Secondary Education
Field Experience Handbook

EDU 393
EDU 396

Department of Teacher Education
College of Education and Human Services

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Northern Kentucky University College of Education and Human Services
CONCEPTUAL FRAMEWORK
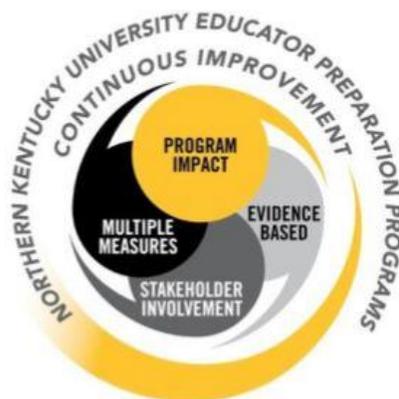
Learn, Lead, Succeed

Mission

The College of Education and Human Services plays an important leadership role and collaborates with others in the creation, dissemination, and application of knowledge and research that enhances professional practice and transforms lives, schools, and communities.

Vision

The College of Education and Human Services aspires to be known throughout the Commonwealth of Kentucky and region at large as the leader in providing opportunities for engaged learning and applied scholarship that fosters individual growth and collective success.

Kentucky Academic Standards (KAS)

Preparation of Kentucky's students for the demands of the 21st century requires districts and schools to prepare every student for successful transition to be College and Career Ready. The Kentucky Academic Standards help ensure that all students throughout Kentucky are provided with common content and have opportunities to learn at high levels. As education candidates complete and implement projects and assignments throughout their education programs at NKU, they will incorporate the components of the Kentucky Academic Standards.

College Goals

The goals of the teacher education, instructional leadership, and school counselor programs are to:

- Attract, retain, and graduate students of diverse backgrounds;
- Recruit and retain outstanding, committed, collegial, and diverse faculty and staff;
- Monitor progress of, provide feedback to, and evaluate performances of students, faculty, and staff;
- Promote faculty professional development and scholarship;
- Encourage and model practices based on high standards and expectations, as defined by professional associations;
- Demonstrate a commitment to ethical and professional standards;
- Provide diverse and inclusive teaching and learning experiences;
- Use creative and effective teaching enhanced with the application of current technology;
- Provide a variety of meaningful field and clinical experiences that include working with diverse populations;
- Seek external funding for innovative programs that enhance learning, growth, and development to meet the needs of the community;
- Engage in continuous assessment that ensures program effectiveness;
- Provide timely and accurate communication and information to internal and external constituencies;

- Engage with P-12 schools, university colleagues, community agencies, and other professional communities to achieve our mutual goals and interests.

PURPOSE

The purpose of the teacher education, instructional leadership, and school counseling programs is to develop effective professionals who embody the knowledge, skills, and dispositions to teach, lead, and counsel all learners. This commitment is reflected in the Conceptual Framework through cohesive and coordinated experiences that stimulate inquiry and develop candidates into successful helping professionals. Candidates are expected to collaborate with peers, education and other university faculty, and practitioners in active pursuit of theoretical, disciplinary and pedagogical understanding. The intention is to provide an experience through which candidates develop the knowledge, skills and dispositions to function as informed and ethical professionals. Candidates are disposed to think critically, respect cultural differences, recognize the worth of all individuals, practice with competence and appreciate the value of continued personal and intellectual growth.

PHILOSOPHY

The Conceptual Framework emphasizes the importance of preparing candidates to support the learning, growth and development of all students. Faculty are engaged with candidates in classroom coursework and field experiences, continuously assessing the candidates' knowledge, skills, and dispositions as they participate in their various program experiences. We believe the educator's role is to facilitate learning, which is accomplished by creating opportunities for all students to actively participate in their program experiences through methods appropriate to their individual learning styles. Our model is based to a great extent on the Constructivist Model, borrowing from the tenets of Piaget and Vygotsky and the Social Cognitive Theory of Learning. However, to increase the appreciation of diverse and expansive thinking among our students, we encourage the introduction of modern theoretical perspectives (e.g. race theory, feminist theory, disability studies, etc.).

The theory of Lev Vygotsky (Vygotsky, 1978) extends Piaget's ideas and states that interaction with other people and the real world environment is critical for learning and development of children and adults. Vygotsky emphasized using:
- Explicit instruction to promote learning;
- Collaboration and challenging tasks within a problem solving approach; and
- Group activities to internalize learning processes.

Vygotsky outlined a theory of cognitive development based on the premise that there is a mutual interaction between children and people with whom they have regular social contact. The child's intellectual development is based on social interactions or cooperative dialogues with other members of society. As adults or more competent peers help children to master meaningful activities, the communication between these entities becomes part of the children's thinking. Once the essential features of this dialogue are internalized, children can use the language to guide them in activities. A central idea of Vygotsky's theory is that cognition is always situated in activity and that people learn best when they are working with others while actively engaged in a problem solving situation.

Social interaction is a major vehicle of learning – whether it is formalized cooperative learning in the classroom or the natural interactions of children on the playground or in family gatherings. All social interaction contributes to learning. However in classroom learning the nature of the teacher-student interaction is paramount. Teacher- student interaction should be collaborative and include teacher modeling, explaining and questioning. Students should, in turn, be expected to self-question in ways that enable them to accurately verbalize the concepts being learned (Vygotsky, 1987).

