	Target	Exemplary	Comments/ Questions/ Suggestions
Standard 1: Demonstrates Applied Content Knowledge	**1.1 Communicates concepts, processes and knowledge;** InTASC 1,4,5,7; PGES Domains 1C, 1F, 3A **CEC: ISCI3 K1 {Demonstrates knowledge of}Scope and sequences of general and special curricula; ISCI 6 S9-Use verbal, nonverbal, and written language effectively.** **MSD:** ☐Describes concepts using language appropriate for students' receptive skill repertoire ☐Presents accurate instructional content to learners				
	Fails to communicate relevant key concepts, processes, or knowledge of the discipline and uses limited, inaccurate or inappropriate vocabulary.	Communicates key concepts, processes and knowledge of the discipline and uses adequate (some errors are observed) vocabulary, but is not accessible by all students.	Communicates relevant key concepts, processes, knowledge of the discipline and demonstrates an accurate understanding of the content; uses clear, correct, and appropriate vocabulary for all students.	Communicates relevant key concepts, processes and knowledge of the discipline and demonstrates a deep, broad, significant, and accurate understanding and knowledge of the content; uses precise, clear, correct, and appropriate vocabulary for all students.	
	1.2 Connects content to life experiences of students; [UofL Standard 11.2]; InTASC 1, 2, 3, 4, 5, 6,7; PGES Domains 1A, 1B, 2A, 2B, 3A, 3E CEC: ISCI 5 S20-Use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptionalities whose primary language is not the dominant language; ISCI 5 S16 -Use strategies to facilitate maintenance and generalization of skills across learning environments. **MSD:** ☐Ensures all students can respond during instruction (Prepared AAC, PECS) ☐Instructional content is appropriate for student current skill repertoire. ☐Demonstrates the use of strategies to promote generalization				
	Fails to connect content, procedures, and activities to relevant life experiences of students.	Connects content, procedures, and activities to relevant life experiences of students.	Connects content, procedures, and activities to relevant life experiences of students and previously learned content.	Connects content, procedures, and activities to relevant life experiences of students and previously learned content across disciplines.	
	1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning; InTASC 1, 3, 4, 5, 6,7; PGES Domains 1A, 1E, 3A, 3C, 3D, 3E CEC: IIC5 S2-Use research-supported methods for academic and nonacademic instruction of individuals with exceptionalities; **MSD:** ☐Accurately uses systematic instructional procedures (simultaneous prompting, constant time delay, system of least prompts)				
	Fails to use instructional strategies that contribute to student learning.	Uses limited instructional strategies that are appropriate for the content of the lesson and that contribute to student learning.	Uses varied instructional strategies that are appropriate for the content of the lesson that contribute to student learning.	Uses a breadth of instructional strategies across disciplines/in novel settings that are clearly appropriate for the content of the lesson that contribute to student learning.	
	1.4 Guides students to understand content from various perspectives; InTASC 4, 5; PGES Domains 1A, 3A, 3E CEC: ISCI1 K5-{Demonstrates knowledge of} Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction. ☐Content, resources, and strategies respond to cultural, linguistic, and gender differences				
	Fails to provide opportunities and guidance for students to consider lesson content from different perspectives, or perspectives that extend students' understanding.	Provides an opportunity and guidance for students to consider lesson content from a different perspective in order to extend their understanding.	Provides multiple opportunities and guidance for students to consider lesson content from different perspectives in order to extend their understanding.	Provides multiple opportunities and guidance for students to consider lesson content from many types of perspectives (diverse, multicultural, and global) in order to extend their understanding.	

Source of Evidence: Observation of Teaching-MSD-Summer 2015

	1.5 Identifies and addresses students' misconceptions of content; InTASC 5, 6; PGES Domains 1F, 3A CEC: IIC5 S8-Teach individuals with exceptionalities to monitor for errors in oral and written language.				
	Inconsistently identifies student misconceptions related to content.	Identifies student misconceptions related to content but inconsistently addresses them during planning/instruction.	Accurately identifies student misconceptions related to content and adequately addresses them during planning/instruction.	Demonstrates advanced ability to logically and accurately identify potential and realized (infer) misconceptions related to lesson content and to significantly address them in planning and delivery of instruction.	
	Holistic Assessment of KTS Standard 1				
	Fails to demonstrate adequate content knowledge or the ability to apply content knowledge to sufficiently support the development of student knowledge.	Demonstrates limited content knowledge and the ability to apply it toward developing student knowledge.	Demonstrates current and sufficient content knowledge and the ability to apply it toward developing student knowledge.	Demonstrates extensive breadth and depth of content knowledge and excels in its application toward the development of student knowledge.	

Source of Evidence: Observation of Teaching-MSD-Summer 2015

	Insufficient	Developing	Target	Exemplary	Comments/ Questions/ Suggestions
Standard 3: Creates and Maintains Learning Climate	**3.1 Communicates high expectations;** InTASC 3, 6; PGES Domains 1F, 2A, 2B CEC: ISCI5 S5-Sequence, implement, and evaluate individualized learning objectives.				
	MSD: ☐Generally presents tasks that are at appropriate level of difficulty for all students ☐Previews upcoming events for students				
	Fails to set behavioral and learning expectations or does not communicate confidence in students' ability to meet expectations.	Sets behavioral or learning expectations; inconsistently communicates confidence in students' ability to meet those expectations.	Sets behavioral and learning expectations for students and communicates confidence in their ability to meet those expectations.	Sets behavioral and learning expectations for groups and identifies individual students and communicates confidence in students' ability to meet those expectations.	
	3.2 Establishes a positive learning environment; InTASC 1, 3,5,8; PGES Domains 2A, 2B, 2C, 3A, 3B, 3C CEC: ISCI6 K2-{Demonstrates knowledge of} Laws, policies, and ethical principles regarding behavior management planning and implementation. ISCI5 S3-Use functional assessments to develop intervention plans. ISCI2 S1-Create a safe, equitable, positive and supportive learning environment in which diversities are valued. ISCI2 S10-Use effective and varied behavior management strategies. IIC5 S4-Use a variety of non-aversive techniques to control targeted behavior and maintain attention of individuals with exceptionalities. ISCI5 S17-Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem. **MSD for 3.2, 3.4, 3.5:** ☐Generally delivers more praise than reprimands or directives ☐Reviews behavior expectations at the onset of the lesson (presented in a format that is accessible for ***all*** students) ☐Positioned to supervise all students in the classroom ☐Responses to problem behavior appear to address function ☐Refrains from using punitive techniques (e.g., reprimands, time out, response cost) outside of the context of a formal Behavior Intervention Plan ☐Refrains from using sarcasm, insults, and talking about students in their presence				
	Fails to establish a positive learning environment for students.	Candidate requires further development in creating a positive learning environment for students.	Establishes a positive learning environment for students.	Incorporates relevant strategies to create a positive learning environment for students.	
	3.4 Fosters mutual respect between teacher and students and among students. InTASC 3, 8; PGES Domains 2A, 2B, 2C, 2D, 3B CEC: ISCI5 S12-Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions. IIC5 S18-Design, implement, and evaluate instructional programs that enhance social participation across environments. ISCI2 S13-Organize, develop, and sustain learning environments that support positive intra-cultural and intercultural experiences.				
	Fails to promote a view of mutual respect between teacher and students and among students.	Makes some effort to promote a view of mutual respect between teacher and students and among students.	Promotes a view of mutual respect between teacher and students and among students.	Clearly promotes a broad view of mutual respect between teacher and students and among students.	
	3.5 Provides a safe environment for learning; InTASC 3, 8; PGES Domains 2A, 2B, 2C, 2D, 3B CEC: IIC2 S6- Design learning environments that are multisensory and that facilitate active participation self-advocacy, and independence of individuals with exceptionalities in a variety of group and individual learning activities.				
	Fails to create an environment that is emotionally and/or physically safe for all students.	Creates an environment that is safe for all students to learn, but with inconsistent implementation.	Provides an environment that is both emotionally and physically safe for all students.	Purposefully and intentionally creates an environment that is both emotionally and physically safe for individuals and different groups of students.	

Source of Evidence: Observation of Teaching-MSD-Summer 2015

	3.3 Values and supports student diversity and addresses individual needs; [UofL Standard 11.8] InTASC 1, 2, 3, 4, 7, 8; PGES Domains 1B, 1C, 1E, 2A, 2B, 3B, 3C CEC: IIC1 K2 {Demonstrates knowledge of} Impact of sensory impairments, physical and health exceptionalities on individuals, families and society; IIC1 K2-{Demonstrates knowledge of}Etiologies and medical aspects of conditions affecting individuals with exceptionalities; ISCI5 S6-Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.				
	MSD: ☐Appropriate accommodations are made for students with sensory impairments				
	Fails to demonstrate support for student diversity and does not address individual student needs.	Provides some demonstration of value and support for student diversity by attempting to address individual student needs.	Provides value and support for student diversity by addressing individual needs.	Provides significant value and support for student diversity by purposefully addressing individual needs.	
	Holistic Assessment of KTS Standard 3				
	The teacher candidate fails to create a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and/or integrate knowledge.	The teacher candidate creates a learning climate that does most of the following: supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	The teacher candidate creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	The teacher candidate demonstrates advanced ability to create a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	

