**STUDENT TEACHING HANDBOOK**

**Clinical Practice and Field Experiences**

**Shaping Tomorrow: Ideas to Action**

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**College of Education and Human Development**

**University of Louisville**

**Louisville, KY**

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| --- | --- | --- | --- |
| *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)

*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 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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| Constructs Reflected in Candidates | Critical Thinkers | Problem Solvers | Professional Leaders |
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**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***

|  |  |  |  |
| --- | --- | --- | --- |
| *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 |

**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:

Office of Educator Development and Clinical Practice

College of Education and Human Development (CEHD)

Louisville, KY 40292

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

**PLACEMENT OFFICE**

**Danna Morrison**

Coordinator of Field and Clinical Experiences

CEHD Room 285-A

Office: 502-852-5556

E-mail: [danna.morrison@louisville.edu](mailto:danna.morrison@louisville.edu)

**Maxine Elliott**

Middle and Secondary Placement Coordinator

CEHD Room 271

Office: 502-852-0336

E-mail: [Maxine.elliott@louisville.edu](mailto:Maxine.elliott@louisville.edu)

**Donna S Oakes**

Program Manager

CEHD Room 285-B

Office: 502-852-2229

E-mail: [dsoake01@louisville.edu](mailto:dsoake01@louisville.edu)

**Sarah Tucker**

Graduate Assistant

CEHD Room 293

Office: 502-852-2968

Email: [setuck01@louisville.edu](mailto:setuck01@louisville.edu)

**Director**

**Harrie Buecker**

Assistant to the Dean for Teacher Education Partners

CEHD Room 123

Office: 502-852-4356

Email: [harrie.buecher@louisville.edu](mailto:harrie.buecher@louisville.edu)

**Kentucky Teacher Internship Program (KTIP)**

Peggy Brooks

CEHD Room 285

Office: 502-852-6412

Email: [peggy.brooks@louisville.edu](mailto:peggy.brooks@louisville.edu)

**Alternative Certification Program**

Janet Calvert

CEHD Room 288

Office: 502-852-8053

Email: [jan.calvert@louisville.edu](mailto:jan.calvert@louisville.edu)

**PART I**

**POLICIES AND PROCEDURES**

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

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Approval for Student Teaching 16

Institutional Policies 18

U of L Medical Examination Form 22

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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**

The final determination for eligibility to student teaches will be made by each department: Art Education, Early Childhood and Elementary Education (ECEE), Health and Sport Sciences (HSS), Middle and Secondary Education (MISE), Music Education, 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 for Candidates Completing Content Methods
* Demonstrated satisfactory progress on mid-point portfolio/work samples
* Completed 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 Positive Behavior Management Modules
* Participated in a 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 EPSP 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.

**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:

1. submitting as one’s own a paper written by another person or by a commercial “ghost writing” service
2. 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
3. paraphrasing or summarizing someone else’s work without acknowledging the source with a footnote or reference
4. 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.

**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](http://louisville.edu/student/services/testing/) 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.



**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 at a cost of $25 for coverage and a one-year membership.

Other carriers in Kentucky who provide coverage are identified.

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>

Tab: STUDENT TEACHERS

Student Educators Professional Liability Insurance provided by Forrest T. Jones & Company, Incorporated. The website is <http://www.ftj.com/educatorliability>

**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 Communication of Concern can be initiated by a university professor/instructor, teaching candidate, mentoring/cooperating teacher, university supervisor, or other stakeholders involved in the candidate’s progress. 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:

1. If you are absent TWICE from a course that meets once weekly, or THREE times in a course that meets twice weekly, **you** MUST initiate a meeting with the course instructor to determine whether you will still be able to pass the course with the acceptable grade required by your program and if you can devote the necessary time to the course.  Extenuating situations will be considered on an individual basis. If you miss the course an additional time, the course instructor will schedule a meeting with you and the program director to complete a *Communication of Concerns*. This may impact your 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.
7. other actions at the discretion of the instructor/university supervisor.

(Refer to Student Teaching Handbook page 68 and Dispositions Form pages 69-70.)

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:

1. let candidates know when serious concerns have been raised about their likelihood of successfully completing the program;
2. offer intensive assistance to those candidates;
3. document what behaviors candidates will need to demonstrate within a particular time period in order to continue in the program; and
4. 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**

Step 1

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 UofL teacher certification programs.

**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 placements and U of L courses through **professional dispositions and behaviors.**

In addition to proficiencies in knowledge and skills, dispositions are a key element in teacher preparation and performance. The National Council of Accreditation of Teacher Education defines dispositions as

“Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development.”

<http://ncate.org/Standards/NCATEUnitStandards/NCATEGlossary/tabid/477/Default.aspx#P>

Candidates should:

* operationalize the belief that all students can learn;
* demonstrate fairness in educational settings by meeting the educational needs of all students in a caring, non-discriminatory, and equitable manner;
* understand the impact of discrimination based on race, class, gender, disability/exceptionality, sexual orientation, and language on students and their learning; and
* apply their knowledge, skills, and professional dispositions in a manner that facilitates student learning.

Positive dispositions and behaviorsare necessary to continue in the program and to be eligible to student teach. As you progress through the program, you will be assessed through a Teacher Candidate Disposition Assessment both **informally** and **formally**.

An On-line *Disposition Assessment* for content methods candidates will be completed the **semester before you student teach** by your mentor teacher and your university supervisor. You will also be asked to complete a self-assessment. The results of the *Dispositions Assessment* are shared with all parties and data is collected and submitted to the Office of Educator Development and Clinical Practice. <https://c1.livetext.com/misk5/formz/public/37891/HxjjNhRDqH>

Candidates in the BS Program will be assessed informally during the early methods semesters. Your university supervisor will meet with you at the end of each semester to discuss your professional dispositions using the Teacher Candidate Disposition Overview.

**University of Louisville College of Education and Human Development**

**Teacher Candidate Dispositions Overview**

| The candidate … | Evidence of Disposition |
| --- | --- |
| 1. Develops positive relationships with peers, teachers and others, and works collaboratively with them.   [Conceptual Framework: Action] | * Introduces self to school faculty and staff * Attends faculty and staff/team/department meetings * Collaborates with school personnel who impact student learning (e.g. special educators, English Language Learner (ELL) teachers, etc.) * Plans jointly with cooperating teacher * Evaluates, plans, and discusses ways to improve teaching with others in the field |
|
|
| 1. Develops positive relationships with students and families; treats students fairly and equitably.   [Conceptual Framework: Advocacy] | * Seeks to become acquainted with students as individuals * Interacts in a respectful and supportive way with students and their families * Works equitably to meet students’ needs * Provides feedback that creates a positive atmosphere * Encourages all students to participate |
|
|
| 1. Respects and affirms students’ differences and potential; demonstrates through classroom practice a belief that all students can learn.   [Conceptual Framework: Advocacy] | * Contributes to meetings about students’ needs (as appropriate) * Seeks input from available supporting personnel (e.g. Family Resource Center, Youth Services Center) * Analyzes student work and other data to become informed about individual student strengths and needs * Avoids stereotyping students or groups (e.g. in field placements and/or U of L classes) * Addresses the diverse needs of students (e.g. exceptionalities, multiple intelligences, learning styles, English language learners, and gifted and talented students) |
|
|
| 1. Is prompt, prepared, and organized.   [Conceptual Framework: Action] | * Arrives at school promptly * Is prepared and organized for lessons and responsibilities * Manages time and materials * Follows established school and U of L policies and procedures, including attendance |
|
|
| 1. Is dependable; follows through with responsibilities.   [Conceptual Framework: Action] | * Submits assignments on time (e.g. lesson plans, solo teaching plans, portfolios, U of L assignments) * Follows through with commitments to colleagues and faculty in school and at U of L * Comes to meetings prepared to contribute (e.g. with written ideas and suggestions) * Takes responsibility for meeting program, degree and certification requirements |
|
|
| 1. Demonstrates the interpersonal skills necessary to do the daily work of teaching.   [Conceptual Framework: Action] | * Engages positively with students * Treats students respectfully (e.g. patient, considerate, attentive, makes eye contact) * Talks individually with students when appropriate * Provides constructive feedback to students * Exhibits positive demeanor; avoids gossip in school and university settings |
|
|
| 1. Demonstrates self-direction and self-motivation; can work independently.   [Conceptual Framework: Action] | * Follows instructions independently * Shows desire to learn and teach * Demonstrates flexibility (e.g. responds positively to unexpected changes) * Demonstrates self-confidence |
|
|
| 1. Demonstrates initiative and/or leadership.   [Conceptual Framework: Advocacy] | * Seeks opportunities to learn about and implement new activities * Asks for greater responsibility in implementing classroom activities * Takes initiative in the classroom (e.g., assists without being asked) * Volunteers for school functions * Assumes leadership roles |
|
|
| 1. Seeks and considers new information, strategies, and perspectives; demonstrates intellectual curiosity.   [Conceptual Framework: Inquiry] | * Attends activities/workshops or other meetings to hear various perspectives * Asks questions and contributes positively * Tries new strategies in the classroom when given the opportunity * Considers perspectives different from his/her own * Explores resources (e.g. professional libraries, educational journals, books, Internet) |
|
|
| 1. Reflects accurately about own behavior, attitudes, performance, impact on others, and makes necessary changes.   [Conceptual Framework: Inquiry] | * Identifies personal strengths and weaknesses * Demonstrates deliberate and consistent effort toward improvement * Reflects with cooperating teacher/university supervisor/university professor on lesson planning and execution, and/or other classroom activities * Makes appropriate changes |
|
|
| 1. Seeks and accepts feedback; makes necessary changes.   [Conceptual Framework: Inquiry] | * Asks for and implements suggestions and/or advice from cooperating teacher, liaison/university supervisor and/or U of L faculty * Accepts constructive criticism with a positive attitude (without becoming defensive) * Exhibits needed changes |
|
|
| 1. Projects a professional image in dress and behavior.   [Conceptual Framework: Action] | * Maintains professional appearance for an adult teaching in school * Follows safety policy and procedural rules of the school * Represents the school professionally during school hours, during school events and in the wider community * Demonstrates ethical behavior towards teaching and the teaching profession * Demonstrates standard English in oral and written communication |

Macintosh HD:Users:dlmorr01:Desktop:image001.png **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 |
|  |  |  |
|  |  |  |
|  |  |  |

**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](http://www.lrc.state.ky.us/kar/016/001/020.htm)

**RELATES TO:** [KRS 161.028](http://www.lrc.ky.gov/KRS/161-00/028.PDF), [161.040](http://www.lrc.ky.gov/KRS/161-00/040.PDF), [161.120](http://www.lrc.ky.gov/KRS/161-00/120.PDF)

**STATUTORY AUTHORITY:** [KRS 161.028](http://www.lrc.ky.gov/KRS/161-00/028.PDF), [161.030](http://www.lrc.ky.gov/KRS/161-00/030.PDF)

**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.)**University Of Louisville**

**CEHD Acceptable Use of Technology Agreement**

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
* 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](http://www.louisville.edu/cgi-bin/uofl.mail?helpdesk).