The education, instructional leadership, and school counseling programs implement Vygotsky's ideas through the candidates' active participation in content and pedagogy classes as well as appropriate field experiences and clinical experiences. During these experiences candidates construct their knowledge by engaging in a variety of activities, such as developing and teaching lesson plans, assessing P-12 students, and collaborating with their peers, university supervisors, and P-12 clinical supervisors in the P-12 school.

The Unit's programs foster learning environments that invite collaboration and cooperation among learners and instructors and provide opportunities for candidates to be reflective about many issues related to their future profession as a teacher, instructional leader, or school counselor. Within this context, candidates are asked to continually reflect and examine their knowledge, skills, and dispositions with the ultimate goal of becoming a highly qualified practitioner.

TEACHER CANDIDATE PROFICIENCIES

The Unit's theme -- "*Learn, Lead, Succeed*"-- is derived from candidate proficiencies and outcomes pertaining to the standards governing initial and advanced programs. The Conceptual Framework and its alignment with appropriate national, state, and SPA standards ensures that candidates demonstrate the knowledge, skills and dispositions needed to positively impact P-12 student learning. In addition, the Conceptual Framework guides faculty to make data driven decisions when evaluating the effectiveness of candidates and/or programs.

The Unit prepares candidates who are advocates for all learners and are proficient as:
- Knowledgeable scholars (which includes content, professional, pedagogical, diversity and technical knowledge). Candidates are well-grounded in theory and equipped with a strong knowledge base to provide learning environments that value diversity, collaboration, and promote a high level of achievement and quality for all learners.
- Skilled scholars (which includes lesson and unit planning, classroom management, classroom teaching, communication, reflection, assessment, accountability for student learning, and technology skills). The effective use of pedagogical skills is essential in building a community of learners to ensure a positive impact on P-12 learning.
- Collaborative scholars (which includes the ability to collaborate with students, parents, and colleagues; interpersonal skills; dispositions; professionalism; and self-evaluation). Candidates contemplate the appropriateness and possible long-term consequences of their professional dispositions and actions on student performance and all aspects of their teaching and instruction.

COMMITMENT TO DIVERSITY

Consistent with the Unit's theme, vision, mission, and philosophy there is a commitment to and value of diversity. The Unit is committed to attracting and retaining candidates and faculty with diverse backgrounds and providing diverse and inclusive teaching and learning experiences. The Unit's theme, "Committed to the Development of All Learners" further emphasizes an essential belief that all students can learn at a high level. Faculty members of the COEHS intentionally teach that learning is not predicated upon gender, race, disability, ethnicity, and/or socio- economic status.

The importance of recognizing the racial, behavioral, and cultural diversity of students has inspired much recent discussion and research in higher education. Racially diverse environments, when properly nurtured, lead to gains in educational outcomes for all students. Diversity extends beyond student demographics. Cultural, philosophical, ideological, language, and intellectual diversity are among the many forms of diversity which are recognized by the Conceptual Framework and are integrated into the principles and practices of each program.

At the initial level, all teacher education candidates in the College of Education and Human Services are required to complete a diversity course (EDU 316) as part of the university's general education requirements, as well as two special education classes that focus on teaching students with disabilities. In addition, all candidates at the initial level are required to consider diverse groups of students when developing and implementing lesson and unit plans in their methods and field experience courses. Faculty in turn evaluate each candidate's ability to plan and work with students of diverse backgrounds. Candidates at the initial level are also required to have experiences working with diverse P-12 students during their field and clinical teaching experiences. Candidates at the advanced level are required to complete a course in diversity as well as document working with P-12 students of diverse backgrounds, which include students with disabilities and Limited English Proficiency, as well as students who are racially and socio-economically diverse.

Education in a democracy requires a commitment to affirming diversity and meeting the challenges presented by a wide range of constituents and communities. The Unit prepares candidates who are equipped with knowledge, competency, and dispositions required to provide equitable educational experiences for all students within a diverse P-12 population. The Unit envisions that its candidates emerge as knowledgeable, skilled, and collaborative scholars who are effective communicators and reflective decision-makers, accountable for the learning of all students.

COMMITMENT TO TECHNOLOGY
The International Society for Technology in Education (ISTE) Standards for Educators (2018) articulate the role of the teacher as learner, leader, citizen and collaborator. By facilitating learning with technology, educators bring out the best in their students. To help each individual meet his/her potential, candidates must "design authentic, learner-driven activities and environments that recognize and accommodate learner variability." The teacher is responsible for establishing the classroom environment and preparing the learning opportunities that facilitate students' use of technology to learn, communicate, and develop knowledge products. Consequently, the Unit faculty believe it is critical that all candidates are prepared to provide their students with opportunities to develop their technological knowledge and skills.

The Department of Teacher Education at NKU is committed to the integration, infusion, and application of technology to enhance instruction and advance student learning. Each initial certification education candidate must successfully complete an educational technology class, EDU 313, Technology Applications for Teachers as well as technology assignments in various content and pedagogy courses. Candidates must complete EDU 313 with a C or better to continue progressing in their teacher education program. The Unit's advanced programs either require candidates to complete a technology course or offer technology courses as electives in those programs.