Source of Evidence: Observation of Teaching-MSD-Summer 2015

	Insufficient Evidence	Developing	Target	Exemplary	Comments/ Questions/ Suggestions
Standard 4: Implements and Manages Instruction	**4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students; [UofL Standard 11.1]** InTASC 1, 4,5,7, 8 PGES Domains 1C, 1E, 2B, 3A, 3B, 3C, 3E CEC: ISCI 5 S19-Use strategies to support and enhance communication skills of individuals with exceptionalities. IIC5 S2-Use research-supported methods for academic and nonacademic instruction of individuals with exceptionalities				
	MSD: ☐All students have a functional communication system ☐Teacher uses prompts to promote successful communicative/instructional interactions ☐Uses active responding strategies and or small group instruction to ensure frequent OTR ☐Uses accurate prompting methods				
	Fails to use a range of instructional strategies that align with learning objectives and actively engage students.	Uses instructional strategies that have some alignment to learning objectives and engages students in an activity.	Uses a range of instructional strategies that both align with learning objectives and actively engage students.	Efficiently uses a broad range of relevant and purposeful instructional strategies that both align with learning objectives and actively engage students.	
	4.2 Implements instruction based on diverse student needs and assessment data; [UofL Standard 11.2] InTASC 1, 2, 4,7; PGES Domains 1B, 1C, 1E, 3E CEC: ISCI5 S11--Make responsive adjustments to instruction based on continual observations. ISCI5 S21--Modify instructional practices in response to ongoing assessment data.				
	MSD: ☐Teacher uses appropriate reinforcement schedules based on student performance ☐Teacher adjusts instruction based on student performance (antecedents, prompts, feedback) ☐Teacher differentiates through content/process/ product				
	Fails to implement instruction based on diverse student needs and assessment data.	Implements instruction; however, it is based on inconsistent, incomplete and/or incorrect evidence of diverse student needs and assessment data.	Implements instruction based on diverse student needs and assessment data.	Clearly and purposefully implements instruction based on diverse student needs and assessment data.	
	4.3 Uses time effectively; InTASC 5; PGES Domains 1D, 2C, 3A CEC: ISCI5 K1-{Demonstrates knowledge of} Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service. IIC2 S3-Structure the educational environment to provide optimal learning opportunities for individuals with exceptionalities.				
	MSD: ☐Pace results in multiple OTR for all students and decreased opportunities for students to engage in problem behavior ☐Students do not sit for extended periods of time without instruction (all students are active participants in the instructional process) ☐Provides lesson closure				
	Fails to implement strategies to manage time.	Implements some strategies to manage time.	Effectively implements strategies to manage time.	Effectively implements strategies to manage time across the instructional day.	
	4.4 Uses space and materials effectively; PGES Domains 1D, 2C, 2E CEC: IIC5 S3-Use appropriate adaptations and technology for all individuals with exceptionalities; IIC2 S7-Use techniques of physical positioning and management of individuals with exceptionalities to ensure participation in academic and social environments; IIC2K3- {Make} adaptation of the physical environment to provide optimal learning opportunities for individuals with exceptionalities				
	MSD: ☐Minimal time is spent in material preparation and explaining directions to paraprofessionals ☐Materials and environments are structured in a way that promotes student independence				
	Ineffective use of space and materials that interferes with instructional efficiently.	Uses space and materials inconsistently.	Uses space and materials effectively.	Uses space and materials effectively and consistently.	

Source of Evidence: Observation of Teaching-MSD-Summer 2015

	4.5 Implements and manages instruction in ways that facilitate higher order thinking; InTASC 1,4, 5, 7, 8; PGES Domains 1C, 1E, 2B, 3A, 3B CEC: IIC5 S6-Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval; ISCI5 S14-Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs; ISCI 2 S8--Teach self-advocacy; ISCI2 S9-Create an environment that encourages self-advocacy and increased independence.				
	MSD: ☐Models correct responses/products for student to use as comparisons ☐Implements a variety of procedures or tasks with difficulty levels based on student skill repertoire ☐Uses instructive feedback to allow for students to elaborate on given responses				
	Fails to implement instructional strategies that target or facilitate higher order thinking.	Implements instructional strategies that target but may not facilitate higher order thinking.	Implements instructional strategies that facilitate higher order thinking.	Implements a variety of instructional strategies that facilitate higher order thinking across disciplines.	
	Holistic Assessment of KTS Standard 4				
	Candidate fails to demonstrate the ability to implement instructional strategies that facilitate higher-order thinking skills, and ineffectively manages time, space, and materials.	Candidate demonstrates ability to implement instructional strategies that facilitates higher-order thinking skills, while effectively managing time, space, and materials.	Candidate demonstrates ability to differentiate instructional strategies (based on diverse student needs and assessment data) that facilitates higher-order thinking skills, while effectively managing time, space, and materials.	Candidate demonstrates advanced ability to differentiate instructional strategies (based on diverse student needs and assessment data) that facilitates higher-order thinking skills, while effectively managing time, space, and materials.	

Source of Evidence: Observation of Teaching-MSD-Summer 2015

	Insufficient Evidence	Developing	Target	Exemplary	Comments/Questions /Suggestions
	5.1 Uses pre-assessments; InTASC 6; PGES Domain 1F See Source of Observation: Lesson Plan				
Standard 5: Assesses and Communicates Learning Results	Fails to conduct pre-assessments.	Conducts pre-assessments however assessments do not align with instructional objectives.	Conducts pre-assessments aligned with instructional objectives to establish baseline levels of performance and prior knowledge.	Conducts a variety of pre-assessments aligned with instructional objectives to establish baseline levels of performance and prior knowledge for all students.	
	5.2 Uses formative assessments; InTASC 6; PGES Domains 1F, 3D CEC: ISCI5 S11-Make responsive adjustments to instruction based on continual observations. ISCI5 S21- Modify instructional practices in response to ongoing assessment data. ISCI4 S8-Evaluate instruction and monitor progress of individuals with exceptionalities				
	Fails to use formative assessments to determine student progress or to guide instruction.	Uses formative assessments aligned to instructional objectives to determine student progress but not to guide instruction.	Uses formative assessments aligned to instructional objectives to determine student's progress and guide instruction.	Uses a variety of formative assessments aligned to instructional objectives to determine each student's progress and guide instruction.	
	5.3 Uses summative assessments; InTASC 6; PGES Domain 1F CEC: ISCI4 S2-Administer nonbiased formal and informal assessments. ISCI4 S4-Develop or modify individualized assessment strategies.				
	Fails to consider summative assessments aligned to instructional objectives.	Uses summative assessments partially aligned to instructional objectives.	Uses summative assessments aligned to instructional objectives to determine student achievement to guide future instruction.	Uses a variety of summative assessments aligned to instructional objectives to determine each student's achievement and guide future instruction.	
	MSD for 5.2 and 5.3: ☐Check for understanding of content ☐Adjust instruction based on student responses ☐Collects data on student performance				
	5.4 Describes, analyzes, and evaluates student performance data; InTASC 1, 2, 6, 7; PGES Domains 1B, 1F, 3D See Source of Observation: Post Observation Reflection CEC: ISCI2S6-Use performance data and information from all stakeholders to make or suggest modifications in learning environments. IIC5 S7-Use responses and errors to guide instructional decisions and provide feedback to learners.				
	Fails to describe student performance or provide analysis of data.	Describes students' general performance but provides limited analysis of data.	Describes, analyzes, and evaluates student performance data from multiple sources to inform instructional practice.	Describes, analyzes, and evaluates student performance data from multiple sources and uses data patterns to inform instructional practice.	
	5.5 Communicates learning results to students and parents; InTASC 1, 4, 5, 6, 7, 8; PGES Domains 1E, 1F, 3B, 3C See Source of Observation: Post Observation Reflection CEC: ISCI5 S2-Involve the individual and family in setting instructional goals and monitoring progress. IIC4 S1-Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with exceptionalities. ISCI4 S7-Report assessment results to all stakeholders using effective communication skills.				
	Fails to communicate learning results with students in a timely manner.	Communicates learning results to students and parents in a timely manner.	Communicates learning results to students and parents in a timely manner.	Communicates learning results to students and parents in a timely manner and recommends future actions.	

Source of Evidence: Observation of Teaching-MSD-Summer 2015

	5.6 Allows opportunity for student self-assessment; InTASC 6, 7; PGES Domains 1F, 3D, 4C CEC: IIC2 S5-Teach individuals with exceptionalities to give and receive meaningful feedback from peers and adults; ISCI5 S23-Involve the individual and family in setting instructional goals and monitoring progress; ISCI5 S14-Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs.				
	MSD: ☐Provides opportunities for students evaluate their own performance ☐Uses visual schedules/or token systems to promote student self assessment of progress through tasks or toward reinforcement				
	Fails to provide limited opportunities for students to engage in self-assessment.	Provides limited opportunities for students to engage in self-assessment.	Provides opportunities for students to engage in formative self-assessment of learning.	Provides ongoing opportunities for students to engage in formative self-assessment of learning in order to identify the strengths and areas for growth.	
	Holistic Assessment of KTS Standard 5				
	Candidate fails to implement assessments (pre-self, formative, and/or summative) pre-aligned to instructional objectives and and/or does not use the student performance data to communicate results and inform instruction.	Candidate implements assessments (pre-self, formative, and/or summative) that may be pre-aligned to instructional objectives and may use the student performance data to communicate results and inform instruction.	Candidate demonstrates ability to implement a variety of assessments (pre-self, formative, summative) pre-aligned to instructional objectives and uses the student performance data to communicate results and inform instruction.	Candidate demonstrates advanced ability to implement a variety of assessments (self, formative, summative) pre-aligned to instructional objectives and uses the student performance data to communicate results and inform instruction.	

Standard 6: Demonstrates the Implementation of Technology	**Insufficient Evidence**	**Developing**	**Target**	**Exemplary**	**Comments/Questions /Suggestions**
	6.1 Uses available technology to design and plan instruction. CEC: IIC4 S4-Develop and use a technology plan based on adaptive technology assessment. IIC7 S1-Participate in the selection and implementation of augmentative or alternative communication systems. IIC5 S10-Plan instruction on the use of alternative and augmentative communication systems.				
	MSD: ☐Identifies appropriate technology needed for all students to actively participate in the lesson				
	Fails to use appropriate technological resources to design and plan instruction.	Uses appropriate technological resources to design and plan instruction.	Uses appropriate technological resources to design and plan instruction for all students.	Uses multiple, appropriate technological resources to efficiently design and plan instruction for all students.	
	6.2 Uses available technology to implement instruction that facilitates student learning. : InTASC 1,4, 7; PGES Domains 1E, 2E CEC: IIC1 K10-{Demonstrates knowledge of} Communication and social interaction alternatives for individuals who are nonspeaking. IIC2 S2--Use and maintain assistive technologies.				
	MSD: ☐Technology is used to enhance instruction (more than just a preferred activity or reinforcer)				
	Fails to use appropriate technological resources to implement instruction.	Uses appropriate technological resources to implement instruction.	Uses appropriate technological resources to implement effective instruction for all students.	Uses multiple, appropriate technological resources to implement effective instruction for all students.	
	6.3 Integrates student use of available technology into instruction. CEC: ISCI5 S7-Incorporate and implement instructional and assistive technology into the educational program.				
	MSD: ☐Students are able to access technology (adapted mouse, para-support)				
	Fails to integrate student use of available technology into instruction.	Integrates student use of technology into instruction to meet learning outcomes.	Integrates student use of technology into instruction to meet learning outcomes and diverse student needs.	Integrates varied and authentic opportunities for student use of technology into instruction to meet learning outcomes and diverse student needs.	