**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 outlines 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**

* 1. • Do you have available information about each student?
  2. • Is there an opportunity to meet with the new students?
  3. • How do students react to the school?
  4. • What takes place in student conversations?
  5. • Are you able to develop a good rapport with students?
  6. • Is there positive interaction between students?
  7. • How does your cooperating teacher record interest and self-concepts of students
  8. • What techniques are used to discover individual differences?
  9. • How does a teacher gain skill in working with students?

1. **B. The Classroom** 
   1. • How does the teacher secure needed supplies?
   2. • How is the school day organized?
   3. • How does the teacher distribute his/her time?
   4. • How is student attention secured to start the lesson?
   5. • What did the teacher do to create a learning environment?
   6. • Do questions stimulate appropriate responses?
   7. • Are assignments challenging?
   8. • How are activities properly spaced within time allocation?
   9. • What are problems of classroom management and how are they solved?
   10. • How does the teacher anticipate behavior problems?
2. **C. The School** 
   1. • What is the structure and organization of the school?
   2. • What kinds of teaching materials and aids are available?
   3. • What special services are available (health, clerical, physical education, fine arts, speech and hearing, custodial, etc.)?
   4. • What process is used in ordering supplies and does each teacher have a supply budget?
   5. • Are teachers involved in formulation of building regulations?
   6. • How does the school serve the needs of the community?
   7. • What kinds of parent activities exist and are teachers requested to serve on committees with parents?
   8. • What is the general attitude of students toward schools?
3. **D. The School System** 
   1. • How is the school organized?
   2. • What is the geographical area served by the school?
   3. • 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.

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 Tasks-A 1, A 2, B and C provided in the *Student Teaching Handbook* and in Live Text for all formal observations. While university supervisors may view the lesson plan on Live Text, the candidate must print out a copy for the cooperating teacher. A *Teaching Observation Form* is completed by the university supervisor or the cooperating teacher and shared with the candidate after the lesson in a post-observation conference and signed by both. After the observed lesson, teacher candidates complete KTIP Task C: Reflection and Analysis in Live Text. This is done within a two (2) days of the post-observation conference. The cooperating teacher receives a copy of Task C and will provide feedback. This feedback will also be captured on the *Summary of Teaching Observation Rubric* which cooperating teachers access through a link to Live Text. The university supervisor will also provide feedback on KTIP Task C and access the *Summary of Teaching Observation Rubric* though Live Text.

**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 Rubricprovides 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 and the U of L Diversity Standard. The standards have been weighted based on their emphasis in student teaching and the related assessments (e.g., Standards‐Based Unit of Study). 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.

STEPS TO COMPLETE A FORMAL OBSERVATION FOR STUDENT TEACHERS

**ROLE OF THE COOPERATING TEACHER**

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.

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.

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 too many questions; a third may follow the cooperating teacher like a shadow. Most student teachers are anxious to please and eager to learn.

**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 may be helpful:

1. • Explain to the students that a second teacher/co-teacher will work with the class for a few weeks.
2. • Point out that the new teacher will have many different experiences to share with the class.
3. • Give examples of how the teaching team will work together in helping the students learn.
4. • Explain that the students should look to the new teacher for instruction and assistance.

Students need time to become adjusted to the idea of working with a second teacher. They will manifest the cooperating teacher’s attitude toward the teacher candidate. To help develop the status of the student teacher as a second teacher in the classroom, it is important to refer to the student teacher as “Mr. Robinson,” “Miss Hardy,” and the like, or as a “co-teacher” and “teacher candidate” rather than the “student teacher.”

**Helping the Student Teacher Get Started**

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

• Accept the student teacher as a person. Establish rapport as soon as possible.

• Consider the student teacher as a member of the faculty. The student teacher should be included on faculty lists, taken to meetings, and encouraged to participate in committee work.

• Introduce the student teacher to the other school staff members.

• Design seating charts enabling the student teacher to identify the students quickly. Include the student teacher in planning with students.

• Provide a desk or a place for the student teacher’s books and papers Explain "formal" and “informal” classroom and school policies.

• Avoid correcting the student teacher in front of the students.

• Share daily chores.

• Provide an opportunity for the student teacher to have uninterrupted conferences with you.

• Provide an opportunity to co-plan for co-teaching.

**Planning with the Student Teacher**

The need for planning is fourfold: (1) to assist in clarifying the student teacher’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 achieve skill in developing effective lesson plans. During or prior to the first day of student teaching, it is necessary to meet in order to outline the cooperating teacher’s plans for the week and the student teacher’s role.

Although it is often wise at the beginning for the student teacher to develop written plans in considerable detail, lesson plans may become less detailed as teaching progresses. Together, the cooperating teacher and the student teacher should develop a definite schedule for deadlines on written plans and for pre- and post-conferences on them.

The cooperating teacher should give constructive criticism and provide adequate time for the student teacher to make suggested revisions. 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, to determine appropriate co-teaching strategies and to handle problems which have not already been discussed and solved.

The cooperating teacher should:

1. • Be specific. An anecdotal record of the student teacher’s actual behavior, expressions used, timing, etc., will help the student teacher evaluate teaching effectiveness.
2. • Encourage self-evaluation. Ask such questions as “How well did you meet your lesson plan objectives?” “What is your evidence?”
3. • Give definite suggestions. Include in the suggestions techniques for motivating students, presentation of materials, etc.
4. • Indicate successes as well as suggest improvements for the student teacher. Conferences with the student teacher 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 student teacher's personal problems.

A student teacher 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 student teacher would then capitalize on strengths and work toward overcoming weaknesses.

**Helping the Student Teacher Teach**

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

1. • The student teacher must have the opportunity to teach as often as possible. Normally, the preliminary observation period should be relatively brief so that teaching may begin early in the term. Additional observations may then be distributed throughout the student teaching experience in the assigned classroom or in other classrooms within the school system.
2. • The student teacher should not feel that there is only one correct pattern of teaching, but should begin to acquire a repertoire of strategies.
3. • The student teacher will need help to see the students as individuals. The student teacher should develop keener perceptions of the students’ needs, interests, and aptitudes. The cooperating teacher should provide the student teacher with seating charts, arrange work with individuals and small groups, hold frequent informal conferences, and encourage the student teacher to take advantage of opportunities to meet parents.
4. • The student teacher should realize that good teaching is creative. To achieve this creativity, the student teacher must feel that actions are not narrowly outlined by a teaching manual, textbook, cooperating teacher, or University supervisor.
5. • The student teacher 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 student teacher is learning to teach. A student teacher is expected to make some mistakes. If this were not true, there would be little need for student teaching. Often the student teacher 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 Student Teacher**

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 student teacher make mistakes or exercise what appears to be poor judgment. On the other hand, if the cooperating teacher interrupts, corrects and questions the student teacher in front of the class, the student teacher soon loses the opportunity to develop and maintain rapport with the students. Utilizing the seven co-teaching strategies can help. Opportunities can be built into lesson delivery, which allows for both the student teacher and cooperating teacher to address issues. When the student teacher is taking the lead for instruction, it is generally best for the cooperating teacher to take the role of observer and discuss issues after the class has been dismissed. Usually, it is a better learning experience for the student teacher to attempt to handle a difficult situation on his or her own until help can be provided on a more confidential basis. Written assessments of a student teacher’s performance during a particular class period are especially helpful to the student.

The cooperating teacher will set up two (2) official observations or one (1) for each placement. Teacher candidates should follow the KTIP Tasks A 1, A 2, B and C provided in the *Student Teaching Handbook* and in Live Text for all formal observations. It is the candidate’s responsibility to provide a copy of the lesson plan in advanced of the observation. A *Teaching Observation Form* is completed by the cooperating teacher and shared with the candidate after the lesson in a post-observation conference and signed by both.

After the observed lesson, teacher candidates complete KTIP Task C: Reflection and Analysis in Live Text. This is done within a two (2) days of the post-observation conference. The cooperating teacher receives a copy of Task C and will provide feedback. This feedback will also be captured on the *Summary of Teaching Observation Rubric* which cooperating teachers access in Live Text at a link provided. The university supervisor will also provide feedback on KTIP Task C and access the *Summary of Teaching Observation Rubric* though Live Text.

**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.

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

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

**Evaluation**

A generally recognized effective method of assessing changes in behavior is through self-evaluation. Student teachers must be encouraged to look at themselves objectively. Conferences with the principal, cooperating teacher, and university supervisor provide a springboard for such self-evaluation. The student teacher should recognize that the supervisory staff is interested in his or her development as a teacher. Any suggestions offered are intended to help further this development. At no other time in the preparation of a teacher is advice so diligently sought and gratefully received.

Although reflective self-analysis is an integral part of student teaching, a student teacher wants constructive feedback and feels “short-changed” if advice is not forthcoming. The student teacher has looked forward to the student teaching experience as a period of meaningful induction into the teaching profession. The evaluation of his or her performance is a vital concern.

**Assessment Requirements**

Cooperating teachers will formally observe at least one lesson at mid-semester and one lesson at the end of student teaching collecting evidence-based feedback on the **Teaching Observation Form** (based on the KTIP Tasks). This feedback will be discussed at a post observation conference. Student Teachers will complete KTIP Task C: Lesson Analysis and Reflection. Cooperating teachers will complete a rubric capturing summary data on KTIP Tasks A1, A2 and C. Students may complete the all KTIP tasks on Live Text but will responsible for providing a hard copy to the cooperating teacher.

At mid-semester and at end of student teaching, cooperating teachers will complete a **Student Teaching Grading Rubric.** While the Teaching Observation Form reflects on one observed lesson, the Student Teaching Grading Rubric reports on progress toward standards over time. These forms should be shared with the student teacher and when possible with the university supervisor. Copies of these forms should be submitted to the OEDCP.

Cooperating teachers will also complete an On-line Dispositions Assessment at mid-semester and end of student teaching, share the results with the candidate and when possible the university supervisor. These evaluations will help determine a grade for student teaching. It will also help employers assess the potential of a prospective teacher.

**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

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**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. Each teacher preparation program is charged by regulation to select university supervisors who demonstrate the following:

a) Effective classroom management techniques that promote an environment conducive to learning;

(b) Best practices for the delivery of effective instruction;

(c) Dispositions that contribute to the mentoring and development of a pre-service educator;

(d) Knowledge and skills in the use of formative and summative assessments; and

(e) The ability to participate in a community of professionals committed to supporting the effective instructional practice of each student teacher.

The teacher candidate, 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:

1. • The university supervisor meets with prospective student teachers during the student teaching experience to become better acquainted and function more effectively with them.
2. • 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. Teacher candidates will use the KTIP Tasks A1, A2, B and C provided in the *Student Teaching Handbook* and in Live Text for all formal observations. A *Teaching Observation Form* is completed and shared with the candidate after the lesson in a post-observation conference and signed by both the observer and the student teacher.

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.

After the observed lesson, teacher candidates complete KTIP Task C: Reflection and Analysis in Live Text. This is done within a two (2) days of the post-observation conference. The cooperating teacher receives a copy of Task C and will provide feedback. This feedback will also be captured on the *Summary of Teaching Observation Rubric* which cooperating teachers access in Live Text. The university supervisor will also provide feedback on KTIP Task C and access the *Summary of Teaching Observation Rubric* though Live Text.