All candidates, except those in the school counseling and instructional leadership programs, are required to develop and maintain an electronic portfolio (ePortfolio) in Foliotek during their professional semesters. The ePortfolio requires candidates to use technology to document their knowledge, skills, and dispositions as outlined in the rubric and aligned with the appropriate standards.

In addition, through various forms of instructional technology, candidates learn how to create meaningful experiences and personalized learning for P-12 students. Computers and information technologies offer candidates a myriad of possibilities to bring the digital world into the classroom. Education faculty are also committed to modeling positive technology usage by seamlessly infusing technology into their lessons. One example of this infusion is the use of Canvas for blended and online course delivery. Canvas allows educators to provide collaborative activities, critical reflection,

and instructional resources to candidates in both online and face-to-face courses. In addition, faculty have the opportunity to attend on-campus technology seminars and workshops to enhance their technological skills. Faculty and candidates also receive technology support as needed from the university's Informational Technology Department.

ALIGNMENT WITH STANDARDS

Each program in the Department of Teacher Education has defined the essential knowledge, skills, and dispositions that its candidates must possess to successfully complete the program. These program requirements and experiences are consistent with the essential knowledge of the profession as defined by the appropriate SPA guidelines. For example, the elementary program requirements and experiences are designed to meet the standards of the Association for Childhood Education International (ACEI) while the physical education program is designed to meet the National Association for Sport and Physical Education (NASPE) standards. (Refer to the appropriate program submission for details on how each program meets its SPA standards).

All candidates, except school counselors, completing a program at Northern Kentucky University prepare a portfolio in the Foliotek system to demonstrate proficiency in meeting the state standards for that program. The portfolio is assessed at each transition point to provide candidates with appropriate feedback regarding their progress toward meeting standards. Prior to the completion of their programs candidates must submit a satisfactory portfolio as determined by one or more professional educators who evaluate the portfolio using a rubric. In addition, candidates are regularly evaluated on their dispositions through the Disposition and Professional Behaviors Checklist used in each education program.

CONCLUSION

The Conceptual Framework incorporates a shared view of how to best prepare Northern Kentucky University College of Education and Human Services candidates to deliver educational services to children and youth, schools, families, and communities. This framework embodies the essential elements of the Unit's programs and provides a blueprint for ensuring coherence among curriculum, instruction, field experiences, clinical practice, and assessment of candidates. It is a guide for the systematic experiences required of candidates in each program and provides the basis for the continuous assessment and improvement of candidates and programs. The goals of this collaborative process are to continuously evolve and improve each program while developing candidates who effectively demonstrate the knowledge, skills, and dispositions required of highly qualified teachers, instructional leaders, and school counselors.

SECONDARY EDUCATION PROGRAM
Introduction

The Secondary Education Program is part of a four-year program leading to a Bachelor's degree. Northern Kentucky University candidates pursuing certification to teach in a secondary school setting (grades 8-12) do so by completing a bachelor's degree through the College of Arts & Sciences in a selected content area. In addition to the content major, candidates complete an additional 43-46 credit hours of coursework through the College of Education and Human Services to prepare them for teacher certification in Kentucky. These additional hours include a carefully designed series of courses that include educational foundations, pedagogy, and field and clinical experiences embedded in area schools.

Secondary education candidates make a significant commitment of time and resources to not only earn a degree with a major in a selected content area, but also to complete the coursework required to successfully obtain a teaching certificate. Thus, they have the opportunity to fulfill two majors (one in the area of content concentration and another in secondary education) upon program completion.

Northern Kentucky University allows a major in secondary education to be earned concurrently with a content major (i.e., English, biology, social studies, etc.) or *after* the completion of a content major. The secondary education major accomplishes the following goals:

- Recognizes the work candidates do to earn both a content major and a teaching credential by awarding a dual major at the time of program completion.
- Provides maximum flexibility to the candidate by allowing him/her to pursue the second major in secondary education while pursuing a major in a content area or after earning a content major.
- Enhances the ability of the Department of Teacher Education to provide clear and accurate advising to those candidates who wish to earn a teaching credential.
- Enables candidates to have a distinct content major appearing on their transcripts which is advantageous to those wishing to pursue graduate studies in their content area (e.g., Master's degree in mathematics vs. mathematics education).
- Elevates the importance of pedagogy in a candidate's professional preparation by designating it as a major on the transcript.
- Eliminates the need for education "tracks" within each content major.
- Allows the Department of Teacher Education to implement program changes required by the Kentucky Education Professional Standards Board (EPSB) and accrediting bodies without reducing the rigor of the content required for the content major.
- Enables the Department of Teacher Education to more easily track students pursuing the secondary education major.

Candidates with approved majors in the following content areas are eligible to pursue the secondary education major:

- Art (P-12)
- Biology (8-12)
- Chemistry (8-12)
- Earth/Space Science (8-12)
- English (8-12)
- Mathematics (8-12)
- Music (P-12) NOTE: Music will be deleted from this list if they create the BME degree.
- Physics (8-12)
- Social Studies (8-12)
- World Languages: French, Spanish, German (P-12)

This handbook has been prepared to serve as a resource for teacher candidates who are pursuing Secondary certification and their field experience P-12 clinical supervisors. The materials contained herein are specifically designed to facilitate the Professional Semester I and Professional Semester II clinical field experiences. This handbook outlines the policies and procedures of the College of Education and Human Services related to the program and provides specific information related to the field experience. The handbook also helps to establish common expectations and a point of reference to facilitate informed communication among all participants in this important component of the teacher education program.