Source of Evidence: Observation of Teaching-MSD-Summer 2015

	6.4 Uses available technology to assess and communicate student learning. **CEC: no separate standards**				
	MSD: ☐Ensures all students can respond during assessment (prepared AAC, PECS, etc.)				
	Fails to use technology for assessment and/or communication of learning results.	Uses available technology for assessment and the communication of student learning results.	Uses available technology to facilitate assessment, manage assessment data and communicate results to students.	Uses available technology to facilitate assessment, manage assessment data and communicate results to students and other stakeholders.	
	6.5 Demonstrates ethical and legal use of technology. **CEC: no separate standards**				
	Fails to demonstrate ethical and/or legal use of technology.	Demonstrates ethical and legal use of technology to maintain a safe and equitable classroom.	Demonstrates ethical and legal use of technology to maintain a safe and equitable classroom and promotes student ethical and legal use of technology.	Demonstrates ethical and legal use of technology to maintain a safe and equitable classroom and explicitly instructs students on ethical and legal use of technology.	
	Holistic Assessment of KTS Standard 6				
	Fails to demonstrate ethical and effective use of technology to plan and implement instruction to meet learning outcomes. Fails to demonstrate effective use of technology to manage student information and communicate with stakeholders.	Demonstrates ethical and effective use of technology to plan and implement instruction to meet learning outcomes. Demonstrates effective use of technology to manage student information and communicate with stakeholders.	Demonstrates ethical and effective use of technology to plan and implement instruction, which includes appropriate student use of available technology, to meet learning outcomes. Demonstrates effective use of technology to manage student information and communicate with stakeholders.	Demonstrates ethical and effective use of technology to plan and implement instructions, which includes student use of available technology, to meet learning outcomes through authentic learning experiences. Demonstrates effective use of multiple/varied technologies to manage student information and communicate with stakeholders.	

COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

Source of Evidence: Post-Lesson Reflection-MSD-Summer 2015

Based on **Kentucky Teacher Internship Program (KTIP)** for use in the U of L Developmental Teacher Preparation (DTP) Model. This rubric will be used to assess Kentucky Teaching Standard #7:Reflects and Evaluates Teaching and Learning. Each indicator is also mapped to the Teacher Professional Effectiveness System (TPGES) Components and the CCSSO InTASC Standards.

	Insufficient Evidence	Developing	Target	Exemplary	Comments/Questions /Suggestions
Standard 7: Reflects and Evaluates Teaching and Learning	**7.1 Uses data to reflect on and evaluate student learning;** InTASC 6,9; PGES Domains 1F, 4A CEC: ISCI5 S11-Make responsive adjustments to instruction based on continual observations. ISCI5 S21-Evaluate and modify instructional practices in response to ongoing assessment data. ISCI4 S5-Interpret information from formal and informal assessments.				
	MSD: □ State to what extent the students understood the procedures, concepts, and/or skills prior to the lesson □ Presents graphed/recorded data on student objectives □Accurately reflects students' progress based on data (compares pre- and post-test data) □ Uses evidence to determine next-step plans for instruction				
	Fails to reflect upon student learning.	Reflects upon and evaluates student learning.	Reflects upon and evaluates student learning citing relevant and accurate student performance data.	Reflects upon and evaluates student learning citing relevant and accurate student performance data. Proposes changes based on student outcomes.	
	7.2 Uses data to reflect on and evaluate instructional practice; InTASC 6,9; PGES Domains 1F, 4A CEC: ISCI4 S8-Evaluate instruction and monitor progress of individuals with exceptional learning needs.				
	MSD: □Described how the lesson tasks, activities, and/or discussion supported the lesson objectives □ Identified effective and ineffective instructional strategies □ Student reflects on fidelity of implementation □Identifies effective and ineffective classroom management strategies □Explains how instructional decisions have been made based on student data □ Details the specifics of what would be changed if the lesson was taught again □ Identifies evidence-based practices that will be used with the students in future lessons				
	Fails to accurately reflect upon instructional practice.	Reflects accurately upon instructional practice.	Reflects upon and evaluates instructional practice, citing relevant and accurate student and teacher performance data.	Reflects upon and evaluates instructional practice, citing relevant and accurate student and teacher performance data. Proposes instructional change.	

Source of Evidence: Post-Lesson Reflection-MSD-Summer 2015

	7.3 Uses data to reflect on and identify areas for professional growth; InTASC 6,9; PGES Domains 1F, 4A CEC: ISCI6 S9-Conduct self-evaluation of instruction; ISCI6 S11-Reflect on one's practice to improve instruction and guide professional growth.				
	Fails to use data to identify areas for professional growth and incorporate observer feedback.	Uses data to identify general areas for professional growth and considers observer feedback.	Uses relevant and accurate data to identify areas for professional growth, incorporating observer feedback.	Uses relevant and accurate data outlining a step-wise trajectory of professional growth, including observer feedback.	
	Holistic Assessment of KTS Standard 7				
	Fails to reflect upon and evaluate instructional practice, cite relevant data and/or identify areas for growth.	Reflects upon and evaluates instructional practice, citing data. Identifies areas for growth.	Reflects upon and evaluates instructional practice, citing relevant and accurate student and teacher performance data. Proposes instructional change.	Reflects upon and evaluates instructional practice, citing relevant and accurate student and teacher performance data. Proposes a logical plan for step-wise instructional change.	

INTERDISCIPLINARY EARLY CHILDHOOD EDUCATION (IECE)
PROGRAM ASSESSMENTS TEMPLATES AND RUBRICS

U of L Kentucky Teacher Standard (KTS) Rubrics

2015: Source of Evidence: Context-IECE- 121
KTS Rubric Standard 8 and IECE Standard 6, *Collaborates with Colleagues/Parent/Others*

2015: Source of Evidence: Lesson Plan-IECE- 123
KTS Rubric Standard 2 and IECE Standard 1, *Designs and Plans Instruction*

2015: Source of Evidence: Observation of Teaching-IECE-KTS Rubric Standards
1, 3, 4 and 5 and IECE Standards 2, 3 and 4 124

- *Demonstrates Applied Content Knowledge;*
- *Creates and Maintains Learning Climate;*
- *Implements and Manages Instruction;*
- *Assesses and Communicates Learning Results*

2015: Source of Evidence: Post-Lesson Reflection-IECE- 129
KTS Rubric Standard 7 and IECE Standard 5: *Reflects and Evaluates Teaching and Learning*

COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

Source of Evidence: Context (IECE)

(Summer 2015)

Based on **Kentucky Teacher Internship Program (KTIP)** for use in the U of L Developmental Teacher Preparation (DTP) Model. This rubric will be used to assess Kentucky Teaching Standard #8 and IECE Kentucky Teaching Standard #6: Collaborates with Colleagues/Parents/Others. Each indicator is also mapped to the Teacher Professional Effectiveness System (PGES) Components and the CCSSO InTASC Standards

	Insufficient Evidence	Developing	Target	Exemplary	Comments/Questions /Suggestions
	8.1 Identifies students whose learning could be enhanced by collaboration. InTASC 9,10; PGES Domains 1A, 1B, 1D **IECE 6.3 Consults and collaborates with team members to promote the child's development, share information, make decisions, implement, and evaluate program plans for the child**				
Standard 8: Collaborates with Colleagues/Parents/Others	Fails to identify students whose learning could be enhanced by professional collaboration.	Identifies students whose learning could be enhanced by professional collaboration.	Identifies students whose learning could be enhanced by professional collaboration and provides a supporting rationale.	Identifies students whose learning could be enhanced through a variety of professional collaborations within and outside of school settings and provides a supporting rationale.	
	8.2 Designs a plan to enhance student learning that include all parties in the collaborative effort. InTASC 9,10; PGES Domains 1A, 1B, 1D **IECE 6.1 Participates as an effective team member and demonstrates appropriate interpersonal skills to support collaboration in early childhood settings** **IECE 6.2 Seeks and encourages the participation of families as partners in promoting the child's development, sharing information, making decisions, and implementing and evaluating program plans for the child** **IECE 6.3 Consults and collaborates with team members to promote the child's development, share information, make decisions, implement, and evaluate program plans for the child** **KY-IECE.1.6: Incorporates family strengths and resources, priorities, and concerns to plan experiences and instruction (e.g., lesson plans, IFSPs, IEPs, and transition plans)**				
	Fails to designs plans to enhance student learning through professional collaboration.	Designs plans for enhancing student learning that include school-based personnel in the collaborative efforts.	Designs plans for enhancing student learning that include school-based personnel and parents/guardians in the collaborative efforts.	Designs plans for enhancing student learning that include school-based personnel, parents/guardians and outside agencies in the collaborative efforts.	
	8.3 Implements planned activities that enhance student learning and engage all parties. InTASC 9,10; PGES Domains 1A, 1B, 1D **IECE 6.1 Participates as an effective team member and demonstrates appropriate interpersonal skills to support collaboration in early childhood settings** **IECE 6.2 Seeks and encourages the participation of families as partners in promoting the child's development, sharing information, making decisions, and implementing and evaluating program plans for the child** **IECE 6.3 Consults and collaborates with team members to promote the child's development, share information, make decisions, implement, and evaluate program plans for the child**				
	Fails to implement plans to enhance student learning through professional collaboration.	Implements plans for enhancing student learning that include school-based personnel in the collaborative efforts.	Implements plans for enhancing student learning that include school-based personnel and parents/guardians in the collaborative efforts.	Implements plans for enhancing student learning that include school-based personnel, parents/guardians and outside agencies in the collaborative efforts.	
	8.4 Analyzes data to evaluate the outcomes of collaborative efforts. InTASC 9,10; PGES Domains 1A, 1B, 1D **IECE 6.4 Seeks advice and collaborates with community members and agencies to provide resources, promote child development, and increase learning in early childhood settings** **IECE 6.5 Articulates the individual outcomes and unique needs for each child to assistants, staff, and volunteers**				
	Fails to evaluate outcomes resulting from collaborative efforts.	Evaluates outcomes resulting from collaborative efforts.	Evaluates outcomes resulting from collaborative efforts and identifies next steps.	Evaluates both the collaborative process and outcomes and identifies next steps.	