**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 either the principal or department head or the university supervisor.

**PART III**

**PROGRAM ASSESSMENTS AND FORMS**

Student Teaching

Student Teacher Assessment Forms:

KTIP/TPA Lesson Plan Format 53

Teaching Observation Form 57

Teaching Observation Form Adapted for Learning Behavior Disorders 62

Teaching Observation Form Adapted for Multiple/Severe Disabilities 66

Evidence-Based Approach to Feedback 71

IECE Teaching Observation Form 73

IECE Evidence-Based Approach to Feedback 77

Student Teaching Grading Rubric 79

[Dispositions Assessment](#Dispositions) 83

**Kentucky Teaching Internship Program (KTIP)**

**Task A-1: Teaching and Learning Context**

Candidate/Intern Name:

Date:

Content Areas:

Grade Level(s):

Number of students in each placement class:

**School Instructional Goals:**

In a written narrative, analyze major school instructional goals and assessment data. Work with your mentor teacher, colleagues, or other school personnel to help identify these goals in your roles as classroom teacher.

(Multiple sources of data should include faculty meeting notes, Comprehensive School Improvement Plan, School-Based Decision Making Council minutes, continuous assessment data, content literacy plans, and other sources of data e.g., Program Review process being developed.)

Resources/Assistance:

Develop (conduct) an inventory of available resources and assistance. (Possible examples: technology, parent involvement, supplies, and human resources available to you.)

 Describe how you will utilize resources in this lesson/unit.

**Critical Student Characteristics or Attributes**:

a. Using appropriate student achievement and demographic data, identify and describe the characteristics of your students that will require differentiated instruction to meet their diverse needs. In developing your response, you should examine characteristics such as differences in culture, language, and learning styles; differences in developmental levels and achievement levels; and students who may meet eligibility criteria for special considerations\*.

b. Based on the diversities you’ve described in a above develop a profile for three specific students in your class(es) that you teach during your school day.

One student struggling to meet lesson objectives or targets:

One student meeting lesson objectives or targets:

One student exceeding lesson objectives or targets:

NOTES:

\*PSP:  Program Service Plan for English Language Learners (ELL)

\*GSSP: Gifted Student Service Plan for students in grades 4-12 formally identified in one or more of the five areas for Gifted and Talented

\*IEP:  Individual Education Program for students with disabilities

\*FRL:  Free and Reduced Lunch

\*504:  Office of Civil Rights Section 504 plan for persons not meeting eligibility for IDEA

**Task A-2: Lesson Plan\***

**Introduction**

Date: Candidate/Intern Name:

# of Students:

Age/Grade Level:

Content Area:

Unit Title:

Lesson Title:

**Lesson Alignment to Unit**

Respond to the following items:

a) Identify essential questions and/or unit objective(s) addressed by this lesson.

b) Connect the objectives to the state curriculum documents, i.e., Program of Studies, Kentucky Core Content, and/or Kentucky Core Academic Standards.

No standards added.

c) Describe students’ prior knowledge or focus of the previous learning.

d) Describe summative assessment(s) for this particular unit and how lessons contribute to the summative assessment.

e) Describe the characteristics of your students identified in Task A-1 who will require differentiated instruction to meet their diverse needs impacting instructional planning in this lesson. How will you address students’ diverse needs in this lesson?

f) Pre-Assessment: Describe the use of pre-assessment data in developing lesson objectives/learning targets (Describe how you will trigger prior knowledge):

**Objectives, Assessments, and Strategies**

|  |  |  |
| --- | --- | --- |
| **Lesson Objectives/Learning Targets** | **Assessment** | **Instructional Strategy/Activity** |
| Objective/target: | Assessment description:  Assessment Accommodations: | Strategy/Activity:  Activity Adaptations:  Media/technologies/resources: |
| Objective/target: | Assessment description:  Assessment Accommodations: | Strategy/Activity:  Activity Adaptations:  Media/technologies/resources: |
| Objective/target: | Assessment description:  Assessment Accommodations: | Strategy/Activity:  Activity Adaptations:  Media/technologies/resources: |
| Procedures: Describe the sequence of strategies and activities you will use to engage students and accomplish your objectives. Within this sequence, describe how the differentiated strategies will meet individual student needs and diverse learners in your plan.  (Use this section to outline the who, what, when, and where of the instructional strategies and activities.) | | |

**Task B: Demonstrate Teaching Skills During Classroom Observation**

**Demonstrate teaching skills while teaching the planned lesson to your class.**

* Standard I – Demonstrates Applied Content Knowledge
* Standard III – Creates & Maintains Learning Climate
* Standard IV – Implements & Manages Instruction
* Standard V – Assessment and Communication of Learning Results
* Standard VI – Demonstrates Implementation of Technology

During your observed lesson, you should make a purposeful effort to demonstrate Standards I, III, IV, and VI indicators.  Markings on the evaluation instrument by the observer will assess your understanding of each indicator of the Kentucky Teacher Standards

**Task C: Lesson Analysis and Reflection**

Candidate/Intern Name:

Date:

NOTE:

To ensure that your lesson analysis and reflection inform instruction, this task must be completed **no later than two days after each observed lesson.**

**1. Explain how you determined the levels of student performance on your objective(s)/learning targets.** Refer to rubrics or criteria used in this determination. (What was effective? What was not effective? What would you keep? What would you change?)

**2. For each lesson objective/learning target, sort the student performance into three categories**

a) Below criteria      # of students

b) Meeting criteria      # of students

c) Exceeding criteria      # of students

**3. For each category, describe the students’ strengths and learning needs.**

a) Below criteria

b) Meeting criteria

c) Exceeding criteria

**Task C: Lesson Analysis and Reflection**

**4. Reflect on the following:**

a) How effective was your instruction based on analysis of student performance identified in number 2 above?

b) What new professional learning and resources could help you increase your instructional effectiveness?

c) Describe patterns in student performance. How will these patterns be used in planning and instruction

5. For each category of students, how will you differentiate instruction?

a) Below criteria

b) Meeting criteria

c) Exceeding criteria

**6. Describe how you communicate continuous progress with students and parents/caregivers (other than school grade reporting).**

A Moderate and Severe Disabilities Strategic Addendum is included in the Kentucky Teacher Internship (KTIP) Teacher Performance Assessment Handbook. Candidates seeking MSD certification will be required to follow these guidelines.

<http://www.kyepsb.net/documents/KTIP_KPIP/KTIP%20Training%20Materials/KTIP_TPA_Handbook_MSD_Addendum_for_2011.pdf>

**KENTUCKY TEACHING STANDARDS**

|  |  |
| --- | --- |
| KY-KTS-08.1 | 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. |
| KY-KTS-08.2 | 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. |
| KY-KTS-08.3 | 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. |
| KY-KTS-08.4 | 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. |
| KY-KTS-08.5 | 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. |
| KY-KTS-08.6 | 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. |
| KY-KTS-08.7 | REFLECTS ON AND EVALUATES TEACHING AND LEARNING: The teacher reflects on and evaluates specific teaching/learning situations and/or programs. |
| KY-KTS-08.8 | 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. |
| KY-KTS-08.9 | 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. |
| KY-KTS-08.10 | 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. |

** Teaching Observation Form**

Based on **Kentucky Teacher Internship Program (KTIP)** (2006). 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

U of L Candidate Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lesson Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Content Area/Topic\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Page 1 relates to the candidate’s **Lesson Plan.** Pages 2-3 relates to the candidate’s **Instruction**.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **KTIP Indicators** with U of L Standard 11: Diversity | **Observations**  *Please record evidence based on what is included in the lesson plan.* | | **Comments/Questions/Suggestions** | |
| ***Standard 2: Teacher Designs and Plans Instruction*** | **2.1Develops significant objectives aligned with standards**   * Reflects key concepts of the discipline * Aligns with state standards/Core Content * Relates lesson to unit or broad goals for the topic |  | |  | |
| **2.3 Plans assessments to guide instruction and measure learning objectives**   * Guides instruction * Measures learning results * Aligns with objectives |  | |  | |
| **2.4Plans instructional strategies and activities that address learning objectives for all students**   * Plans a variety of strategies * Includes strategies and adaptations for range of learners * Uses contextual data to design relevant instruction   **[U of L Standard 11.2]** |  | |  | |
| **2.5 Plans instructional strategies and activities that facilitate multiple levels of learning**   * Includes several levels of learning * Includes strategies requiring higher order thinking |  | |  | |
| KTIP Indicators | | **Observations**  *Please record evidence based on the candidate’s instruction. Evidence can be a specific statement, action, question, or response by the candidate.* | **Comments/Questions/Suggestions** | |

|  |  |  |  |
| --- | --- | --- | --- |
| ***Standard 1: Applied Content Knowledge*** | **1.1Communicates concepts, processes and knowledge**   * Demonstrates accurate and effective instruction * Uses vocabulary that is clear, correct, and appropriate |  |  |
| **1.2Connects content to life experiences of students**   * Connects *most* content * Identifies what students will demonstrate as a result of the lesson   **[U of L Standard 11.2]** |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| ***Standard 3: Learning Climate*** | **3.1Communicates high expectations**   * Sets significant and challenging objectives * Communicates confidence in students’ ability to achieve objectives |  |  |
| **3.2Establishes a positive learning environment**   * Sets clear standards of conduct * Shows awareness of student behavior * Responds in appropriate and respectful ways |  |  |
| **3.3Values and supports student diversity *and* addresses individual needs**   * Uses a variety of strategies * Identifies student characteristics that will affect learning   **[U of L Standard 11.8]** |  |  |
| ***Standard 6: Technology*** | **6.2Uses technology to implement instruction and facilitate student learning**   * Uses technology to support instruction * Students use technology |  |  |
| ***Standard 4: Implementing and Managing Instruction*** | **4.1Uses a variety of instructional strategies that engage students in active learning aligned with objectives**   * Uses different strategies within lesson * Incorporates strategies focused on objectives **[U of L Standard 11.1]** |  |  |
| **4.2 Implements instruction based on diverse student needs and assessment data**   * Bases instruction on needs, data is taken from contextual information * Adapts instruction to unanticipated circumstances **[U of L Standard 11.2]** |  |  |
| 4.3 Uses time effectively   * Establishes efficient/effective procedures * Guides effective transitions * Monitors groups * Includes closure |  |  |
| **4.5 Implements and manages instruction in ways that facilitate higher order thinking**   * Uses tasks and questions that encourage students to compare, analyze, synthesize, evaluate, apply |  |  |
| ***Standard 5: Assesses and Communicates Results*** | **5.2 Uses formative assessments**   * Assesses all objectives (informally/formally) * Uses a variety * Monitors and adjusts |  |  |
| **5.6 Allows opportunities for student self-assessment**   * Uses student self-assessment * Uses different strategies for self assessment |  |  |

Goals for future lessons:

1.

2.