Program Experiences

The experiences in the Secondary Education Program include three major strands:

A. A strong **foundation in the liberal arts** which includes experiences in communication and literature, history, natural sciences, mathematics, humanities and fine arts, philosophy, social and behavioral sciences, health and wellness, and race/gender perspectives. These experiences are defined by the University and by the College of Education and Human Services in accordance with the requirements of the National Council for the Accreditation of Teacher Education (NCATE). All teacher candidates must complete the general studies requirements for all majors in the University.

B. A comprehensive **series of courses and experiences in the teacher candidate's area(s) of certification** which provides him/her with a current and sufficient knowledge of the major concepts and the skills needed to develop secondary teachers' knowledge of the certified subject areas. The courses will provide graduates of the Secondary Education Program with the necessary knowledge and skills to demonstrate competency on Kentucky Teacher Standard I, Knowledge of Content. Refer to the curriculum contract for more detailed information.

C. A **sequence of professional education courses and experiences** based on the Kentucky Teacher Standards are designed to prepare educators to provide a diverse student population with the knowledge and skills required for the 21st century as defined by Kentucky's Learner Goals, Program of Studies P-12, and Core Content. A description of the courses and experiences in each of the four semesters of the professional education sequence are described below.

   1. **Admissions Semester** consists of four courses and a field experience. Teacher candidates enroll in the following professional education courses during the semester in which the teacher candidate intends to apply for full admission to the education program:

Human Growth and Development	EDU 300	3 credits
Introduction to Education	EDU 305	2 credits
Computer Applications for Teachers	EDU 313	2 credits
Students with Exceptionalities in the Schools	EDS 360	2 credits
Admissions Field Experience	EDU 311	2 credits

      The field experience for all secondary teacher candidates in the Admissions Semester is designed to provide experiences related to the course taken. All secondary education teacher candidates in this block are assigned to a high school for field experience (practicum).

      Education faculty at NKU and the school's faculty work together to provide meaningful experiences that enable secondary education teacher candidates to work toward a successful demonstration of their progress toward meeting the Kentucky Teacher Standards and NKU program requirements. To advance to Professional Semester I, teacher candidates must successfully complete all Admissions Semester requirements.

   2. **Professional Semester I** consists of four courses and a field experience. Teacher candidates enroll in the following block of professional education courses:

Fundamentals of Secondary Education	EDU 324	2 credits
Classroom Management	EDU 319	2 credits
Planning & Implementing Instruction for Students w/ Exceptionalities	EDS 324	2 credits
Reading in Junior and Senior High School	EDU 530	3 credits

Secondary Field Experience I   EDU 393   2 credits

3. **Professional Semester II**: Consists of three courses and a field experience. Teacher candidates enroll in the following block of professional education courses:

Educational Assessment in the Secondary Classroom	EDU 325	2 credits
Secondary Field Experience II	EDU 396	2 credits
Methods/content courses specific to discipline (Number of courses according to discipline requirement)		3-9 credits

Teacher candidates continue to be immersed in all aspects of the secondary school program, and are assigned fewer "observation-oriented" activities. During this semester, active participation is expected at all levels, including designing and teaching three lessons in the content area corresponding with the methods course for which he/she is registered. Each of the three lessons will be formally observed and evaluated – two by the P-12 clinical supervisor and one by the university instructor. To successfully complete Professional Semester II and advance to student teaching, teacher candidates must successfully complete all courses in the Professional Semester I block, receive an acceptable ratings on all Foliotek elements, receive a satisfactory dispositions evaluation by the instructor, and complete all student teaching application requirements. (See Appendices the following documents: Lesson Plan Template, Post Observation Reflection Template, Field Experience Lesson Evaluation Form, Dispositions and Professional Behaviors Checklist, Foliotek Requirements, Rubrics.)

4. **Clinical Experience: T**eacher candidates enroll in the following course:

Clinical Experience in Secondary Education   EDU 496   12 credits

During this semester the teacher candidate is assigned to a local high school to work with a mentor teacher for an entire school day, five days per week, for a period of 16 weeks. The teacher candidate is required to work with secondary students for an extended period of time to help each student with whom he/she works meet Kentucky's Learner Goals and Academic Expectations or the standards established by neighboring states like Ohio and Indiana for students in the school in which s/he is teaching. During this semester the teacher candidate is required to demonstrate his/her competency in meeting all of the Kentucky Teacher Standards and the NKU program requirements with the guidance of his/her P-12 clinical supervisor and a university faculty supervisor.