	Insufficient Evidence	Developing	Target	Exemplary	Comments/Questions /Suggestions
	IECE 6.6 Provides ongoing constructive feedback to team members about professional practices				
	Fails to provide ongoing constructive feedback to team members about professional practices	**Inconsistently provides constructive feedback to team members about professional practices**	**Provides ongoing constructive feedback to team members about professional practices**	**Effectively and consistently provides ongoing constructive feedback to team members about professional practices**	
	IECE 6.7 Collaborates with families and other team members to support successful transition to next setting				
	Fails to collaborate with families and other team members to support successful transition to next setting	**Inconsistently collaborates with families and other team members to support successful transition to next setting**	**Collaborates with families and other team members to support successful transition to next setting**	**Consistently and effectively collaborates with families and other team members to support successful transition to next setting**	
	Holistic Assessment of KTS Standard 8/IECE Standard 6 , IECE 1.6				
	Fails to identify students whose learning could be enhanced by professional collaboration; fails to design, implement and/or evaluate the outcomes from the collaborative effort.	Identifies students whose learning could be enhanced by professional collaboration; designs, implements and evaluates the outcomes from the collaborative effort.	Identifies students whose learning could be enhanced by professional collaboration, which is supported by a rationale and includes school-based personnel and parents/guardians; designs, implements and evaluates the outcomes from the collaborative effort.	Identifies students whose learning could be enhanced by a variety of professional collaborations, which is supported by a rationale, and includes school-based personnel, parents/guardians and outside agencies; designs, implements and evaluates the outcomes from the collaborative effort and identifies next steps.	

COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

Source of Evidence: Lesson Plan (IECE)

(Summer 2015)

Based on **Kentucky Teacher Internship Program (KTIP)** for use in the U of L Developmental Teacher Preparation (DTP) Model. This rubric will be used to assess Kentucky Teaching Standard #2 and IECE Kentucky Teaching Standard #1: Designs and Plans Instruction. Each indicator is also mapped to the Teacher Professional Effectiveness System (PGES) Components and the CCSSO InTASC Standards.

	Insufficient Evidence	Developing	Target	Exemplary	Comments/Questions /Suggestions
	2.1Develops significant objectives aligned with standards; InTASC 1,4; PGES Domains 1A, 1C IECE 1.1 **Designs developmentally appropriate, comprehensive curriculum and instruction aligned with Kentucky Learner Goals**				
Standard 2: Designs and Plans Instruction	Fails to develop measureable objectives that are aligned with standards and/or stated as student learning outcomes	Develops objectives that are not consistently measureable, aligned to standards or stated as student learning outcomes.	Develops relevant and measureable objectives for different groups of students that are aligned with standards and stated as student learning outcomes	Develops relevant and measureable objectives for individual and groups of students that are aligned with standards and stated as student learning outcomes	
	2.2 Uses contextual data to design instruction relevant to students; InTASC 1, 2, 4, 5, 7; PGES Domains 1A 1B, 3E IECE 1.2 **Selects developmentally and individually appropriate strategies and resources to provide activity-based learning experiences**				
	Fails to incorporate contextual data into instructional design and planning	Identifies relevant contextual data; however, data are not consistently reflected in the instructional design and planning	Incorporates relevant contextual and pre-assessment data into instructional design and planning.	Incorporates relevant contextual and pre-assessment data into instructional design and planning to meet school and district instructional goals	.
	2.3 Plans assessments to guide instruction and measure learning objectives; InTASC 1; PGES Domains 1C, 1F, 3D IECE 1.2 **Selects developmentally and individually appropriate strategies and resources to provide activity-based learning experiences**				
	Fails to develop assessment procedures that measure student outcomes.	Develops assessment procedures that measure student outcomes, but are not used consistently to guide instruction.	Develops assessment procedures to guide instruction and measure learning objectives.	Develops differentiated assessment procedures to guide instruction and measure learning objectives.	
	2.4 Plans instructional strategies and activities that address learning objectives for all students; [UofL Standard 11.2] InTASC 1,4,5,7 PGES Domains 1C, 1E, 3C, 3E IECE 1.3 **Adapts and individualizes curriculum and instruction plans for all children, including those with special needs and disabilities**				
	Fails to plan instructional strategies and/or activities aligned with learning objectives.	Plans instructional strategies and activities aligned with learning objectives.	Plans instructional strategies and activities aligned with learning objectives for groups of students	Plans instructional strategies and activities aligned with learning objectives for individuals and groups of students. .	
	2.5 Plans instructional strategies and activities that facilitate multiple levels of learning; InTASC 1, 4, 7; PGES Domains 1C, 1E, 3A, 3E IECE 1.5 **Incorporates knowledge of multiple disciplines and strategies from team members**				
	Fails to plan instructional strategies and activities that require multiple levels of learning.	Plans instructional strategies and activities that require multiple levels of learning, but do not address higher order thinking.	Plans instructional strategies and activities that require multiple levels of learning, including higher order thinking.	Plans an instructional sequence that requires multiple levels of learning, including higher order thinking.	
	KY-IECE 1.4 Plans for the effective involvement of team members including assistants, staff, and volunteers across learning environments.				
	Fails to plan involvement of team members including assistants, staff, and volunteers across learning environments	Plans for some involvement of team members including assistants, staff, and volunteers across learning environments	Plans for the effective involvement of team members including assistants and/or staff and/or volunteers across learning environments.	Plans for the effective involvement of team members including assistants, staff, **and** volunteers across learning environments	
	Holistic Assessment of KTS Standard 2/IECE Standard 1				
	Fails to plan instructional strategies and assessment procedures aligned with standards that facilitate multiple levels of learning.	Plans instructional strategies and assessment procedures aligned with standards that facilitate multiple levels of learning.	Plans instructional strategies and assessment procedures aligned with standards that facilitate multiple levels of learning for different groups of students	Plans instructional strategies and assessment procedures aligned with standards that facilitate multiple levels of learning for individuals and different groups of students	

COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

Source of Evidence: Observation of Teaching (IECE)

(Summer 2015)

Based on **Kentucky Teacher Internship Program (KTIP)** for use in the U of L Developmental Teacher Preparation (DTP) Model. This rubric will be used to assess Kentucky Teaching Standards #1#3, #4, and #5 and IECE Kentucky Teaching Standards #2, #3, #4. (There is no corresponding IECE Standard for Content Knowledge. It is embedded in each IECE Standard.) Each indicator is also mapped to the Teacher Professional Effectiveness System (TPGES) Components and the CCSSO InTASC Standards

	Insufficient Evidence	Developing	Target	Exemplary	Comments/Questions /Suggestions
	1.1Communicates concepts, processes and knowledge; InTASC 1,4,5,7; TPGES Domains 1C, 1F, 3A				
Standard 1: Demonstrates Applied Content Knowledge	Fails to communicate relevant key concepts, processes, or knowledge of the discipline and uses limited, inaccurate or inappropriate vocabulary.	Communicates key concepts, processes and knowledge of the discipline and uses adequate (some errors are observed) vocabulary, but is not accessible by all students.	Communicates relevant key concepts, processes, knowledge of the discipline and demonstrates an accurate understanding of the content; uses clear, correct, and appropriate vocabulary for all students.	Communicates relevant key concepts, processes and knowledge of the discipline and demonstrates a deep, broad, significant, and accurate understanding and knowledge of the content; uses precise, clear, correct, and appropriate vocabulary for all students.	
	1.2Connects content to life experiences of students; [UofL Standard 11.2]; InTASC 1, 2, 3, 4, 5, 6,7; TPGES Domains 1A, 1B, 2A, 2B, 3A, 3E				
	Fails to connect content, procedures, and activities to relevant life experiences of students	Connects content, procedures, and activities to relevant life experiences of students.	Connects content, procedures, and activities to relevant life experiences of students and previously learned content.	Connects content, procedures, and activities to relevant life experiences of students and previously learned content across disciplines.	
	1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning; InTASC 1, 3, 4, 5, 6,7; TPGES Domains 1A, 1E, 3A, 3C, 3D, 3E				
	Fails to use instructional strategies that contribute to student learning.	Uses limited instructional strategies that are appropriate for the content of the lesson and that contribute to student learning.	Uses varied instructional strategies that are appropriate for the content of the lesson that contribute to student learning.	Uses a breadth of instructional strategies across disciplines/in novel settings that are clearly appropriate for the content of the lesson that contribute to student learning.	
	1.4 Guides students to understand content from various perspectives; InTASC 4, 5; TPGES Domains 1A, 3A, 3E				
	Fails to provide opportunities and guidance for students to consider lesson content from different perspectives, or perspectives that extend students' understanding.	Provides an opportunity and guidance for students to consider lesson content from a different perspective in order to extend their understanding.	Provides multiple opportunities and guidance for students to consider lesson content from different perspectives in order to extend their understanding.	Provides multiple opportunities and guidance for students to consider lesson content from many types of perspectives (diverse, multicultural, and global) in order to extend their understanding.	
	1.5 Identifies and addresses students' misconceptions of content; InTASC 5, 6; TPGES Domains 1F, 3A				
	Inconsistently identifies student misconceptions related to content	Identifies student misconceptions related to content but inconsistently addresses them during planning/instruction.	Accurately identifies student misconceptions related to content and adequately addresses them during planning/instruction.	Demonstrates advanced ability to logically and accurately identify potential and realized (infer) misconceptions related to lesson content and to significantly address them in planning and delivery of instruction.	
	Holistic Assessment of KTS Standard 1				
	Fails to demonstrate adequate content knowledge or ability to apply content knowledge to sufficiently support the development of student knowledge.	Demonstrates limited content knowledge and the ability to apply it toward developing student knowledge.	Demonstrates current and sufficient content knowledge and the ability to apply it toward developing student knowledge.	Demonstrates extensive breadth and depth of content knowledge and excels in its application toward the development of student knowledge.	