3

**Teacher Candidate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ University Supervisor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cooperating Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_** Summary of Observation for Field and Clinical Placements

|  |  |  |  |
| --- | --- | --- | --- |
| ***Standard 7:Reflects On and Evaluates Teaching/Learning*** | **KTIP Indicators** | Lesson Analysis and Reflection  *Please record evidence based on the candidate’s reflection.* ***The evidence for Task C can be shared with the student teacher via the on-line rubric in Live Text.*** | Comments/Questions/Suggestions |
| **7.1 Uses data to reflect on and evaluate student learning.**  Reflects on and accurately evaluates student learning |  |  |
| **7.2 Uses data to reflect on and evaluate instructional practice.**  Reflects on and accurately evaluates own instruction |  |  |

Summary of Observation for Clinical Placement for Student Teacher

An on-line rubric for the Student Teaching Observation Form (KTIP Task A2, B and C) is required for each official observation for student teaching. University supervisors and cooperating teachers will have access to the rubric through Live Text.

Cooperating teachers will receive an electronic email with a USER NAME and PASSWORD to access the Summary of the Teaching Observation Rubric.

**Reviewers will be asked to indicate the extent to which evidence reveals a student teacher’s progress on the following standards:**

Standard 2: Designs/Plans Instruction

Standard 1: Demonstrates Applied Content Knowledge

Standard 3: Creates and Maintains Learning Climate

Standard 6: Implements Technology

Standard 4: Implements/Manages Instruction

Standard 5: Assesses/Communicates Learning Results

Standard 11: Understands the Complex Lives of Students and Adults in Schools and Society

*On the Completion of Task C*

Standard 7: Reflects On and Evaluates Teaching/Learning

An Evidence-based Approach to Feedback document is available

**Teaching Observation Form Adapted for Learning Behavior Disorders**

Based on **Kentucky Teacher Internship Program (KTIP)**. For use in Phase 4 of the U of L Developmental Teacher Preparation (DTP) Model for candidates seeking certification for **Learning and Behavior Disorders**

Please use this as you observe a lesson and **share with U of L candidate** after the lesson

U of L Candidate Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lesson Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Content Area/Topic\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Observer:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Page 1 relates to the candidate’s **Lesson Plan.** Pages 2-3 relates to the candidate’s **Instruction**.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **KTIP Indicators**  with U of L Standard 11: Diversity | **Observations**  *Please record evidence based on what is included in the lesson plan.* | **Comments/Questions/Suggestions** |
| ***Standard 2: Teacher Designs and Plans Instruction*** | **2.1Develops significant objectives aligned with standards**   * Reflects key concepts of the discipline * Aligns with state standards/Core Content * Relates lesson to unit or broad goals for the topic | ☐ Behavioral objectives contain all necessary components  ☐ Behavioral objectives are measurable  ☐ Behavioral objectives correspond to students’ skill levels  ☐ Behavioral objectives align to with state standards |  |
| **2.3 Plans assessments to guide instruction and measure learning objectives**   * Guides instruction * Measures learning results * Aligns with objectives | ☐ Uses pre-assessment data to guide instruction  ☐ Plans formative assessments to measure student progress throughout the lesson  ☐ Plans assessments to measure each student objective |  |
| **2.4Plans instructional strategies and activities that address learning objectives for all students**   * Plans a variety of strategies * Includes strategies and adaptations for range of learners * Uses contextual data to design relevant instruction   **[UofL Standard 11.2]** | ☐ 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 |  |
| **2.5 Plans instructional strategies and activities that facilitate multiple levels of learning**   * Includes several levels of learning * Includes strategies requiring higher order thinking | ☐ 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 or provides for students to elaborate on given responses |  |
| **KTIP Indicators**  with U of L Standard 11: Diversity | | **Observations**  *Please record evidence based on the candidate’s instruction. Evidence can be a specific statement, action, question, or response by the candidate.* | **Comments/Questions/Suggestions** | |

|  |  |  |  |
| --- | --- | --- | --- |
| ***Standard 1: Applied Content Knowledge*** | **1.1Communicates concepts, processes and knowledge**   * Demonstrates accurate and effective instruction * Uses vocabulary that is clear, correct, and appropriate | ☐ Describes concepts using language appropriate for students  ☐ Presents accurate instructional content to learners  ☐ Elicits explanations of key concepts from students |  |
| **1.2Connects content to life experiences of students**   * Connects *most* content * Identifies what students will demonstrate as a result of the lesson   **[UofL Standard 11.2]** | ☐ 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 |  |

|  |  |  |  |
| --- | --- | --- | --- |
| ***Standard 3: Learning Climate*** | **3.1Communicates high expectations**   * Sets significant and challenging objectives * Communicates confidence in students’ ability to achieve objectives | ☐ Generally presents tasks that are at appropriate level of difficulty for all students  ☐ Provides students with opportunities to explain their thinking |  |
| **3.2Establishes a positive learning environment**   * Sets clear standards of conduct * Shows awareness of student behavior * Responds in appropriate and respectful ways | ☐ Generally delivers more praise than reprimands or directives.  ☐ Reviews behavior expectations at the onset of the lesson and before each activity  ☐ Responses to behavior (appropriate/inappropriate) immediately and consistently  ☐ Positioned to supervise all students in the classroom  ☐ Tones, mannerisms, responses to students were respectful |  |
| **3.3Values and supports student diversity *and* addresses individual needs**   * Uses a variety of strategies * Identifies student characteristics that will affect learning   **[UofL Standard 11.8]** | ☐Appropriate accommodations are made for students  ☐Content, resources, and strategies respond to cultural, linguistic, and gender differences |  |
| ***Standard 6: Technology*** | **6.2Uses technology to implement instruction and facilitate student learning**   * Uses technology to support instruction * Students use technology | ☐ Technology is used to enhance instruction and engage students  ☐ Students are able to use technology |  |
|  | **KTIP Indicators**  with U of L Standard 11: Diversity | **Observations**  *Please record evidence based on the candidate’s instruction. Evidence can be a specific statement, action, question, or response by the candidate.* | **Comments/Questions/Suggestions** |
| ***Standard 4: Implementing and Managing Instruction*** | **4.1Uses a variety of instructional strategies that engage students in active learning aligned with objectives**   * Uses different strategies within lesson * Incorporates strategies focused on objectives   **[UofL Standard 11.1]** | ☐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 lesson.  ☐ Use a variety of question types including those that promote higher-order thinking skills throughout the lesson |  |
| **4.2 Implements instruction based on diverse student needs and assessment data**   * Bases instruction on needs, data is taken from contextual information * Adapts instruction to unanticipated circumstances   **[UofL Standard 11.2]** | ☐Teacher uses appropriate reinforcement schedules based on student performance  ☐Teacher adjusts instruction based on student performance |  |
| 4.3 Uses time effectively   * Establishes efficient/effective procedures * Guides effective transitions * Monitors groups * Includes closure | ☐ Lesson began on time  ☐ Smooth transitions throughout lesson  ☐ Materials and technology ready for use  ☐ Provides closure |  |
| **4.5 Implements and manages instruction in ways that facilitate higher order thinking**   * Uses tasks and questions that encourage students to compare, analyze, synthesize, evaluate, apply | ☐ Implements a variety of procedures or tasks with difficulty levels based on student skill repertoire  ☐ Uses of instructive feedback to allow for students to elaborate on given responses |  |
| ***Standard 5: Assesses and Communicates Results*** | **5.2 Uses formative assessments**   * Assesses all objectives (informally/formally) * Uses a variety * Monitors and adjusts | ☐ Checks for understanding of content throughout lesson  ☐Teacher collects data on student performance  ☐ Presents graphed data on student objectives |  |
| **5.6 Allows opportunities for student self-assessment**   * Uses student self-assessment * Uses different strategies for self assessment | ☐ Provides opportunities for students to evaluate their own performance |  |

Goals for future lessons:

1.

2.

3.

**Teacher Candidate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ University Supervisor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cooperating Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_** **Task C: Lesson Analysis and Reflection**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Standard 7:Reflects On and Evaluates Teaching/Learning*** | **KTIP Indicators**  with U of L Standard 11: Diversity | **Lesson Analysis and Reflection**  *Please record evidence based on the candidate’s reflection.* ***The evidence for Task C can be shared with the student teacher via the on-line rubric in Live Text.*** | **Comments/Questions/Suggestions** |
| **7.1 Uses data to reflect on and evaluate student learning.**  Reflects on and accurately evaluates student learning | ☐ Stated to what extent the students understood the procedures, concepts, and/or skills prior to the lesson  ☐ Used evidence to determine whether each student learned the objectives  ☐ Used evidence to determine next-step plans of instruction |  |
| **7.2 Uses data to reflect on and evaluate instructional practice.**  Reflects on and accurately evaluates own instruction | ☐ Described how the lesson tasks, activities, and/or discussion supported the lesson objectives  ☐ Identified effective and ineffective instructional strategies  ☐ Identified effective and ineffective classroom management strategies  ☐ Detailed the specifics of what would be done differently if the lesson would be taught again |  |

Summary of Observation for Clinical Placement for Student Teacher

An on-line rubric for the Student Teaching Observation Form (KTIP Task A2, B and C) is required for each official observation for student teaching. University supervisors and cooperating teachers will have access to the rubric through Live Text.

Cooperating teachers will receive an electronic email with a USER NAME and PASSWORD to access the Summary of the Teaching Observation Rubric.

**Reviewers will be asked to indicate the extent to which evidence reveals a student teacher’s progress on the following standards:**

Standard 2: Designs/Plans Instruction

Standard 1: Demonstrates Applied Content Knowledge

Standard 3: Creates and Maintains Learning Climate

Standard 6: Implements Technology

Standard 4: Implements/Manages Instruction

Standard 5: Assesses/Communicates Learning Results

Standard 11: Understands the Complex Lives of Students and Adults in Schools and Society

*On the Completion of Task C*

Standard 7: Reflects On and Evaluates Teaching/Learning

Based on **Kentucky Teacher Internship Program (KTIP)** (2006). For use in Phase 4 of the U of L Developmental Teacher Preparation (DTP) Model adapted for Candidates seeking certification in Multiple and Severe Disabilities (MSD). Please use this as you observe a lesson and **share with U of L candidate** after the lesson

U of L Candidate Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lesson Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Content Area/Topic\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Observer:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Teaching Observation Form Adapted for Multiple and Severe Disabilities**

Page 1 relates to the candidate’s **Lesson Plan.** Pages 2-3 relates to the candidate’s **Instruction**.