Secondary Education Program-Expectations by Semester

The knowledge and skills teacher candidates should have AWARENESS of upon exiting <u>Admissions Semester courses</u>:

Philosophical and Theoretical Influences on American Education:
- Bloom's Taxonomy—basic understanding; writing lesson objectives using verbs from Bloom's Taxonomy; development of basic and abstract thinking skills applied to Bloom's taxonomy and lesson planning; development of higher level thinking skills in students
- Piaget's stages of intellectual development
- Gardner's Theory of Multiple Intelligences—understanding of learning styles and intelligences
- Major philosophies of American educators—Progressivism, Perennialism,

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Essentialism, Reconstructionism, Behaviorism, Constructivism
- Different models of teaching (inquiry, inductive, deductive, etc.) and their connections to these philosophies
- Cooperative learning

Political and Social Influences:
- Characteristics of the teaching profession—society's expectations, governance, job requirements, teacher supply and demand, salaries, growth opportunities, benefits and the political environments in which school personnel function
- Diversity of distinctive culture patterns in society with focus of providing equal education opportunity for students
- Historical evolution of the American school—its organization and purpose, from colonial times to the 20th century
- Multiple roles of a teacher—colleague, decision-maker, team member, change agent, nurturer, and exemplary citizen; Kentucky's Teacher Standards
- Role of the judiciary in the development of schooling in America—implications of selected court cases that have a direct effect on public education

Human Development and Special Needs:
- Theoretical approaches that explain learning and human growth and development
- The nature and needs of students with educational disabilities and those who are gifted and talented
- Role of the general educator in IEP development
- Basic understanding of the laws governing special education practices as well as the spirit of those laws

Foundational Skills/Understandings:
- Kentucky Teacher Standards
- Web 2.0 tools; teacher productivity tools (email, grade book/progress monitoring)
- Evaluating information and instructional resources on the Internet
- Using technology to design instructional materials
- Portfolio (Foliotek) guidelines – each standard explained and how many standards need to be documented and by which semester
- KTIP lesson plan format); writing lesson plan objectives; importance of assessment; connections to Kentucky Academic Standards

Assessment:
- Assessment practices that foster student growth and achievement
- Assessing instruction based on student performance
- Formal assessment (formative, summative)
- Analysis of assessment data to evaluate teaching performance and inform future teaching practice
- Assessment – how to construct rubrics, write questions based on Bloom's taxonomy, how to develop different kinds of questions (selected response, constructed response, and open response)
- Familiarity with Kentucky state-wide testing system
- Interpretation of standardized testing reports; basic stats: mean, median, mode, percentile, stanine
- Development and evaluation of performance assessments

Special Needs Students:
- Modifications and accommodations for a variety of learners
- Differentiation between mainstreaming and inclusion as well as least restrictive environment
- Accessing information from a students' IEP and to provide instructional modifications and adaptations consistent with the legal requirements of IDEA

- District level resources
- Modification of statewide assessments to meet KY and IDEA requirements
- Demonstration of skills in adapting and modifying lesson plans and activities to meet the educational needs of students with disabilities
- Collaboration strategies with general and special educators and classroom assistants to meet the educational needs of students with disabilities

Classroom Instruction:
- How to teach content in an effective and engaging manner
- Writing learning targets/objectives
- Academic expectations, core content for assessment, program of studies, implementation manual, released assessment items
- Application of Bloom's taxonomy, Piaget's theory, assessment, Kentucky Standards
- Learning styles - Gardner, basic 4: tactile, visual, auditory, & kinesthetic
- Differentiated Instruction (Tomlinson)
- Differentiated Assessment
- How to facilitate cooperative group work
- Modes of learning, domains of learning (learning styles, multiple intelligences)
- Knowledge of different models of teaching (including inquiry-based) and learning (including constructivism)
- District level resources
- Curriculum, instruction, and assessment resources in content area
- Instructional sequence planning
- Long-range planning

Rubric Fundamentals:
- Six Kentucky Teacher Standards (from KTS #1-9) addressed in the portfolio
- Instructional sequence and lesson planning following the KTIP format
- All candidates observed at least three times (once by the university supervisor and twice by the P-12 clinical supervisor)

The knowledge and skills teacher candidates should have LEARNED AND BE NEAR MASTERY upon exiting the Professional Semester II (EDU 396) block:

Literacy:
- Reading, writing, vocabulary, and study skill strategies for chosen content areas and developing a classroom climate that encourages and supports these

Classroom Management:
- Management strategies and models
- Positive and proactive classroom and individual behavior management

Classroom Instruction:
- How to teach the subject matter in an effective way
- Writing objectives
- Academic expectations, core content for assessment, program of studies, implementation manual, released assessment items
- Application of Bloom's taxonomy, Piaget's theory, assessment, Kentucky standards
- Learning styles - Gardner, basic 4: tactile, visual, auditory, & kinesthetic
- How to facilitate cooperative group work
- Modes of learning, domains of learning (learning styles, multiple intelligences)

- Knowledge of different models of teaching (including inquiry-based) and learning (including constructivism)
- District level resources
- Curriculum, instruction, and assessment resources in content area
- Instructional sequence planning
- Long-range planning

Rubric Fundamentals:
- Kentucky Teacher Standards #1-9 addressed in the portfolio
- Instructional sequence and lesson planning following the KTIP format
- All candidates observed at least three times (once by the university supervisor and twice by the P-12 clinical supervisor)

The knowledge and skills teacher candidates should have mastered prior to clinical semester:
- Effective pedagogy
- Solid organizational and classroom management skills
- Competency in the content area(s) the candidate seeks to teach

FIELD EXPERIENCEPECTATIONS EDU 393 / EDU 396
Responsibilities of Field Experience Team Members & University Supervisor

The university instructors of the methods courses taken concurrently with Professional Field Experience I and Professional Field Experience II are primarily responsible for preparing teacher candidates for content instruction and evaluating specific assignments. The university will also assign a University Supervisor who will provide instruction early in the semester regarding effective teaching practices and strategies. The University Supervisor will be available for consultation with teacher candidates and classroom teachers and will observe a lesson taught by each teacher candidate at least once during the semester. The University Supervisor will also serve as the point of contact to answer questions or to address concerns expressed by the teacher candidate and/or P-12 clinical supervisor.