Source of Evidence: Observation of Teaching

	Insufficient Evidence	Developing	Target	Exemplary	Comments/Questions /Suggestions
	3.1 Communicates high expectations; InTASC 3, 6; TPGES Domains 1F, 2A, 2B **IECE 2.9**				
Standard 3: Creates and Maintains Learning Climate	Fails to set behavioral and learning expectations or does not communicate confidence in students' ability to meet expectations.	Sets behavioral or learning expectations; inconsistently communicates confidence in students' ability to meet those expectations.	Sets behavioral and learning expectations for students and communicates confidence in their ability to meet those expectations.	Sets behavioral and learning expectations for groups and identifies individual students and communicates confidence in students' ability to meet those expectations.	
	3.2 Establishes a positive learning environment; InTASC 1, 3,5,8; TPGES Domains 2A, 2B, 2C, 3A, 3B, 3C **IECE 2.1, 2.2**				
	Fails to establish a positive learning environment for students	Candidate requires further development in creating a positive learning environment for students.	Establishes a positive learning environment for students.	Incorporates relevant strategies to create a positive learning environment for students.	
	3.3 Values and supports student diversity and addresses individual needs; [UofL Standard 11.8] InTASC 1, 2, 3, 4, 7, 8; TPGES Domains 1B, 1C, 1E, 2A, 2B, 3B, 3C IECE 2.5,2.6				
	Fails to demonstrate support for student diversity and does not address individual student needs.	Provides some demonstration of value and support for student diversity by attempting to address individual student needs.	Provides value and support for student diversity by addressing individual needs.	Provides significant value and support for student diversity by purposefully addressing individual needs.	
	3.4 Fosters mutual respect between teacher and students and among students. IECE 2.8,2.9,2.10				
	Fails to promote a view of mutual respect between teacher and students and among students.	Makes some effort to promote a view of mutual respect between teacher and students and among students.	Promotes a view of mutual respect between teacher and students and among students.	Clearly promotes a broad view of mutual respect between teacher and students and among students.	
	3.5 Provides a safe environment for learning; InTASC 3, 8; TPGES Domains 2A, 2B, 2C, 2D, 3B **IECE 2.3, 2.4, 3.2**				
	Fails to create an environment that is emotionally and/or Fails to provide developmentally and individually appropriate indoor and outdoor environments physically safe for all students.	Creates an environment that is safe for all students to learn, but with inconsistent implementation. Provides developmentally and individually appropriate indoor and outdoor environments, but with inconsistent implementation	Provides an environment that is both emotionally and physically safe for all students. IECE 2.4 Provides developmentally and individually appropriate indoor and outdoor environments	Purposefully and intentionally creates an environment that is both emotionally and physically safe for individuals and different groups of students. Purposely and intentionally provides developmentally and individually appropriate indoor and outdoor environments	
	IECE 2.11 Functions within legal, ethical, and professional guidelines See Dispositions Assessment/ Professional Code of Ethics				
	IECE 2.12 Applies adult learning principles in supervising and training adults Not assessessed for Teacher Candidates				
	Holistic Assessment of KTS Standard 3/IECE Standard 2				
	The teacher candidate fails to create a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and/or integrate knowledge.	The teacher candidate creates a learning climate that does most of the following: supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	The teacher candidate creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	The teacher candidate demonstrates advanced ability to create a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	

Source of Evidence: Observation of Teaching

	Insufficient Evidence	Developing	Target	Exemplary	Comments/Questions /Suggestions
	4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students; [UofL Standard 11.1] InTASC 1, 4,5,7, 8 **3.1** TPGES Domains 1C, 1E, 2B, 3A, 3B, 3C, 3E				
Standard 4: Implements and Manages Instruction	Fails to use a range of instructional strategies that align with learning objectives and actively engage students.	Uses instructional strategies that have some alignment to learning objectives and engages students in an activity.	Uses a range of instructional strategies that both align with learning objectives and actively engage students.	Efficiently uses a broad range of relevant and purposeful instructional strategies that both align with learning objectives and actively engage students.	
	4.2 Implements instruction based on diverse student needs and assessment data; [UofL Standard 11.2] InTASC 1, 2, 4,7; TPGES Domains 1B, 1C, 1E, 3E **3.4,3.6**				
	Fails to implement instruction based on diverse student needs and assessment data.	Implements instruction; however, it is based on inconsistent, incomplete and/or incorrect evidence of diverse student needs and assessment data.	Implements instruction based on diverse student needs and assessment data.	Clearly and purposefully implements instruction based on diverse student needs and assessment data.	
	4.3 Uses time effectively; InTASC 5; TPGES Domains 1D, 2C, 3A (no corresponding IECE indicator)				
	Fails to implement strategies to manage time.	Implements some strategies to manage time.	Effectively implements strategies to manage time.	Effectively implements strategies to manage time across the instructional day.	
	4.4 Uses space and materials effectively; TPGES Domains 1D, 2C, 2E (no corresponding IECE indicator)				
	Ineffective use of space and materials that interferes with instructional efficiently.	Uses space and materials inconsistently.	Uses space and materials effectively.	Uses space and materials effectively and consistently	
	4.5 Implements and manages instruction in ways that facilitate higher order thinking; InTASC 1,4, 5, 7, 8; TPGES Domains 1C, 1E, 2B, 3A, 3B				
	Fails to implement instructional strategies that target or facilitate higher order thinking.	Implements instructional strategies that target but may not facilitate higher order thinking.	Implements instructional strategies that facilitate higher order thinking	Implements a variety of instructional strategies that facilitate higher order thinking across disciplines.	
	IECE 3.2. Implements developmentally appropriate individual and group activities in indoor and outdoor environments				
	Implements developmentally appropriate individual and group activities in indoor and outdoor environments	Implements developmentally appropriate individual and group activities in indoor and outdoor environments	Implements developmentally appropriate individual and group activities in indoor and outdoor environments	Implements developmentally appropriate individual and group activities in indoor and outdoor environments	
	IECE 3.3. Encourages children's active involvement in a variety of structured and unstructured learning activities				
	Encourages children's active involvement in a variety of structured and unstructured learning activities	Encourages children's active involvement in a variety of structured and unstructured learning activities	Encourages children's active involvement in a variety of structured and unstructured learning activities	Encourages children's active involvement in a variety of structured and unstructured learning activities	
	IECE 3.5. Implements family-centered activities that reflect the family's resources, priorities, and concerns				
	Implements family-centered activities that reflect the family's resources, priorities, and concerns	Implements family-centered activities that reflect the family's resources, priorities, and concerns	Implements family-centered activities that reflect the family's resources, priorities, and concerns	Implements family-centered activities that reflect the family's resources, priorities, and concerns	
	IECE 3.7. Provides guidance, learning cues, and positive feedback to children				
	Provides guidance, learning cues, and positive feedback to children	Provides guidance, learning cues, and positive feedback to children	Provides guidance, learning cues, and positive feedback to children	Provides guidance, learning cues, and positive feedback to children	

	Source of Evidence: Observation of Teaching				
	Insufficient Evidence	**Developing**	**Target**	**Exemplary**	**Comments/Questions /Suggestions**
	IECE 3.8 Manages antecedent and consequent conditions to foster self-management behaviors				
	Manages antecedent and consequent conditions to foster self-management behaviors	Manages antecedent and consequent conditions to foster self-management behaviors	Manages antecedent and consequent conditions to foster self-management behaviors	Manages antecedent and consequent conditions to foster self-management behaviors	
	Holistic Assessment of KTS Standard 4				
	Candidate fails to demonstrate the ability to implement instructional strategies that facilitate higher-order thinking skills, and ineffectively manages time, space, and materials.	Candidate demonstrates ability to implement instructional strategies that facilitates higher-order thinking skills, while effectively managing time, space, and materials.	Candidate demonstrates ability to differentiate instructional strategies (based on diverse student needs and assessment data) that facilitates higher-order thinking skills, while effectively managing time, space, and materials.	Candidate demonstrates advanced ability to differentiate instructional strategies (based on diverse student needs and assessment data) that facilitates higher-order thinking skills, while effectively managing time, space, and materials.	
Standard 5: Assesses and Communicates Learning Results	**5.1 Uses pre-assessments;** InTASC 6; TPGES Domain 1F, 4.1,4.2				
	Fails to conduct pre-assessments.	Conducts pre-assessments however assessments do not align with instructional objectives.	Conducts pre-assessments aligned with instructional objectives to establish baseline levels of performance and prior knowledge.	Conducts a variety of pre-assessments aligned with instructional objectives to establish baseline levels of performance and prior knowledge for all students.	
	5.2 Uses formative assessments; InTASC 6; TPGES Domains 1F, 3D, 4.1,4.2				
	Fails to use formative assessments to determine student progress or to guide instruction.	Uses formative assessments aligned to instructional objectives to determine student progress but not to guide instruction.	Uses formative assessments aligned to instructional objectives to determine student's progress and guide instruction.	Uses a variety of formative assessments aligned to instructional objectives to determine each student's progress and guide instruction.	
	5.3 Uses summative assessments; InTASC 6; TPGES Domain 1F, 4.1, 4.2				
	Fails to consider summative assessments aligned to instructional objectives.	Uses summative assessments partially aligned to instructional objectives.	Uses summative assessments aligned to instructional objectives to determine student achievement to guide future instruction.	Uses a variety of summative assessments aligned to instructional objectives to determine each student's achievement and guide future instruction.	
	5.4 Describes, analyzes, and evaluates student performance data; InTASC 1, 2, 6, 7; TPGES Domains 1B, 1F, 3D, 4.4				
	Fails to describe student performance or provide analysis of data.	Describes students' general performance but provides limited analysis of data.	Describes, analyzes, and evaluates student performance data from multiple sources to inform instructional practice.	Describes, analyzes, and evaluates student performance data from multiple sources and uses data patterns to inform instructional practice.	
	5.5 Communicates learning results to students and parents; InTASC 1, 4, 5, 6, 7, 8; TPGES Domains 1E, 1F, 3B, 3C, 4.6				
	Fails to communicate learning results with students in a timely manner	Communicates learning results to students and parents in a timely manner.	Communicates learning results to students and parents in a timely manner	Communicates learning results to students and parents in a timely manner and recommends future actions.	