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|  | **KTIP Indicators**  with U of L Standard 11: Diversity | **IIC Standards, Knowledge, and Skills** | **Observations**  *Please record evidence based on what is included in the lesson plan.* | **Comments/Questions/Suggestions** |
| ***Standard 2: Teacher Designs and Plans Instruction*** | **2.1Develops significant objectives aligned with standards**   * Reflects key concepts of the discipline * Aligns with state standards/Core Content * Relates lesson to unit or broad goals for the topic | ICC7K3-{Demonstrates knowledge of} National, state or provincial, and local curricula standards  ICC7S1-Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs. | ☐ Behavioral objectives contain all necessary components  ☐ Behavioral objectives are measurable  ☐ Behavioral objectives correspond to students’ skill levels  ☐ Behavioral objectives align to with state standards |  |
| **2.3 Plans assessments to guide instruction and measure learning objectives**   * Guides instruction * Measures learning results * Aligns with objectives | IIC8S3-Select, adapt and modify assessments to accommodate the unique abilities and needs of individuals with exceptional learning needs. | ☐ Uses pre-assessment data to guide instruction  ☐ Plans formative assessments to measure student progress throughout the lesson  ☐ Plans assessments to measure each student objective |  |
| **2.4Plans instructional strategies and activities that address learning objectives for all students**   * Plans a variety of strategies * Includes strategies and adaptations for range of learners * Uses contextual data to design relevant instruction * **[UofL Standard 11.2]** | IIC7S2-Plan and implement age- and ability-appropriate instruction for individuals with exceptional learning needs.  ICC7S5-Use task analysis. | ☐ Instructional focus corresponds to planned objectives  ☐ Plans a variety of research-based strategies within lessons  ☐Shows a task analysis for chained tasks and/or specifies student responses for discrete tasks  ☐All materials and activities are age- appropriate |  |
| **2.5 Plans instructional strategies and activities that facilitate multiple levels of learning**   * Includes several levels of learning * Includes strategies requiring higher order thinking | ICC4S2-Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs. | ☐ Plans a variety of procedures or tasks with difficulty levels based on student skill repertoire  ☐ Plans the use of instructive feedback or provides for students to elaborate on given responses |  |

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| ***Standard 1: Applied Content Knowledge*** | **1.1Communicates concepts, processes and knowledge**   * Demonstrates accurate and effective instruction * Uses vocabulary that is clear, correct, and appropriate | ICC7K2-{Demonstrates knowledge of}Scope and sequences of general and special curricula.  ICC9S8-Use verbal, nonverbal, and written language effectively.  ICC1S1-Articulate personal philosophy of special education. | ☐ Describes concepts using language appropriate for students’ receptive skill repertoire  ☐ Presents accurate instructional content to learners |  |
| **1.2Connects content to life experiences of students**   * Connects *most* content * Identifies what students will demonstrate as a result of the lesson   **[UofL Standard 11.2]** | ICC6S2-Use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not the dominant language.  ICC4S4-Use strategies to facilitate maintenance and generalization of skills across learning environments. | ☐ 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 |  |

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| ***Standard 3: Learning Climate*** | **3.1Communicates high expectations**   * Sets significant and challenging objectives * Communicates confidence in students’ ability to achieve objectives | ICC7S6-Sequence, implement, and evaluate individualized learning objectives. | ☐ Generally presents tasks that are at appropriate level of difficulty for all students  ☐ Previews upcoming events for students |  |
| **3.2Establishes a positive learning environment**   * Sets clear standards of conduct * Shows awareness of student behavior * Responds in appropriate and respectful ways | ICC1K2-{Demonstrates knowledge of} Laws, policies, and ethical principles regarding behavior management planning and implementation.  ICC7S4-Use functional assessments to develop intervention plans.  ICC5S1-Create a safe, equitable, positive and supportive learning environment in which diversities are valued.  ICC5S10-Use effective and varied behavior management strategies.  ICC4S5-Use procedures to increase the individual’s self-awareness, self-management, self-control, self-reliance, and self-esteem.  IIC4S3-Use a variety of non-aversive techniques to control targeted behavior and maintain attention of individuals with exceptional learning needs. | ☐ Generally delivers more praise than reprimands or directives.  ☐ Reviews behavior expectations at the onset of the lesson  ☐ 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  ☐ Positioned to supervise all students in the classroom  ☐ Refrains from using sarcasm, insults, and talking about students in their presence |  |
| **3.3Values and supports student diversity *and* addresses individual needs**   * Uses a variety of strategies * Identifies student characteristics that will affect learning   **[UofL Standard 11.8]** | IIC2K2-{Demonstrates knowledge of} Impact of sensory impairments, physical and health exceptional learning needs on individuals, families and society.  IIC2K3-{Demonstrates knowledge of} Etiologies and medical aspects of conditions affecting individuals with exceptional learning needs {as appropriate}.  ICC7S8-Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences. | ☐Appropriate accommodations are made for students with sensory impairments  ☐Content, resources, and strategies respond to cultural, linguistic, and gender differences |  |
| ***Standard 6: Technology*** | **6.2Uses technology to implement instruction and facilitate student learning**   * Uses technology to support instruction * Students use technology | IIC6K2-{Demonstrates knowledge of} Communication and social interaction alternatives for individuals who are nonspeaking.  IIC5S2-Use and maintain assistive technologies. | ☐ Technology is used to enhance instruction (more than just a preferred activity or reinforcer)  ☐ Students are able to access technology (adapted mouse, para-support) |  |
| ***Standard 4: Implementing and Managing Instruction*** | **4.1Uses a variety of instructional strategies that engage students in active learning aligned with objectives**   * Uses different strategies within lesson * Incorporates strategies focused on objectives   **[UofL Standard 11.1]** | ICC6S1-Use strategies to support and enhance communication skills of individuals with exceptional learning needs.  IIC4S1-Use research-supported instructional strategies and practices. | ☐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 |  |
| **4.2 Implements instruction based on diverse student needs and assessment data**   * Bases instruction on needs, data is taken from contextual information * Adapts instruction to unanticipated circumstances   **[UofL Standard 11.2]** | ICC7S13-Make responsive adjustments to instruction based on continual observations.  ICC7S15-Evaluate and modify instructional practices in response to ongoing assessment data. | ☐Teacher uses appropriate reinforcement schedules based on student performance  ☐Teacher adjusts instruction based on student performance (antecedents, prompts, feedback) |  |
| 4.3 Uses time effectively   * Establishes efficient/effective procedures * Guides effective transitions * Monitors groups * Includes closure | ICC7K5-Demonstrates knowledge of} Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service.  IIC5S3-Structure the educational environment to provide optimal learning opportunities for individuals with exceptional learning needs. | ☐ Pace results in multiple OTR for all students and decreased opportunities for students to engage in problem behavior  ☐ Minimal time is spent in material preparation and explaining directions to paraprofessionals |  |
| **4.5 Implements and manages instruction in ways that facilitate higher order thinking**   * Uses tasks and questions that encourage students to compare, analyze, synthesize, evaluate, apply | IIC4S5-Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval.  ICC4S2-Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs. | ☐ 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 of instructive feedback to allow for students to elaborate on given responses |  |
| ***Standard 5: Assesses and Communicates Results*** | **5.2 Uses formative assessments**   * Assesses all objectives (informally/formally) * Uses a variety * Monitors and adjusts | ICC7S13-Make responsive adjustments to instruction based on continual observations.  ICC7S15-Evaluate and modify instructional practices in response to ongoing assessment data.  ICC8S8-Evaluate instruction and monitor progress of individuals with exceptional learning needs.  ICC5S6-Use performance data and information from all stakeholders to make or suggest modifications in learning environments. | ☐ Check for understanding of content  ☐Teacher collects data on student performance  ☐ Presents graphed data on student objectives  ☐Explains how instructional decisions have been made based on student data |  |
| **5.6 Allows opportunities for student self-assessment**   * Uses student self-assessment * Uses different strategies for self assessment | IIC5S5- Teach individuals with exceptional learning needs to give and receive meaningful feedback from peers and adults.  ICC7S3-Involve the individual and family in setting instructional goals and monitoring progress.  ICC5S8-Teach self-advocacy.  ICC5S9-Create an environment that encourages self-advocacy and increased independence. | ☐ Provides opportunities for students evaluate their own performance  ☐Materials and environments are structured in a way that promotes student independence  ☐ Uses visual schedules/or token systems to promote student self assessment of progress through tasks or toward reinforcement |  |

Goals for future lessons:

1.

2.

3.

**Teacher Candidate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ University Supervisor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cooperating Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_**

Written Lesson Plan (Part A) /13

Observation /33

Reflection (Part C) /4

Total = /50

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**Rubric for Assessment Task C: Lesson Analysis and Reflection**

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| ***Standard 7:Reflects On and Evaluates Teaching/Learning*** | **KTIP Indicators**  with U of L Standard 11: Diversity | **Lesson Analysis and Reflection**  *Please record evidence based on the candidate’s reflection.* ***The evidence for Task C can be shared with the student teacher via the on-line rubric in Live Text.*** | Comments/Questions/Suggestions |
| **7.1 Uses data to reflect on and evaluate student learning.**  Reflects on and accurately evaluates student learning |  |  |
| **7.2 Uses data to reflect on and evaluate instructional practice.**  Reflects on and accurately evaluates own instruction |  |  |

Summary of Observation for Clinical Placement for Student Teacher

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Standard 2: Designs/Plans Instruction

Standard 1: Demonstrates Applied Content Knowledge

Standard 3: Creates and Maintains Learning Climate

Standard 6: Implements Technology

Standard 4: Implements/Manages Instruction

Standard 5: Assesses/Communicates Learning Results

Standard 11: Understands the Complex Lives of Students and Adults in Schools and Society

*On the Completion of Task C*

Standard 7: Reflects On and Evaluates Teaching/Learning

An Evidence-based Approach to Feedback document is available.