Contact Information for University Supervisors:

Professional Semester I (EDU 393)	**Professional Semester II (EDU 396)**
Mr. Richard Bredenberg	Dr. Ellen Maddin
MEP 295	MEP 290
(859) 572-5230	(859) 572-1572
bredenbergr@nku.edu	P12 maddine1@nku.edu

P-12 Clinical Supervisor
The P-12 clinical supervisor will provide opportunities for the teacher candidate to plan and implement specific lessons related to his/her content area. The teacher may direct the teacher candidate in ways to assist in the classroom when not conducting specific lessons. The classroom teacher may provide feedback to individual teacher candidates and will be asked to provide evaluative information to the university regarding each teacher candidate's attendance, participation, performance, and dispositions. **The classroom teacher must be present while the teacher candidate is in the assigned classroom.**

The Teacher Candidate

Teacher candidates enrolled in Professional Field Experience I and Professional Field Experience II are expected to conduct themselves in a professional manner. This is an opportunity to practice what has been learned in university classes, but to do so within the typical school environment. **Teacher candidates are expected to be on time and prepared for all activities**. They are expected to turn in assignments to course instructors and to the university supervisors on the days designated and in the proper format. **Teacher candidates also have the responsibility to be aware of the professional code of ethics, the development of the portfolio and the conceptual framework for programs in the College of Education and Human Services.** In addition to the Code of Ethics for Certified Personnel in the Commonwealth, students are encouraged to familiarize themselves with the College of Education and Human Services Code of Ethics. (See appendix.)

Criminal Violation Statement

It is the responsibility of the field experience student (teacher candidate) to immediately notify the field experience professor if s/he has been arrested, charged, or convicted of a crime (other than a moving vehicle violation) while participating in a field experience. This may result in the student being removed from the field experience placement**.**

In addition, all field experience students must have a successful background check prior to beginning his/her field placement. This is generally completed prior to admission to the College of Education and Human Services. If a background check was not completed during the admissions process, the field experience student should notify the instructor on the first day of classes.

Legal Considerations

Teacher candidates are responsible for the performance of their duties while engaged in their field experience assignment. A teacher candidate may be held liable for any negligent acts or omissions while participating in a local schools' programs and/or activities. NKU strongly recommends the purchase of an educator liability insurance policy. This coverage is included as a benefit of membership in the Student Education Association or from an independent agent.

Field Experience Placements

Field experience placements are made by the University Supervisor in cooperation with area middle schools. Building principals recommend members of his/her faculty who meet the minimum requirements (more than one year of teaching experience in the building, completion of his/her internship program, demonstration of effective instructional and classroom management practices, in good standing with the school district). Based on the principals' recommendations, the personal observations of the University Supervisors during previous semesters, and evaluations completed by former field experience students, teachers are selected and paired with teacher candidates based upon the needed content area.

Sample Activities

During the field experience, teacher candidates should be exposed to as many regular classroom activities as possible. While there may be times it is appropriate for the teacher candidate to simply

observe the P-12 clinical supervisor and/or students, observation should not consume a large portion of the teacher candidates' time while at their field placements. To adequately prepare them for the classroom rigors they will experience during clinical experience, the teacher candidates need to take an active role in as many "teacher" responsibilities as possible.

In collaboration with the P-12 clinical supervisor, each teacher candidate is required to plan and implement a minimum of three complete lessons. Each of these lessons will be planned using the KTIP lesson plan format (See Appendix) and formally observed and evaluated based upon the Kentucky Teacher Standards (See Appendix). In addition to the three required teaching experiences, teacher candidates may be required to complete assignments required for other on-campus courses (e.g., conduct interviews, analyze student data, observe teaching techniques).

P-12 clinical supervisors are encouraged to identify other activities for the teacher candidates that would be of professional benefit. The following are some suggestions to consider:

- Teach mini-lessons or portions of a lesson planned by the P-12 clinical supervisor
- Teach full lessons in addition to those required
- Plan advisory activities
- Assist with use of technology
- Observe other teachers in the same content area
- Work with small groups of students or individuals on remedial or enrichment assignments
- Assist the P-12 clinical supervisor with unit and/or individual lesson planning
- Assist the P-12 clinical supervisor with preparation of materials, bulletin boards, attendance, etc.
- Attend team meetings or faculty meetings
- Correct papers and record grades
- Assist with cafeteria or field trip supervision

Attendance / Calendar

Field experience students will adhere to the calendars of both NKU and the field site. If classes are not in session at either NKU or the field site, students are not required to report to their placements. Perfect attendance is expected for all field experience courses; however, in the event a field experience student is unable to report to his/her site, he/she should follow the attendance policies outlined in the course syllabus, including notifying the University Supervisor and the P-12 Clinical Supervisor of the expected absence. Field experience students are required to attend all Seminars as outlined in the syllabus.