Source of Evidence: Observation of Teaching				
Insufficient Evidence	**Developing**	**Target**	**Exemplary**	**Comments/Questions /Suggestions**
5.6 Allows opportunity for student self-assessment; InTASC 6, 7; TPGES Domains 1F, 3D, 4C (no corresponding IECE indicator)				
Fails to provide limited opportunities for students to engage in self-assessment.	Provides limited opportunities for students to engage in self-assessment.	Provides opportunities for students to engage in formative self-assessment of learning.	Provides ongoing opportunities for students to engage in formative self-assessment of learning in order to identify the strengths and areas for growth.	
IECE 4.3 Actively involves families and other team members in the assessment process				
Actively involves families and other team members in the assessment process	Actively involves families and other team members in the assessment process	Actively involves families and other team members in the assessment process	Actively involves families and other team members in the assessment process	
IECE 4.5 Monitors, summarizes, and evaluates the acquisition of child and family outcomes as outlined in the IEP or the IFSP				
Monitors, summarizes, and evaluates the acquisition of child and family outcomes as outlined in the IEP or the IFSP	Monitors, summarizes, and evaluates the acquisition of child and family outcomes as outlined in the IEP or the IFSP	Monitors, summarizes, and evaluates the acquisition of child and family outcomes as outlined in the IEP or the IFSP	Monitors, summarizes, and evaluates the acquisition of child and family outcomes as outlined in the IEP or the IFSP	
Holistic Assessment of KTS Standard 5				
Candidate fails to implement assessments (pre-self, formative, and/or summative) pre-aligned to instructional objectives and and/or does not use the student performance data to communicate results and inform instruction.	Candidate implements assessments (pre-self, formative, and/or summative) that may be pre-aligned to instructional objectives and may use the student performance data to communicate results and inform instruction.	Candidate demonstrates ability to implement a variety of assessments (pre-self, formative, summative) pre-aligned to instructional objectives and uses the student performance data to communicate results and inform instruction.	Candidate demonstrates advanced ability to implement a variety of assessments (self, formative, summative) pre-aligned to instructional objectives and uses the student performance data to communicate results and inform instruction.	

COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

Source of Evidence: Post –Lesson Reflection (IECE) (Summer 2015)

Based on **Kentucky Teacher Internship Program (KTIP)** for use in the U of L Developmental Teacher Preparation (DTP) Model. This rubric will be used to assess Kentucky Teaching Standard #7 and IECE Kentucky Teaching Standard #5: Reflects and Evaluates Teaching and Learning. Each indicator is also mapped to the Teacher Professional Effectiveness System (PGES) Components and the CCSSO InTASC Standards

	Insufficient Evidence	Developing	Target	Exemplary	Comments/Questions /Suggestions
	7.1 Uses data to reflect on and evaluate student learning; InTASC 6,9; PGES Domains 1F, 4A, 3E **IECE5.5 Participates in program evaluation efforts to improve child learning and development**				
Standard 7: Reflects and Evaluates Teaching and Learning	Fails to reflect upon student learning.	Reflects upon and evaluates student learning.	Reflects upon and evaluates student learning citing relevant and accurate student performance data.	Reflects upon and evaluates student learning citing relevant and accurate student performance data. Proposes changes based on student outcomes.	
	7.2 Uses data to reflect on and evaluate instructional practice; InTASC 6,9; PGES Domains 1F, 4A, 3E **IECE 5.1 Engages in ongoing self-reflection to improve professional practices**				
	Fails to accurately reflect upon instructional practice.	Reflects accurately upon instructional practice.	Reflects upon and evaluates instructional practice, citing relevant and accurate student and teacher performance data.	Reflects upon and evaluates instructional practice, citing relevant and accurate student and teacher performance data. Proposes instructional change.	
	7.3 Uses data to reflect on and identify areas for professional growth; InTASC 6,9; PGES Domains 1F, 4A, 3E **IECE 5.2 Communicates strengths and areas for growth in professional practices as a result of self-reflection**				
	Fails to use data to identify areas for professional growth and incorporate observer feedback.	Uses data to identify general areas for professional growth and considers observer feedback.	Uses relevant and accurate data to identify areas for professional growth, incorporating observer feedback.	Uses relevant and accurate data outlining a step-wise trajectory of professional growth, including observer feedback.	
	IECE 5.3 Applies professional ethics, practices and legal mandates in early childhood settings **(See Dispositions Assessment/ Professional Code of Ethics)**				
	IECE 5.4 Reflects upon, evaluates, and modifies involvement of team members including assistants, staff, and volunteers across learning environments				
	Reflects upon, evaluates, and modifies involvement of team members including assistants, staff, and volunteers across learning environments	Reflects upon, evaluates, and modifies involvement of team members including assistants, staff, and volunteers across learning environments	Reflects upon, evaluates, and modifies involvement of team members including assistants, staff, and volunteers across learning environments	Reflects upon, evaluates, and modifies involvement of team members including assistants, staff, and volunteers across learning environments	
	IECE 5.6 Identifies the professional development needs of assistants, staff and volunteers and provides support to improve each person's performance **(Not assessed for Teacher Candidates)**				
	Holistic Assessment of KTS Standard 7/IECE 5				
	Fails to reflect upon and evaluate instructional practice, cite relevant data and/or identify areas for growth.	Reflects upon and evaluates instructional practice, citing data. Identifies areas for growth.	Reflects upon and evaluates instructional practice, citing relevant and accurate student and teacher performance data. Proposes instructional change.	Reflects upon and evaluates instructional practice, citing relevant and accurate student and teacher performance data. Proposes a logical plan for step-wise instructional change.	

PART IV: LICENSURE AND CERTIFICATION

Standards

Kentucky Teaching Standards 131
University of Louisville Diversity Standard 141

STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.	
1.1 Communicates concepts, processes, and knowledge.	
Initial-Level Performance	Advanced-Level Performance
Accurately and effectively communicates concepts, processes and/or knowledge and uses vocabulary that is clear, correct and appropriate for students.	Accurately and effectively communicates an in-depth understanding of concepts, processes, and/or knowledge in ways that contribute to the learning of all students.
1.2 Connects content to life experiences of student.	
Initial-Level Performance	Advanced-Level Performance
Effectively connects most content, procedures, and activities with relevant life experiences of students.	Effectively connects content to students' life experiences including, when appropriate, prior learning in the content area or other content areas.
1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.	
Initial-Level Performance	Advanced-Level Performance
Uses instructional strategies that are clearly appropriate for the content and processes of the lesson and make a clear contribution to student learning.	Consistently uses instructional strategies that are appropriate for content and contribute to the learning of all students.
1.4 Guides students to understand content from various perspectives	
Initial-Level Performance	Advanced-Level Performance
Provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding.	Regularly guides students to understand content from appropriate diverse, multicultural, or global perspectives.
1.5 Identifies and addresses students' misconceptions of content.	
Initial-Level Performance	Advanced-Level Performance
Identifies misconceptions related to content and addresses them during planning and instruction.	Consistently anticipates misconceptions related to content and addresses them by using appropriate instructional practices.

STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION

The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

2.1 Develops significant objectives aligned with standards.

Initial-Level Performance	Advanced-Level Performance
States learning objectives that reflect key concepts of the discipline and are aligned with local or state standards.	Develops challenging and appropriate learning objectives that are aligned with local/state/national standards and are based on students' needs, interests and abilities.

2.2 Uses contextual data to design instruction relevant to students.

Initial-Level Performance	Advanced-Level Performance
Plans and designs instruction based on contextual (i.e., student, community, and/or cultural) and pre-assessment data.	Plans and designs instruction that is based on significant contextual and pre-assessment data.

2.3 Plans assessments to guide instruction and measure learning objectives.

Initial-Level Performance	Advanced-Level Performance
Prepares assessments that measure student performance on each objective and help guide teaching.	Develops well-designed assessments that align with learning objectives, guide instruction, and measure learning results.

2.4 Plans instructional strategies and activities that address learning objectives for all students.

Initial-Level Performance	Advanced-Level Performance
Aligns instructional strategies and activities with learning objectives for all students.	Plans a learning sequence using instructional strategies and activities that build on students' prior knowledge and address learning objectives.

2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.

Initial-Level Performance	Advanced-Level Performance
Plans instructional strategies that include several levels of learning that require higher order thinking.	Plans a learning sequence using strategies and activities that foster the development of higher-order thinking.

STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	
3.1 Communicates high expectations.	
Initial-Level Performance	Advanced-Level Performance
Sets significant and challenging objectives for students and verbally/nonverbally communicates confidence in students' ability to achieve these objectives.	Consistently Sets significant and challenging behavioral and learning expectations for all students and communicates confidence in their ability to achieve those expectations.
3.2 Establishes a positive learning environment.	
Initial-Level Performance	Advanced-Level Performance
Establishes clear standards of conduct, shows awareness of student behavior, and responds in ways that are both appropriate and respectful of students.	Maintains a fair, respectful, and productive classroom environment conducive to learning.
3.3 Values and supports student diversity and addresses individual needs.	
Initial-Level Performance	Advanced-Level Performance
Uses a variety of strategies and methods to supports student diversity by addressing individual needs.	Consistently uses appropriate and responsive instructional strategies that address the needs of all students.
3.4 Fosters mutual respect between teacher and students and among students.	
Initial-Level Performance	Advanced-Level Performance
Treats all students with respect and concern and monitors student interactions to encourage students to treat each other with respect and concern.	Consistently treats all students with respect and concern and actively encourages students to treat each other with respect and concern.
3.5 Provides a safe environment for learning.	
Initial-Level Performance	Advanced-Level Performance
Creates a classroom environment that is both emotionally and physically safe for all students.	Maintains a classroom environment that is both emotionally and physically safe for all students.

STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.	
Initial-Level Performance	Advanced-Level Performance
Uses a variety of instructional strategies that engage students throughout the lesson on tasks aligned with learning objectives.	Consistently provides a well-planned sequence of appropriate instructional strategies that actively engage students in meeting learning objectives.
4.2 Implements instruction based on diverse student needs and assessment data.	
Initial-Level Performance	Advanced-Level Performance
Implements instruction based on contextual information and assessment data.	Implements instruction based on contextual information and assessment data, adapting instruction to unanticipated circumstances.
4.3 Uses time effectively.	
Initial-Level Performance	Advanced-Level Performance
Establishes efficient procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work so that there is minimal loss of instructional time.	Makes thoughtful choices about the organization and implementation of both instructional and non-instructional tasks to maximize time for student learning.
4.4 Uses space and materials effectively.	
Initial-Level Performance	Advanced-Level Performance
Uses classroom space and materials effectively to facilitate student learning.	Makes optimal use of classroom space and uses a variety of instructional resources and technologies to enhance student learning.
4.5 Implements and manages instruction in ways that facilitate higher order thinking.	
Initial-Level Performance	Advanced-Level Performance
Instruction provides opportunity to promote higher-order thinking.	Consistently uses a variety of appropriate strategies to facilitate higher-order thinking.
STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS	
The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team	

members, think and solve problems, and integrate knowledge.	
5.1 Uses pre-assessments.	
Initial-Level Performance	Advanced-Level Performance
Uses a variety of pre-assessments to establish baseline knowledge and skills for all students.	Consistently uses student baseline data from appropriate pre-assessments to promote the learning of all students.
5.2 Uses formative assessments.	
Initial-Level Performance	Advanced-Level Performance
Uses a variety of formative assessments to determine each student's progress and guide instruction.	Consistently uses appropriate formative assessments to determine student progress, guide instruction, and provide feedback to students.
5.3 Uses summative assessments.	
Initial-Level Performance	Advanced-Level Performance
Uses a variety of summative assessments to measure student achievement.	Consistently uses appropriate summative assessments aligned with the learning objectives to measure student achievement.
5.4 Describes, analyzes, and evaluates student performance data.	
Initial-Level Performance	Advanced-Level Performance
Describes, analyzes, and evaluates student performance data to determine progress of individuals and identify differences in progress among student groups.	Consistently describes, analyzes, and evaluates student performance data to determine student progress, identify differences among student groups, and inform instructional practice.
5.5 Communicates learning results to students and parents.	
Initial-Level Performance	Advanced-Level Performance
Communicates learning results to students and parents that provide a clear and timely understanding of learning progress relative to objectives.	Clearly communicates to students and parents in a timely manner the evidence of student performance and recommends future actions.
5.6 Allows opportunity for student self-assessment.	
Initial-Level Performance	Advanced-Level Performance
Promotes opportunities for students to engage in accurate self-assessment of learning.	Provides on-going opportunities for students to assess and reflect on their own performance in order to identify strengths and areas for future learning.

STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.	
6.1 Uses available technology to design and plan instruction.	
Initial-Level Performance	Advanced-Level Performance
Uses technology to design and plan instruction.	Uses appropriate technology to design and plan instruction that supports and extends learning of all students.
6.2 Uses available technology to implement instruction that facilitates student learning.	
Initial-Level Performance	Advanced-Level Performance
Uses technology to implement instruction that facilitates student learning.	Designs and implements research-based, technology-infused instructional strategies to support learning of all students.
6.3 Integrates student use of available technology into instruction.	
Initial-Level Performance	Advanced-Level Performance
Integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs.	Provides varied and authentic opportunities for all students to use appropriate technology to further their learning.
6.4 Uses available technology to assess and communicate student learning.	
Initial-Level Performance	Advanced-Level Performance
Uses technology to assess and communicate student learning.	Uses technology to assess student learning, manage assessment data, and communicate results to appropriate stakeholders.
6.5 Demonstrates ethical and legal use of technology.	
Initial-Level Performance	Advanced-Level Performance
Ensures that personal use and student use of technology are ethical and legal.	Provides and maintains a safe, secure, and equitable classroom environment that consistently promotes discerning and ethical use of technology.

STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING The teacher reflects on and evaluates specific teaching/learning situations and/or programs.	
7.1 Uses data to reflect on and evaluate student learning.	
Initial-Level Performance	Advanced-Level Performance
Reflects on and accurately evaluates student learning using appropriate data.	Uses formative and summative performance data to determine the learning needs of all students.
7.2 Uses data to reflect on and evaluate instructional practice.	
Initial-Level Performance	Advanced-Level Performance
Reflects on and accurately evaluates instructional practice using appropriate data.	Uses performance data to conduct an in-depth analysis and evaluation of instructional practices to inform future teaching.
7.3 Uses data to reflect on and identify areas for professional growth.	
Initial-Level Performance	Advanced-Level Performance
Identifies areas for professional growth using appropriate data.	Reflects on the evaluations of student learning and instructional practices to identify and develop plans for professional growth.

STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	
8.1 Identifies students whose learning could be enhanced by collaboration.	
Initial-Level Performance	Advanced-Level Performance
Identifies one or more students whose learning could be enhanced by collaboration and provides an appropriate rationale.	Describes an on-going process for identifying situations in which student learning could be enhanced by collaboration.
8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.	
Initial-Level Performance	Advanced-Level Performance
Designs a plan to enhance student learning that includes all parties in the collaborative effort.	Designs a plan that involves parents, colleagues, and others in a collaborative effort to enhance student learning.
8.3 Implements planned activities that enhance student learning and engage all parties.	
Initial-Level Performance	Advanced-Level Performance
Implements planned activities that enhance student learning and engage all parties.	Explains how the collaboration to enhance student learning has been implemented.
8.4 Analyzes data to evaluate the outcomes of collaborative efforts.	
Initial-Level Performance	Advanced-Level Performance
Analyzes student learning data to evaluate the outcomes of collaboration and identify next steps.	Uses appropriate student performance data to describe, analyze, and evaluate the impact of the collaborative activities on student learning and to identify next steps.

STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.	
9.1 Self assesses performance relative to Kentucky's Teacher Standards.	
Initial-Level Performance	Advanced-Level Performance
Identifies priority growth areas and strengths by thoroughly and accurately assessing current performance on all the Kentucky Teacher Standards.	Thoroughly and accurately assesses current performance related to the Kentucky Teacher Standards and any school/district professional development initiatives.
9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.	
Initial-Level Performance	Advanced-Level Performance
Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.	Reflects on data from multiple sources (i.e., self-assessment, student performance, feedback from colleagues, school/district initiatives) and identifies priority areas for growth.
9.3 Designs a professional growth plan that addresses identified priorities.	
Initial-Level Performance	Advanced-Level Performance
Designs a clear, logical professional growth plan that addresses all priority areas.	Designs a clear, logical professional growth plan that addresses all priority areas.
9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.	
Initial-Level Performance	Advanced-Level Performance
Shows clear evidence of professional growth and reflection relative to the identified priority areas and impact on instructional effectiveness and student learning.	Shows clear evidence of the impact of professional growth activities on instructional effectiveness and student learning.

STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.	
10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.	
Initial-Level Performance	Advanced-Level Performance
Identifies leadership opportunities in the school, community, or professional organizations and selects one with the potential for positive impact on learning or the professional environment and is realistic in terms of knowledge, skill, and time required.	Identifies leadership opportunities within the school, community, or professional organizations to advance learning, improve instructional practice, facilitate professional development of colleagues, or advocate positive policy change; and selects an opportunity to demonstrate initiative, planning, organization, and professional judgment.
10.2 Develops a plan for engaging in leadership activities.	
Initial-Level Performance	Advanced-Level Performance
Develops a leadership work plan that describes the purpose, scope, and participants involved and how the impact on student learning and/or the professional environment will be assessed.	Develops a leadership work plan that clearly describes the purpose, scope, participants involved, timeline of events/actions, and plan for assessing progress and impact.
10.3 Implements a plan for engaging in leadership activities.	
Initial-Level Performance	Advanced-Level Performance
Implements the approved leadership work plan that has a clear timeline of events/actions and a clear description of how impact will be assessed.	Effectively implements the leadership work plan.
10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.	
Initial-Level Performance	Advanced-Level Performance
Analyzes student learning and/or other data appropriately to evaluate the results of planned and executed leadership efforts.	Uses data from the leadership effort to describe, analyze, and evaluate the impact on student learning.

UNIVERSITY OF LOUISVILLE STANDARD OF DIVERSITY

KY-UL.11 STANDARD:
Understands the Complex Lives of Students and Adults in Schools and Society

KY-UL.11.1
The teacher's instructional and assessment materials affirm differences and groups honestly, realistically, and sensitively and accommodate the special needs, behavioral patterns, learning styles and orientations of diverse group members. The teacher creates instructional activities that will improve learning opportunities for all students/

KY-UL.11.2
The teacher designs, plans and accommodates objectives, instructional strategies and learning materials that reflect the cultures, cognitive and physical special needs and styles of the various ethnic, cultural, linguistic, religious, gender and socioeconomic groups within the classroom.

KY-UL.11.3
The teacher's curriculum experiences and resources offer a variety of materials on the histories, experiences, and cultures of diverse groups.

KY-UL.11.4
The teacher respects the dignity and worth of students as individuals and as members of racial, ethnic, cultural, linguistic, religious, gender and economic groups.

KY-UL.11.5
The teacher seeks professional development opportunities to gain knowledge and understanding and to affirm various and diverse groups.

KY-UL.11.6
The teacher provides continuous opportunities for students to develop a better sense of self, to strengthen their self-identities, to develop greater self-understanding, and to better understand themselves in light of their ethnic, cultural, linguistic, and religious heritages, gender and special needs. The teacher supports students to explore learning and career options in light of this knowledge.

KY-UL.11.7
The teacher designs curriculum that reflects knowledge of historical and societal problems some group members experience, such as racism, prejudice, discrimination, and exploitation.

KY-UL.11.8
The teacher creates and maintains a classroom atmosphere reflecting and an acceptance of and respect for differences and promotes values, attitudes, and behaviors that support diversity.

KY-UL.11.9
The teacher supports students to develop decision-making abilities, social participation skills, and a sense of efficacy necessary to be critical, participatory and productive life citizens.

KY-UL.11.10
The teacher provides opportunities for students to use knowledge, valuing, and thinking in decision making and awareness on issues related to special needs, race, ethnicity, culture, gender, language, religion and social class.

KY-UL.11.11
The teacher works with parents, families and caretakers of students to serve the best interests of their children, makes use of local community resources and encourages students in the study of the local community by enlisting members and contexts within the community as classroom resources.

KY-UL.11.12
The teacher demonstrates knowledge of equity, ethics, legal and human issues concerning use of computers and technology, designs learning activities that foster equitable, ethical and legal use of technology by students and applies theories of learning, teaching and instructional design and their relationships to the uses of technology to support the diverse learning needs of students.

PART V

RESOURCE MANAGEMENT

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CLASSROOM MANAGEMENT

Achieving order and creating interpersonal classroom relationships are not separate issues. Classroom management has a significant impact on student performance. Effective classroom management will necessitate an assortment of specific strategies and knowledge of individual students. As two of the Kentucky Teacher Standards, 3) Creates and Maintains a Learning Climate and 4) Implements and Manages Instruction, include indicators related to management, candidates should reflect about personal management skills and how to apply them to minimize problems and facilitate learning.