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| --- | --- |
| **http://louisville.edu/resources2/images/dtbg_header_bk333.gifAn Evidence-based Approach to Feedback**  *Standard 2: Teacher Designs and Plans Instruction* | |
| Develops significant objectives aligned with standards | * Standards are appropriate to lesson * Objectives are aligned with KY Academic Standards and Core Content * Objectives are observable/measurable * Objectives are written on board or stated to students |
| Plans assessments to guide instruction and measure learning objectives | * Includes a pre-assessment * Plans to obtain formative information for future planning * Assessment is aligned to objectives * Rubrics or scoring guides are provided for each objective * Lesson assessments provide guidance/feedback on students’ progress towards objectives * Incorporates key questions into plan that are aligned with objectives * Plans a variety of assessment strategies |
| Plans instructional strategies and activities that address learning objectives for all students | * + - Incorporates visuals and physical tools to support learning objectives.     - Plans adaptations/accommodations for specific students     - Materials for students addressed different reading levels     - Lesson builds in student choice (of strategy or tool or task)     - Technology is used to provide visual support or exemplar to students     - Plan includes scripted higher level questions |
| Plans instructional strategies and activities that facilitate multiple levels of learning | * Lesson design is differentiated * Accommodations include scaffolding * Plan provides multiple ways for students to learn content * Hierarchy of thinking skills utilized is appropriate to developmental level of students * Students have varied ways of demonstrating what they know * Students are challenged to apply the key concepts of the lesson |
| *Standard 1: Applied Content Knowledge* | |
| Communicates concepts, processes and knowledge | * Used correct vocabulary * Explicit attention to essential vocabulary * Addressed student misconceptions * Used phrases such as “in other words…” to clarify concepts * Articulated difference between related concepts (provides examples and non-examples) * Elicits explanations of key concepts from students |
| Connects content to life experiences of students | * Lesson introduction (engage) tied new content to something interesting to students * Teacher asked students to think of a connection to their life * Lesson began with relating topic to prior knowledge * Connected lesson topic to other content area * Used student examples/experiences in instruction |
| *Standard 3: Learning Climate* | |
| Communicates high expectations | * Expressed confidence in students’ abilities: “This is challenging, but I know you can do it.” * Asked higher level question**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** * When student asked question, T asked question to give a hint without explaining too much. * Rubric/scoring guide contained a description of actions above expected performance. |
| Establishes a positive learning environment | * Expectations were posted and reinforced * Tone, mannerisms, responses to students were respectful * Students posed questions to each other * Provided specific feedback**,** “You justified your answer with support from our reading and class discussion” |
| Values and supports student diversity *and* addresses individual needs | * Grouping of students included range of skill-levels * Prepared a graphic organizer for students to help with note taking * Asked student from another country how they solved division problems * Provided many opportunities for student-to-student interaction * Interacted with individuals during group task |
| *Standard 6: Technology* | |
| Uses technology to implement instruction and facilitate student learning | * Used emerging technology (such as web blogs, pod casts, links, etc.) to engage students in new ways to content curriculum * Used web sites, applets, or software to model concepts of lesson * Used adaptive equipment to enhance or allow access to curriculum materials * Students used software program to explore X concept * Students created graphs using spreadsheet |
| *Standard 4: Implementing and Managing Instruction* | |
| Uses a variety of instructional strategies that engage students in active learning aligned with learning objectives | * Grouped students in different ways during lesson * Peer tutoring * Cooperative learning included student collaboration and individual accountability * Students used tools to explore concept * Students reported findings or conclusions to the lesson activity |
| Implements instruction based on diverse student needs and assessment data | * Teacher modified lesson to accommodate unexpected student response:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * Recognized that students needed additional time with a concept * Provided additional challenge to group finishing early * Offered a simpler example to a struggling learner. * Made sure text was comprehensible and vocabulary was emphasized at start of lesson. |
| Uses time effectively | * Students actively engaged at all times * Provides time for closure * Smooth transitions through lesson * Materials and technology ready for use * Attends to all groups by providing clarification of directions, “check ups” for comprehension. * Lesson began on time * During warm-up, talked with individuals about missed work |
| Implements and manages instruction in ways that facilitate higher order thinking | * Used higher level questions and solicited responses from all students * Asked a “what if” question to extend thinking * Provided wait time/think time/ response time * When no one volunteered a response, asked students to talk to a partner, then returned to question. * Asked students to ask a question analyzing the situation/graph/story. |
| *Standard 5: Assesses and Communicates Results* | |
| Uses a variety of assessments to measure student learning | * Formative assessment done 3 ways: quick write, pair-share, and observing during group work. * Provided a variety of assessment formats - verbal, written, and visual. * Teacher ends lesson with essential questions aligned with objectives. * Rubric used to assess the focus task. * Students asked to summarize lesson on an exit slip. |
| Uses assessments that are aligned with learning objectives | * Each objective is assessed and student performance evidence is gathered. * Used a checklist for each objective to capture observational data. * Objectives assessed informally during lesson and explicitly on an end-of-class writing prompt * Students asked what they know/learned about each objective. |
| *Standard 11: University of Louisville Standard of Diversity* | |
| Demonstrates an affirmation of and respect for individual and group differences | * Initiated interaction and interacted in authentic ways with students, parents and other adults from different racial, cultural and socioeconomic backgrounds (e.g., eye contact, appropriate tone & voice). * Created instructional activities that show a knowledge of students’ racial, cultural, socioeconomic backgrounds * Spoke about students from various backgrounds in a respectful manner (specifically avoiding terms that indicate a deficit perspective of lower expectations based on racial, cultural, socioeconomic and gender, etc. differences). * Anticipated and managed issues of equity and access to resources * Used specific instructional strategies to meet the diverse learners in the classroom. |
| *Standard 7: Reflects On and Evaluates Students/Learning* | |
| Consider the extent to which the evidence reveals that the intern is able to reflect on and accurately evaluate student learning | * Stated to what extent the students understood the procedures, concepts and/or skills prior to the start of the lesson. * Ensured that each student was actively engaged throughout the lesson.. * Used evidence to determine whether each student learned the objectives. * Identified what was challenging for the students to understand. |
| Consider the extent to which the evidence reveals that the intern is able to reflect on and evaluate instructional practices | * Described how the lesson tasks, activities and/or discussion supported the lesson objectives. * Detailed what content knowledge the teacher had to understand in order to teach the lesson well. * Identified effective and ineffective instructional strategies. * Identified effective and ineffective classroom management strategies. * Described the most successful aspects of the lesson. * Identified specific strategies that supported the students’ development of concepts, procedures and/or skills. * Described the focus of a follow-up lesson based on students’ performance in this lesson. * Detailed the specifics of what would be done differently if the lesson would be taught again. |

U of L Candidate Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

IECE Teaching Observation Form

Lesson Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Content Area/Topic:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Observer:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Standard I relates to the candidate’s **Lesson Plan.** Standards II, IX and III relate to the candidate’s **Instruction**. Standard IV to both.

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|  | Standard Indicators | **Observations**  *Please record evidence based on what is included in the lesson plan.* | **Comments/Questions/Suggestions** |
| **Standard I: Designs and Plans Instruction** | **1.1Designs for all children developmentally appropriate, comprehensive curriculum, instruction, and learning outcomes**   * aligns with program, school, district, state, and/or federal goals |  |  |
| **1.2, 1.3 Individualizes curriculum and instruction plans for ALL children**   * Plans a variety of strategies * Includes strategies and adaptations for range of learners * Uses contextual data to design relevant instruction   Include activity-based instruction |  |  |
| **1.4 Plans for the effective involvement of team members, including assistants, staff, and volunteers, across learning environments** |  |  |
| **1.5 Includes knowledge and strategies of multiple disciplines** |  |  |
|  | **1.6 Plans experiences and instruction based on family resources, priorities, and concerns** |  |  |
| **Standard 2: Creates and Maintains a Learning Environment** | **2.1, 2.3 Creates:**  **Healthy/safe environments aligned with standards** |  |  |
| **2.2, 2.4, 2.5 Creates environments that are:**  **•Individually appropriate; •Activity-based for indoor/outdoor**  **•Culturally responsive** |  |  |
| **2.6 Makes adaptations for children with special needs and disabilities** |  |  |
| **2.7 Uses technology, materials, and media to enhance the learning environment** |  |  |
|  | **2.8 Facilitates mutual respect among children and adults through cooperative and independent learning activities** |  |  |
| **2.9 Uses appropriate, positive guidance techniques to foster children’s self-regulation** |  |  |
| **Standard 9:**  **Technology** | **Uses technology to support/ implement instruction and facilitate student learning** ;  **Provides opportunities for students to use technology** |  |  |
| **Standard 3: Implements Instruction** | **3.1, 3.2, 3,6 Implements curriculum/instruction that is:**  **•developmentally appropriate;**  **•comprehensive ;**  **•culturally responsive**  **•aligned with standards** |  |  |
| 3.3 Uses a variety of child-initiated and teacher-facilitated activities |  |  |
| **3.4 Uses instructional strategies that meet individual needs;**  **Adapts to unanticipated circumstances** |  |  |
| **Standard 4: Assessment** | **4.1 Uses developmentally appropriate and authentic assessments** |  |  |
| **4.2Uses multiple modes and methods of assessment** |  |  |
| **4.3 Involves family and or team members in assessment process** |  |  |

**Goals for future lessons:**

**1.**

**2.**

**3.**

**Teaching Candidate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cooperating Teacher/University Supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Task C: Lesson Analysis and Reflection**

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|  | **KTIP Indicators** | **Lesson Analysis and Reflection**  *Please record evidence based on the candidate’s reflection.* ***The evidence for Task C can be shared with the student teacher via the on-line rubric in Live Text*** | **Comments/Questions/Suggestions** |
| **Standard 5: Reflects/Evaluates Professional Practices** | 5 Reflects on and evaluates professional practices (i.e., student learning and instructional practices) that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities |  |  |

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Reviewers will be asked to indicate the extent to which evidence reveals a student teacher’s progress on the following standards:

Standard 1: Designs/Plans Instruction Standard 4: Assessment

Standard 2: Creates and Maintains Environment Standard 11: Understands the Complex Lives of Students and Adults in

Standard 9: Implements Technology School and Society

Standard 3: Implements Instruction

On the Completion of Task C

Standard 5: Reflects/Evaluates Professional Practice

An Evidence-based Approach to Feedback document is available.

**An Evidence-based Approach to Feedback for IECE Observation**

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| ***Standard 1:Designs and Plans Instruction*** | |
| 1.1  Designs for all children developmentally appropriate, comprehensive curriculum, instruction, and learning outcomes | * Standards are appropriate to lesson * Objectives are aligned with curriculum standards * Learning outcomes are observable/measurable * Curriculum is developmentally appropriate |
| 1.2, 1.3  Individualizes curriculum and instruction plans for ALL children | * Contextual data utilized to implement relevant instruction * Plans a variety of instructional strategies to meet diverse needs of learners * Appropriate adaptations and accommodations * Includes options for student choice |
| Plans for the effective involvement of team members, including assistants, staff, and volunteers, across learning environments | * Utilizes appropriate resources and expertise * Appropriate involvement of various staff members and/or volunteers * Effectively delegates responsibilities * Leads additional team members |
| 1.5  Includes knowledge and strategies of multiple disciplines | * Lesson design is differentiated**/** scaffold * Various senses used to accommodate different learning styles * Hierarchy of thinking skills that is appropriate to developmental level of student**s** * Students are provided various opportunities to demonstrate what they know |
| 1.6  Plans experiences and instruction based on family resources, priorities, and concerns | * Lesson content developed around contextual data * Lesson addressed character education * Content related to student experiences |
| ***Standard 2: Creates and Maintains Learning Environment*** | |
| 2.1, 2.3  Creates and maintains an emotionally and physically healthy and safe environment; aligns with standards | * Behavior management system enforced * Clear rules and consequences * Encourages all students to participate * Good rapport with students |
| 2.2, 2.4  Creates and maintains individually appropriate, activity-based learning environments for indoor and/or outdoor environments | * Stations and/or centers provide scaffold learning opportunities * Activity provides opportunity for extension * Accommodations provided for diverse learners * Activity builds on prior knowledge |
| 2.5  Creates and maintains culturally responsive environments to support all children and families | * Lesson embraces diversity * Content culturally responsive * Multiple examples provided from various cultures and/or families * Differences embraced and/or celebrated |
| 2.6  Adapts environments to support children with special needs and disabilities | * Various materials are available * Pacing of lesson is modified * Prompts and cues are provided * Directions are clear and simple |
| 2.7  Creates, evaluates, and selects technology, materials, and media to enhance the learning environment | * Appropriate selection of media and/or technology * Media and/or technology utilized effectively to enhance learning * Technology organized and managed in a manner not to distract from lesson |
| 2.8  Facilitates mutual respect among children and adults through cooperative and independent learning activities | * Cooperative group activities * Students assigned roles and responsibilities during group work * Clear understanding of rules and expectations |
| 2.9  Uses appropriate, positive guidance techniques to foster children’s self-regulation | * Students reminded to check their behavior and/or performance * Students aware of progress * Students participate in self-reflection activity |
| ***Standard 9: Technology*** | |
| Uses technology to implement instruction and facilitate student learning | * Uses technology to support instruction * Students use technology to increase learning * Appropriate use of technology to maximize learning experience |
| ***Standard 3: Implements Instruction*** | |
| 3.1, 3.2  Implements developmentally appropriate, comprehensive curriculum and instruction | * Lesson content developmentally appropriate * Instruction delivered in developmentally appropriate manner * Effective strategies implemented to enhance learning |
| 3.3  Engages children in a variety of child-initiated and teacher-facilitated developmentally appropriate activities | * Students actively engaged in lesson * All students participate in learning activity * Balance of student-centered and teacher- led activities * The lesson is primarily activity based |
| 3.4  Implements instructional strategies that meet the individual needs of each child | * Adapts instruction to unanticipated circumstances * Appropriate accommodations made to meet the needs of all students * Variety of effective instructional strategies implemented * Aware of students’ strengths and areas of need |
| 3.6  Implements culturally responsive learning experiences to support children and their families | * Variety of learning experiences and various cultural examples provided * Various literature and environmental print of various cultures and families displayed * Activity includes materials representative of different cultures |
| 3.7  Provides guidance, cues, and feedback to children to foster self-management and learning | * Constant reminder of clear expectations * Continuous positive reinforcement * Specific feedback |
| ***Standard 4: Assess/Communicates Learning Results*** | |
| 4.1  Uses developmentally appropriate and authentic assessments | * Assessment aligned with objective * Clear performance expectations * Assessment is developmentally appropriate * Assessment is authentic and related to real life example |
| 4.2  Uses multiple modes and methods of assessment | * Includes a pre-assessment to plan instruction * Ongoing formative assessment evident for planning purposes * Includes post-assessment to check progress |
| 4.3  Involves family and or team members in assessment process | * Additional team members are utilized in the assessment process * Family members are aware and asked to help student prepare * Additional staff is consulted to review student performance |
| 4.6  Communicates assessment results/child progress with families and/or team members | * Students are aware of self progress * Families are notified of student progress * Results are shared with various staff members for planning purposes |