Evaluation

All field experience courses require multiple evaluations of the teacher candidate's knowledge, skills, and dispositions. Each field experience student will be evaluated by the following means:
- Three lesson evaluations (2 by the P-12 clinical supervisor, 1 by the University Supervisor)
- Two dispositions evaluations (1 by the P-12 clinical supervisor, 1 by the University Supervisor) – see below.
- Foliotek portfolio evaluation by the University Supervisor
- Additional course assignments required by the University Supervisor and outlined in the syllabus

Field experience courses are graded on a Pass/Fail grading system. To successfully pass a field experience course and advance to the next level of professional preparation, students must complete all course requirements, receive an acceptable evaluation on his/her Foliotek submissions and receive acceptable dispositions evaluations.

Additionally, field experience students will be given the opportunity to evaluate the field experience through university course evaluations and evaluations of their P-12 clinical supervisors. P-12 clinical supervisors will be invited to evaluate the Secondary Education Program by completing an online survey.

Evaluation of Candidates' Dispositions
Undergraduate Education Programs Continuous Assessment of Candidates' Dispositions

Dispositions: The professional behaviors educators are expected to demonstrate in their interactions with students, families, colleagues, and communities. Candidates (NKU students) will be introduced to the education programs' conceptual framework, including the dispositions information, in EDU 104. They will read and review human relations incidents, reflect on them, and then write a reflection of their own personal dispositions based on the information presented to them in the EDU 104 class.

The dispositions information will be taught to candidates again in the Admissions Field Experience, when they will review and further discuss the dispositions information. Candidates will also self-assess their dispositions based on the human relations incident they wrote in EDU 104. During the Admissions Field Experience the university supervisor will observe the candidates' interaction with P-12 students and then complete the admissions' dispositions checklist recommendation form. The P-12 clinical supervisor will also complete the admissions' recommendation form on each candidate. In addition, candidates will ask one professor (who can be an education, arts/science, or other professor) to complete the recommendation form. The recommendation forms will then be submitted to the Advising Center, as part of each candidate's admissions' application to the education programs. Candidates who are "waived" from the admissions' field experience will be required to have their recommendation forms completed by two professors (preferably at least one Arts/Science professor) and a P-12 teacher they have worked with during their observation hours.

During the admissions field experience, any candidate who is evaluated as "not on track" for any of the criteria listed on the dispositions/ professional behaviors checklist will be asked to meet with the university professor and/or admissions field experience coordinator to further discuss the evaluation. This discussion could lead to several outcomes, ranging from a "warning" about the candidate's behavior to deferral from being admitted to an education program.

When all three recommendation forms have been submitted for each candidate they will be reviewed by the admissions field experience coordinator. Any candidate who receives a score of "not on track" for 25% or more of the completed criteria listed on the dispositions/professional behaviors checklist will be referred to the Associate Dean for Undergraduate Programs. The Associate Dean will then take the information about the candidate(s) to the Admissions Appeal Committee for further review and discussion to determine if the candidate should be admitted to an education program. The committee will make one of two decisions:
- Full admission based on information received
- Deferred Admission

If the candidate is recommended for deferral he/she can appeal that decision by bringing additional evidence to the Admissions Appeal Committee and petition for full admission. The admissions' committee is composed of the following: Associate Dean for Undergraduate programs (chair), admissions field experience coordinator, arts/science rep, coordinator of student teaching, TEC secretary, and TESL chair. Any candidates deferred for full admission can reapply during the next semester.

Once candidates are fully admitted and continue on to Professional Semester I, II, III (if appropriate) and student teaching they will be continuously assessed on dispositions in their respective practica. Using the same check list used by the admissions' field experience professor, candidates will be assessed in their practica/ student teaching by their professors and P-12 clinical supervisors. Any candidate who is evaluated as a 1, 2, or 3 on any of the dispositions/ professional behaviors criteria will meet with the appropriate field experience professor for discussion and mentoring. Any candidate who receives a 1, 2, or 3 on 25% or more of the completed criteria listed on the dispositions/professional behaviors checklist will be referred to the department chair and/or associate dean for further discussion and potential removal from the education program.

Each candidate's dispositions evaluations are available for all faculty to access and review as needed. The dispositions data will be aggregated and reviewed by the appropriate program faculty to make any needed program changes.

PROFESSIONAL ELECTRONIC PORTFOLIO

The Professional ePortfolio in Foliotek encourages teacher candidates to gather in one place original creations (artifacts) that document their competencies. Artifacts entered into the portfolio are accompanied with a reflective component that addresses competence in the Kentucky Teacher Standards. Over time, the portfolio will provide evidence of growth in the profession. In all instances, quality is more important than quantity.

As teacher candidates progress through college they are expected to develop a working portfolio that will contain samples of their finest achievements. At the same time, they will collect data, which will represent them as individuals. By the time the teacher candidates have finished their student teaching they will have developed a complete professional portfolio. The ePortfolio will allow teacher candidates an opportunity to reflect upon their college careers and present mature insights into their best works and achievements. As a result, the reviewer will have the opportunity to assess the teacher candidates and their accomplishments at each transition point throughout their development.

Teacher candidates will be encouraged through evaluation to build their ePortfolios with pride and knowledge of accomplishment. As each portfolio is developed, teacher candidates will become aware of its use for the validation of professional accomplishments and for a job search.