The following factors are desirable when establishing a climate conducive to learning,

1) Communication of high expectations alerts students to recognition of positive actions; academic and behavioral expectations should be established in conjunction with the cooperating teacher.
2) Consistency in adhering to expectations helps to sustain a productive learning environment. Inappropriate behaviors that derail learning are counterproductive. Consequences should be immediate in administration of class/school rules.
3) A mutually respectful classroom enhances the learning process. This does not imply the absence of rules; rather it suggests clear expectations for all.
4) Students should be encouraged to develop self-control and accept responsibility for their learning in order to progress. Self-management strategies such as setting goals for behavior, monitoring behavior using a checklist and evaluating progress over time have resulted in improvement. Teacher-student discussion of issues would be a good starting point for resolution. Prevention of misbehaviors is as important as correction of misbehaviors.

Reference: Toward Best Practice: Tips for Mentoring Kentucky's Intern Teachers by Sharon Brennan, University of Kentucky and Karen "Sam" Miller, University of Louisville

CHARACTERISTICS OF A QUALITY RUBRIC

A good rubric should eliminate subjectivity in determination of grades, and be specific to the assignment when possible. A general rubric may be created for use in scoring homework assignments.

The rubric should:

Describe desired qualities of student performance.

Specify 3-6 performance levels.

State clearly expectations of performance for each level.

Explicitly distinguish one performance level from another.

http://rubistar.com/ is a resource for creating effective rubrics.

GUIDE TO REFLECTIVE LESSON ANALYSIS

For professional growth to occur candidates need to develop analytic ability regarding classroom performance and transfer this analysis to journal entries required by each program. As analysis and reflection are also integral to the Kentucky New Teacher Standards, this practice will prepare candidates for expectations during the internship year. Critical reflection and analysis involves more than descriptors of lesson design elements. Both the cooperating teacher and the university supervisor will look for indicators of self-analysis when discussing lesson presentation. Possible questions to promote introspection are:

1) Why were some students engaged but not others?
2) Did anything happen to upset the classroom routine?
3) Was the physical environment of the classroom arranged to assist or impede the learning process?
4) How can you create a learning climate to better impact the teaching/learning process?
5) What strategies were utilized in addressing low achieving students, diverse learners, and students with special needs? Were they effective?
6) What did you learn from this lesson presentation that will help you become a better teacher?
7) What is you management philosophy?

PART VI: EMPLOYMENT INFORMATION

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INITIAL CERTIFICATION

The specific regulation pertaining to Kentucky Teaching Certificates,
704 KAR 20:670, went into effect for teacher education candidate admitted to a Teacher Education program beginning January 1, 1998

Candidates who are applying for the initial teaching certificate must complete and submit the Kentucky EPSB CA-1 application directly to the College of Education and Human Development's Education Advising Center, Room 140 in the College of Education. All official university transcripts and test scores (if applicable) must be included with the submission of the CA-1 form. The CA-1 form will be found at www.kyepsb.net/certification/certquicklinks.asp

KENTUCKY TEACHER INTERNSHIP PROGRAM

http://louisville.edu/education/ktip

The Kentucky Teacher Internship Program was designed to offer support to new teachers and encourage a culture of continuous professional growth. Using the New Teacher Standards adopted by Kentucky's Education Professional Standards Board (EPSB) in 1993, KTIP facilitates the transition from teacher preparation through induction. A three-member committee comprised of the school principal, a resource teacher, and a university-appointed teacher educator guide and assesses the intern's progress throughout the first year of teaching.

While adhering to basic precepts in place since 1985, the KTIP process and training have been altered to accommodate mandated changes effective with school year 2008-09. The program is now called the KTIP Teacher Performance Assessment (TPA). TPA is a series of ten teaching tasks designed to provide opportunity for demonstration of Kentucky's Teaching Standards.

Commonly Asked Questions about KTIP

1) Who must participate in KTIP? KRS 161.030 mandates that all new teachers and out-of-state teachers with less than two years of successful teaching experience who are seeking initial certification in Kentucky must serve a one-year internship.

2) How does a new teacher become an intern? Anyone who has completed an approved educator preparation program, passed assessments approved by EPSB, and applied to the Division of Certification for a teaching certificate may be issued a Statement of Eligibility that is valid for five years. After the teacher secures employment in an approved public or accredited non-public school in Kentucky, the Confirmation of Employment on the back of the Statement of Eligibility must be completed and forwarded to the Division of Professional Learning and Assessment. A one-year teaching certificate will then be issued for the teaching assignment.

3) Who assigns committee members? Statute specifies that the building principal or his/her designee will chair the committee. The resource teacher usually is a certified teacher in the building where the intern is teaching; the resource teacher may or may not be familiar with the particular grade level/subject that the intern is teaching. The resource teacher is appointed by the school district. The university representative, referred to as the teacher educator, will be appointed by the KTIP regional coordinator. It is the responsibility of this committee to guide the intern toward successful completion of the first year of teaching.

4) How significant are recommendations made by the committee? The committee will focus on demonstration of state standards of performance, therefore the intern should be especially cognizant of recommendations for improvement in performance that relate to standards. As the standards reflect best practice in teaching, it is desirable that intern behaviors mirror expectations specific to the standards.

PROTOCOL FOR REQUESTING LETTERS OF REFERENCE

Most school districts ask for three to five references of letters or letters of recommendation. Following are guidelines that may be helpful:

ASK FIRST: Do not list someone unless you have asked if they are willing to serve as a reference.

CONSIDER WELL IN ADVANCE WHO YOU WILL ASK. Avoid requesting at the last minute for a reference. Allow time for a considered response.

PROVIDE A CURRENT RESUME when asking for a letter of reference or recommendation as it will provide additional information. Also provide a stamped, self-addressed envelope.

WRITE A THANK YOU NOTE to those from whom you requested a reference. Inform them of the outcome of your job search.

THE CAREER DEVELOPMENT CENTER

The Career Development Center web site has information about resources for a Job Search. Here you will find helpful information on sample resumes:

Contact: https://louisville.edu/career/

Debra Mayberry, Assistant Director
Alumni Services, Education, Social Work
Phone: 502.852.6935
damayb01@louisville.edu
To schedule an appointment with Debra, click here.

POINTS TO KEEP IN MIND WHEN WRITING RESUMES

Use the same font throughout the document. Use a larger font for headings.

Avoid use of the pronoun “I”.

Use bold and italics for emphasis

Do NOT depend on spell check. Check and recheck for typographical errors and misspelled words.

Use double space between headings.

Limit the resume to one page.

Print the resume on 202-25 lb weight paper, neutral in color.

The example resume included in this handbook is a sample. Other formats are acceptable, and may be found at various websites.

SAMPLE FORMAT OF RESUME

Your Name in Capital Letters
Your email address

Temporary Address	Permanent Address
Street Address	Street Address
City, State Zip Code	City, State Zip Code
(Area Code) Phone #	(Area Code) Phone #

OBJECTIVE

The objective should identify the position for which you wish consideration.

EDUCATION

INSTITUTION CURRENTLY ATTENDING: Expected degree date, date of graduation, GPA (optional), certification, any awards or distinctions

PREVIOUS INSTITUTION ATTENDED: if you earned a degree

CAREER RELATED EXPERIENCE

List and describe your student teaching placements, field observations, other paid or unpaid experiences working with children and youth.
(Example) Sunday school teacher, church, city, state, dates
Include type of work, use of technology, multicultural experience, and management skills

OTHER EXPERIENCE

MOST RECENT PLACE OF EMPLOYMENT: Location of job, particular position held, job dates. Brief description of responsibilities.

PREVIOUS PLACE OF EMPLOYMENT: Same as above (may also include unpaid experiences)

ACTIVITIES

List any professional memberships/professional development, special skills, volunteer/service activities, interests, technology experience, etc.

REFERENCES

Provide references on an attached page.

INTERVIEWING TIPS

Prior to interviewing for a teaching position, try to anticipate possible questions. It is important to remember that questions you ask as are as important as questions that are posed to you. Those conducting the interview are interested in going beyond information found in the resume to determine your viability as a candidate for a particular position. As an interviewee, you will also want to determine if the potential match would be suitable.

Reminders:
Select professional-type clothing (e.g., suit, dress) with appropriate shoes; demonstrate a neat overall appearance.
Provide hard copies the entire portfolio or sections and copies of your resume.
Arrive early – and be prepared to wait.
Be pleasant and courteous to everyone, even classified personnel at the front desk. First impressions are usually lasting.
Project a confident image as reflected by your posture, eye contact, handshake, and enthusiasm.
Think about your response to questions; cite specific examples demonstrating your behaviors in given situations.
Thanks your interviewers prior to leaving, and stress your desire to become part of the school community.

Sample Questions You Might Be Asked:
Why are you interested in a position in our school?
Describe a difficult classroom management situation and how it was resolved
How do you integrate technology into your lesson design?
Describe how you develop plans to accommodate diverse learners.
Why is assessment significant in determining if learning is taking place?
Are you interested in participating in before or after school programs? If so, in what capacity?

Sample Questions You Might Pose:
What is the school composition in terms of ethnicity of students? Number of faculty including counselors? Student-teacher ratio?
What percent of students are on free or reduced lunch?
Will I have my own classroom?
What are some of the accomplishments of the school?

PART VII

ELECTONIC LINKS

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LINKS TO FACULTY AND PROGRAMS

College of Education and Human Development: http://louisville.edu/education

Early Childhood and Elementary Education
http://louisville.edu/education/departments/ecee

Middle and Secondary Education
http://louisville.edu/education/degrees/bs-mse

Special Education
http://louisville.edu/education/departments/sped

Department of Health and Sport Sciences:
http://louisville.edu/education/departments/hss

Links to Other Sites

The following organizations provide online applications for teaching positions available for school districts identified below.

Ohio Valley Educational Cooperative The Ohio Valley Educational Cooperative (OVEC) is a consortium of 13 school districts serving over 50,000 students in north central Kentucky. Established in 1976, the cooperative provides a vehicle for conducting regional planning, development, and implementation of educational programs on a continuing basis. OVEC offers programs that serve member school districts, their student populations and families.at www.ovec.org

Direct web access is possible at each district site, such as www.Bullitt.kyschools.us, www.Jefferson.kyschools.us, www.Oldham.kyschools.us

All public schools follow state guidelines on job requirements. The length of time applications are kept on file vary by district, as do interview processes. Some job applications are listed on the Kentucky Department of Education website at http://www.kde.state.ky.us/KDE/

Education Professional Standards Board: http://www.epsb.ky.gov