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**Student Teaching Grading Rubric**

**Final Grade:**

**Student Teacher Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:**

**Placement/Level: \_\_\_\_\_\_\_\_\_\_\_Cooperating Teacher: \_\_\_\_\_\_\_\_\_University Supervisor:**

**Name of person completing form**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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 and the U of L Diversity Standard. Evaluation of the student teaching experience is a collaborative process involving the teacher candidate, cooperating teacher and university supervisor/liaison. 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. The standards have been weighted based on their emphasis in student teaching and the related assessments (e.g., Standards-Based Unit of Study). 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 SATISFACTORY PERFORMANCE toward meeting the initial-level of **all** the Kentucky Teaching Standards (KTS) and demonstrated a HIGHLY COMPETENT PERFORMANCE in meeting at least three (3) of the following (5) standards**: KTS 1, 3, 4, 5, and 6.**

**Score: 50-37**

**B**

A grade of a “B” indicates that evidence supports that the student teacher candidate has demonstrated a SATISFACTORY PERFORMANCE toward meeting the initial-level of **most** of the Kentucky Teaching Standards and has demonstrated LIMITED PROGRESS in no more than two (2) of the following (5) standards: **KTS 1, 3, 4, 5, and 6**.

**Score: 36-27**

**C**

A grade of a “C” indicates that evidence supports that the student teacher candidate has demonstrated a SATISFACTORY PERFORMANCE toward meeting the initial-level in at least five (5)of the 10 KTS (**KTS 1, 3, 4, 5, and 6)** but has demonstrated LIMITED PROGRESS on other standards.

**Score: 26-21**

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

Candidates demonstrating a weak or inadequate performance (20 or lower) are not making sufficient progress toward meeting initial-level performance of the Kentucky Teaching Standards and U of L Diversity Standard and will not be recommended for certification. **Please indicate the level of progress demonstrated by the student teacher candidate for each of the Kentucky Teacher Standards and of the U of L Diversity Standard listed below. Cite evidence observed**.

Candidate has demonstrated LIMITED PROGRESS toward meeting the initial-level performance of this

Kentucky Teaching Standard

1 point

Candidate has demonstrated SATISFACTORY PROGRESS toward meeting the initial-level performance of this Kentucky Teaching Standard

3 points

Candidate has demonstrated HIGHLY COMPETENT PERFORMANCE toward meeting the initial-level performance of this Kentucky Teaching Standard

5 points

**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

**Evidence for Standard 1:**

**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

Candidate has demonstrated HIGHLY COMPETENT PERFORMANCE toward meeting the initial-level performance of this Kentucky Teaching Standard

5 points

Candidate has demonstrated LIMITED

PROGRESS toward meeting the initial-level performance of this

Kentucky Teaching Standard

1 point

Candidate has demonstrated SATISFACTORY PROGRESS toward meeting the initial-level performance of this Kentucky Teaching Standard

3 points

**Evidence for Standard 2:**

**Evidence for Standard 2:**

**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

Candidate has demonstrated HIGHLY COMPETENT PERFORMANCE toward meeting the initial-level performance of this Kentucky Teaching Standard

5 points

Candidate has demonstrated SATISFACTORY PROGRESS toward meeting the initial-level performance of this Kentucky Teaching Standard

3 points

Candidate has demonstrated LIMITED

PROGRESS toward meeting the initial-level performance of this

Kentucky Teaching Standard

1 point

**Evidence for Standard 3:**

**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

Candidate has demonstrated SATISFACTORY PROGRESS toward meeting the initial-level performance of this Kentucky Teaching Standard

3 points

Candidate has demonstrated LIMITED

PROGRESS toward meeting the initial-level performance of this

Kentucky Teaching Standard

1 point

Candidate has demonstrated HIGHLY COMPETENT PERFORMANCE toward meeting the initial-level performance of this Kentucky Teaching Standard

5 points

**Evidence for Standard 4**

**Evidence for Standard 4:**

**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

Candidate has demonstrated LIMITED

PROGRESS toward meeting the initial-level performance of this

Kentucky Teaching Standard

1 point

Candidate has demonstrated SATISFACTORY PROGRESS toward meeting the initial-level performance of this Kentucky Teaching Standard

3 points

Candidate has demonstrated HIGHLY COMPETENT PERFORMANCE toward meeting the initial-level performance of this Kentucky Teaching Standard

5 points

**Evidence for Standard 5:**

**Evidence for Standard 5:**

**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

**Evidence for Standard 6:**

Candidate has demonstrated LIMITED

PROGRESS toward meeting the initial-level performance of this

Kentucky Teaching Standard

1 point

Candidate has demonstrated SATISFACTORY PROGRESS toward meeting the initial-level performance of this Kentucky Teaching Standard

3 points

Candidate has demonstrated HIGHLY COMPETENT PERFORMANCE toward meeting the initial-level performance of this Kentucky Teaching Standard

5 points

**Evidence for Standard 6:**

**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

Candidate has demonstrated LIMITED

PROGRESS toward meeting the initial-level performance of this

Kentucky Teaching Standard

1 point

Candidate has demonstrated SATISFACTORY PROGRESS toward meeting the initial-level performance of this Kentucky Teaching Standard

3 points

Candidate has demonstrated HIGHLY COMPETENT PERFORMANCE toward meeting the initial-level performance of this Kentucky Teaching Standard

5 points

**Evidence for Standard 7:**

**Evidence for Standard 7:**

**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

Candidate has demonstrated LIMITED

PROGRESS toward meeting the initial-level performance of this

Kentucky Teaching Standard

1 point

Candidate has demonstrated SATISFACTORY PROGRESS toward meeting the initial-level performance of this Kentucky Teaching Standard

2 points

Candidate has demonstrated HIGHLY COMPETENT PERFORMANCE toward meeting the initial-level performance of this Kentucky Teaching Standard

3 points

**Evidence for Standard 8:**

**Evidence for Standard**

**Standard 9: Evaluates Teaching and Engages in Professional Development**

Identifies priority growth areas and strengths relative to the KY Teacher Standards; Designs a professional growth plan

Candidate has demonstrated LIMITED

PROGRESS toward meeting the initial-level performance of this

Kentucky Teaching Standard

1 point

Candidate has demonstrated SATISFACTORY PROGRESS toward meeting the initial-level performance of this Kentucky Teaching Standard

2 points

Candidate has demonstrated HIGHLY COMPETENT PERFORMANCE toward meeting the initial-level performance of this Kentucky Teaching Standard

3 points

**Evidence for Standard 9:**

**Standard 10: Provides Leadership within School/Community/Profession**

Provides professional leadership within the school and community

Candidate has demonstrated LIMITED

PROGRESS toward meeting the initial-level performance of this

Kentucky Teaching Standard

1 point

Candidate has demonstrated SATISFACTORY PROGRESS toward meeting the initial-level performance of this Kentucky Teaching Standard

2 points

Candidate has demonstrated HIGHLY COMPETENT PERFORMANCE toward meeting the initial-level performance of this Kentucky Teaching Standard

3 points

**Evidence for Standard 10:**

**Standard 11: Understands the Complex Lives of Students and Adults in Schools and Society**

The teacher’s instructional and assessment materials affirm differences and groups honestly. The teacher’s curriculum experiences and resources offer a variety of materials on the histories, experiences, and cultures of diverse groups. The teacher respects the dignity and worth of students as individuals and as members of racial, ethnic, and cultural, linguistic, religious, gender and economic groups.

**Evidence for Standard 11:**

Candidate has demonstrated LIMITED

PROGRESS toward meeting the initial-level performance of this

Kentucky Teaching Standard

1 point

Candidate has demonstrated SATISFACTORY PROGRESS toward meeting the initial-level performance of this Kentucky Teaching Standard

4 points

Candidate has demonstrated HIGHLY COMPETENT PERFORMANCE toward meeting the initial-level performance of this Kentucky Teaching Standard

6 points

**Evidence for Standard 11:**

**Overall Comments:**

**­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student Teacher Candidate Cooperating Teacher/Supervisor**

**DISPOSITIONS ASSESSMENT**

In addition to proficiencies in knowledge and skills, dispositions are a key element in teacher preparation and performance. The National Council of Accreditation of Teacher Education defines dispositions as:

Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development.

Candidates should

* operationalize the belief that all students can learn;
* demonstrate fairness in educational settings by meeting the educational needs of all students in a caring, non-discriminatory, and equitable manner;
* understand the impact of discrimination based on race, class, gender, disability/exceptionality, sexual orientation, and language on students and their learning; and
* apply their knowledge, skills, and professional dispositions in a manner that facilitates student learning.

(Retrieved on September 14, 2009, from the NCATE website <http://www.ncate.org/public/102407.asp?ch=148>

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.

A Candidate *Dispositions Assessment* is completed at mid point and at end point of student teaching by the teacher candidate, the cooperating teacher and the university supervisor, based on observations and interactions. The results of the *Dispositions Assessment* are shared with all parties and data is collected and submitted to the Office of Educator Development and Clinical Practice.

**University of Louisville College of Education and Human Development**

**Teacher Candidate Dispositions**

| The candidate … | Evidence of Disposition |
| --- | --- |
| 1. Develops positive relationships with peers, teachers and others, and works collaboratively with them.   [Conceptual Framework: Action] | * Introduces self to school faculty and staff * Attends faculty and staff/team/department meetings * Collaborates with school personnel who impact student learning (e.g. special educators, English Language Learner (ELL) teachers, etc.) * Plans jointly with cooperating teacher * Evaluates, plans, and discusses ways to improve teaching with others in the field |
|
|
| 1. Develops positive relationships with students and families; treats students fairly and equitably.   [Conceptual Framework: Advocacy] | * Seeks to become acquainted with students as individuals * Interacts in a respectful and supportive way with students and their families * Works equitably to meet students’ needs * Provides feedback that creates a positive atmosphere * Encourages all students to participate |
|
|
| 1. Respects and affirms students’ differences and potential; demonstrates through classroom practice a belief that all students can learn.   [Conceptual Framework: Advocacy] | * Contributes to meetings about students’ needs (as appropriate) * Seeks input from available supporting personnel (e.g. Family Resource Center, Youth Services Center) * Analyzes student work and other data to become informed about individual student strengths and needs * Avoids stereotyping students or groups (e.g. in field placements and/or U of L classes) * Addresses the diverse needs of students (e.g. exceptionalities, multiple intelligences, learning styles, English language learners, and gifted and talented students) |
|
|
| 1. Is prompt, prepared, and organized.   [Conceptual Framework: Action] | * Arrives at school promptly * Is prepared and organized for lessons and responsibilities * Manages time and materials * Follows established school and U of L policies and procedures, including attendance |
|
|
| 1. Is dependable; follows through with responsibilities.   [Conceptual Framework: Action] | * Submits assignments on time (e.g. lesson plans, solo teaching plans, portfolios, U of L assignments) * Follows through with commitments to colleagues and faculty in school and at U of L * Comes to meetings prepared to contribute (e.g. with written ideas and suggestions) * Takes responsibility for meeting program, degree and certification requirements |
|
|
| 1. Demonstrates the interpersonal skills necessary to do the daily work of teaching. | * Engages positively with students * Treats students respectfully (e.g. patient, considerate, attentive, makes eye contact) * Talks individually with students when appropriate * Provides constructive feedback to students * Exhibits positive demeanor; avoids gossip in school and university settings |
|
|
| 1. Demonstrates self-direction and self-motivation; can work independently.   [Conceptual Framework: Action] | * Follows instructions independently * Shows desire to learn and teach * Demonstrates flexibility (e.g. responds positively to unexpected changes) * Demonstrates self-confidence |
|
|
| 1. Demonstrates initiative and/or leadership.   [Conceptual Framework: Advocacy] | * Seeks opportunities to learn about and implement new activities * Asks for greater responsibility in implementing classroom activities * Takes initiative in the classroom (e.g., assists without being asked) * Volunteers for school functions * Assumes leadership roles |
|
|
| 1. Seeks and considers new information, strategies, and perspectives; demonstrates intellectual curiosity.   [Conceptual Framework: Inquiry] | * Attends activities/workshops or other meetings to hear various perspectives * Asks questions and contributes positively * Tries new strategies in the classroom when given the opportunity * Considers perspectives different from his/her own * Explores resources (e.g. professional libraries, educational journals, books, Internet) |
|
|
| 1. Reflects accurately about own behavior, attitudes, performance, impact on others, and makes necessary changes.   [Conceptual Framework: Inquiry] | * Identifies personal strengths and weaknesses * Demonstrates deliberate and consistent effort toward improvement * Reflects with cooperating teacher/university supervisor/university professor on lesson planning and execution, and/or other classroom activities * Makes appropriate changes |
|
|
| 1. Seeks and accepts feedback; makes necessary changes.   [Conceptual Framework: Inquiry] | * Asks for and implements suggestions and/or advice from cooperating teacher, liaison/university supervisor and/or U of L faculty * Accepts constructive criticism with a positive attitude (without becoming defensive) * Exhibits needed changes |
|
|
| 1. Projects a professional image in dress and behavior.   [Conceptual Framework: Action] | * Maintains professional appearance for an adult teaching in school * Follows safety policy and procedural rules of the school * Represents the school professionally during school hours, during school events and in the wider community * Demonstrates ethical behavior towards teaching and the teaching profession * Demonstrates standard English in oral and written communication |
|
|

**PART IV**

**LICENSURE AND CERTIFICATION**

[Kentucky Learning Goals and Academic Expectations](#KentuckyLearningGoals) 87

[Co](#CombinedCurriculumDocument)mmon Core Standards Resource 87

Kentucky Teacher Standards: Initial and Advanced 88

University of Louisville Standard of Diversity 98

**Kentucky Learning Goals and Academic Expectations**

**Kentucky’s Learning Goals and Academic Expectations Link**

[**http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/**](http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/)

**Curriculum Documents & Resources**

Kentucky's Curriculum Documents and other resources for improving instruction in Kentucky schools. Documents include the Program of Studies, Core Content for Assessment, Transformations, and other supporting documents such as the Implementation Manuals, Instructional Materials (formerly referred to as textbooks) Adoption information.   Other resources include released test items and student performance standards.

[**Common Core Standards Resources**](http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Common+Core+Standards+Resources.htm)

Informational resources for the Common Core Standards, including information on End of Course assessments and other curriculum and assessment changes related to Senate Bill 1. Assessment Literacy Resources Module 1: Learning Targets Module 2: Learning Targets (continued)Tuning Protocol framework Module 3: Assessment Literacy

<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Common+Core+Standards+Resources.htm>

**Kentucky Teacher Standards**

|  |  |
| --- | --- |
| **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 clearcontribution 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 andverbally/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. |

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| **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. |

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| **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. |

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| **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**

[Classroom Management Tips](#ClassroomManagement) 101

[Developing a Rubric](#Rubric) 102

[Guide to Reflective Lesson Analysis](#ReflectiveAnalysis) 102

Keys to Successful Transition 103

**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?

**KEYS TO A SUCCESSFUL TRANSITION IN STUDENT TEACHING**

Critical to the comfort level of the student teacher is orientation to the school community. This will enforce expectations and eliminate possible misconceptions. The student teacher should contact the cooperating teacher to schedule a time for the orientation prior to the student teaching semester. Topics discussed in the orientation should include:

* descriptions of teaching responsibilities (such as attendance at faculty and departmental meetings, bus or hallway duty, computer accounts, building tour to become familiar with the school environment)
* school policies and procedures (discipline and attendance policies, grading, emergency procedures)
* classroom expectations (rules, management plan, discipline and hall pass referral processes, recording of absent and tardy students)
* instructional resources (computer labs, media center, computer use expectations, district and school websites, state standards for course or grade work, appropriate instructional materials, lesson plans and student assessment expectations, supplemental community resources)
* school community needs (socioeconomic influences and cultural background of student populations, before/after school opportunities for student teacher engagement, parent involvement in the school, expectations of parent communication, health/participation restrictions of assigned students, specific responsibilities of assigned special needs students, student reading levels and available support)

In addition to becoming familiar with the school community, student teachers should remember that they are viewed as guests of the school and district, and should maintain discrete behavior. Dress and demeanor should conform to expectations of the school and district. Be aware that inappropriate behavior inside or outside the classroom may reflect negatively when applying for a paid faculty position. Additionally the following should be considerations during the semester:

* budget time for maximum effectiveness
* never leave students unattended
* monitor students on field trips ONLY with other teachers/parents
* minimize other non-teaching responsibilities during this semester
* avoid the inclination to become a friend to the students, as it is important to maintain a professional distance as a role model
* document all problems involving students as part of your personal record although no formal disciplinary referral may be forwarded
* communicate with the cooperating teacher and/or the university supervisor if you have concerns or questions

A successful classroom is well-organized and well-planned. Some suggestions to positively impact the learning process include:

* evaluation of individual student differences when planning in order to meet curricular and student needs
* display of enthusiasm for teaching
* development of plans that make use of various instructional aids and strategies and reflect state standards
* planned, meaningful activities that engage all learners
* encouragement and praise of outstanding (and appropriate) effort
* delivery in a clear, well-modulated voice
* consideration to classroom physical atmosphere
* avoidance of mannerisms that could detract from the lesson

**PART VI**

**EMPLOYMENT INFORMATION**

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Career Development Center 108

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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 TC-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 TC-1 form. Applicants may be required to submit a fee. Both the TC-1 form and the fee form will be found at <http://louisville.edu/education/teacher-cert>

Access may be gained at the website listed below.

<http://www.kyepsb.net/documents/Cert/Tc-1_Application.pdf>

**KENTUCKY TEACHER INTERNSHIP PROGRAM**

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: http://louisville.edu/career/students/job-search.html

Contact:

Ashley Dale [aodale01@louisville.edu](mailto:aodale01@louisville.edu) or call 852-3758 to schedule an appointment.

**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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KTIP/TPA Handbook 114

**LINKS TO FACULTY AND PROGRAMS**

Early Childhood & Elementary Education

http://louisville.edu/education/departments/ecee

Middle and Secondary Education

<http://louisville.edu/education/departments/mise>

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.

Kentucky Regional Education Applicant and Placement Program for Carroll, Henry, Jefferson, Oldham Shelby, and Spencer Counties at [www.kyreap.net](http://www.kyreap.net)

Ohio Valley Educational Cooperative The Ohio Valley Educational Cooperative (OVEC) is a consortium of [13 school districts](http://www.ovec.org/districts.htm) 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](http://www.ovec.org/programs.htm) that serve member school districts, their student populations and families.

at [www.ovec.org](http://www.ovec.org)

Direct web access is possible at each district site, such as [www.Bullitt.kyschools.us](http://www.Bullitt.kyschools.us), [www.Jefferson.kyschools.us](http://www.Jefferson.kyschools.us), [www.Oldham.kyschools.us](http://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.kyepsb.net/

**Searchable Databases**

Following are sites that have proven to be of use during the classroom experience.

<http://www.ascd.org>

The Association for Supervision and Curriculum Development, a highly respected organization, provides a listing of online resources for teachers and includes a link to ASCD Publications.

<http://www.ed.gov>

The U.S. Department of Education website links to education news, research, and other sites.

<http://www.ed.gov/pubs/FirstYear>

This site includes comments from experienced teachers from across the U.S., strategies. There is also a checklist of tips.

http://www.ccf.wa.gov/prevention-resources/national-parent-information-network

The National Parent Information Network alerts teachers to parent concerns and provides links to *Ask ERIC* and *Parents Ask ERIC*.

<http://www.louisville.edu/library/research/>

This link provides descriptions and links to specific indexes.

<http://www.ericae.net>

Online address for ERIC provides access to many topics of interest to teachers.

**KTIP TPA Handbook**

http://www.kyepsb.net/documents/KTIP\_KPIP/ktip/KTIP%20TPA%20Handbook%202009.pdf