The Kentucky Teacher Standards form framework for the development of the Northern Kentucky University Professional Portfolios. These standards provide the teacher candidates with a way to organize their teaching accomplishments. A continuous review of the standards further strengthens the teacher candidates in the skills and practices necessary to fulfill the requirements of an accomplished teacher.

All education majors will be required to develop an acceptable portfolio. Teacher candidates should organize their portfolios in an electronic format as presented in Admissions Field Experience (EDU 311) and supported by skills learned in EDU 313. All ePortfolios should conform to the expectations outlined in the attached documents (see Appendices for ePortfolio expectations and rubric). Transfer students should contact t or the instructor of the Admissions Field Experience for portfolio instructions. Teacher candidates must receive an acceptable portfolio evaluation at the end of each semester in order to progress to the next professional semester.

Appendices

2018-2019

Professional Code of Ethics for Kentucky School Certified Personnel

Approved Training/Professional Development 16 KAR 1:020

RELATES TO: KRS 161.028, 161.040, 161.120

STATUTORY AUTHORITY: KRS 161.028, 161.030

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

Section 1. Certified personnel in the Commonwealth:
(1) Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;
(2) Shall believe in the worth and dignity of each human being and in educational opportunities for all;
(3) Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession:
(a) To students:
1. Shall provide students with professional education services in a nondiscriminatory manner and in consonance with accepted best practice known to the educator;
2. Shall respect the constitutional rights of all students;
3. Shall take reasonable measures to protect the health, safety, and emotional well-being of students;
4. Shall not use professional relationships or authority with students for personal advantage;
5. Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;
6. Shall not knowingly make false or malicious statements about students or colleagues;
7. Shall refrain from subjecting students to embarrassment or disparagement; and
8. Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats of physical harm; and sexual assault.
(b) To parents:
1. Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student;
2. Shall endeavor to understand community cultures and diverse home environments of students;
3. Shall not knowingly distort or misrepresent facts concerning educational issues;
4. Shall distinguish between personal views and the views of the employing educational agency;
5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others;
6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities; and
7. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.
(c) To the education profession:
1. Shall exemplify behaviors which maintain the dignity and integrity of the profession;

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

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

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

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

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

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

Educators' Code of Ethics
NKU College of Education and Human Services

This document is in effect for students enrolled in all of the undergraduate and graduate education programs in the College of Education and Human Services, which includes the educational leadership and school counseling programs.

A. Students must demonstrate professional behavior in any activity on campus or in the community when representing the education programs in the College of Education and Human Services at Northern Kentucky University. Behaviors consistent with this standard include, but are not limited to, the following:
   1. The student shall comply with the Professional Code of Ethics for Kentucky Certified Personnel (http://www.kyepsb.net/legal/ethics.asp)
   2. The student shall comply with all policies, statutes, rules and procedures established by state and local agencies as well as Northern Kentucky University.
   3. The student shall comply with all rules and regulations of the local school(s) for any field assignment or class assignment.
   4. The student shall recognize, respect and plan for the diversity that exist in the classroom and greater community.
   5. The student shall create and maintain a safe physical and emotional learning environment.
   6. The student shall collaborate with others in a positive, cooperative and courteous manner.
   7. The student shall not falsify or misrepresent any facts, documents, reports or information given to faculty, staff, supervising teachers, university supervisors, students, colleagues or others.

B. Students must demonstrate professional behavior when using technology for instructional and research purposes, whether using NKU's resources, resources at a P-12 institution, or personal computers. Behaviors consistent with this standard include, but are not limited to, the following:
   1. The student shall obtain permission to use and shall give appropriate citations for any work of another person used in her/his assignments.
   2. The student shall submit only his/her original work.
   3. The student shall comply with all fair use and copyright requirements when installing and using software on any computer.
   4. The student shall use email and other web-based communication tools (e.g. social networks) in a responsible and professional manner at all times.
   5. The student shall use computing resources in a responsible, ethical and professional manner and will refrain from using computers in ways such as:
      - Displaying sexually explicit or other inappropriate materials
      - Sending, forwarding or condoning harassing, fraudulent, threatening, or discriminatory communications of any kind,
      - Breaking into, hacking or obtaining unauthorized access to any computer, or sharing other person's password or user account
      - Any other illegal actions, including copyright violations.

C. Students must demonstrate a professional level of responsibility for academic performance and respect for all students, supervisors and faculty and for the education profession. Behaviors consistent with this standard include, but are not limited to, the following:
   1. The student shall treat supervising teachers, university supervisors, students, staff, colleagues, faculty and others with respect at all times.
   2. The student shall not make judgments and/or remarks based on stereotypes and other biases related to race, culture, gender, social class, sexual orientation, religion, disability or ability level. Derogatory or demeaning behavior/language based on prejudice and bias is always unacceptable.

3. The student shall demonstrate professional responsibility through full participation in all course activities and compliance with attendance policies in accordance with each course syllabus.
4. The student shall exhibit professional responsibility for completion of course assignments in the required time frame.
5. The student shall exhibit a professional level of respect in class and field assignments by recognizing the authority of the faculty member and by showing courteous and appropriate behavior to all participants. Negative or disruptive comments, usurping authority in class, physical intimidation, and inappropriately aggressive behavior or comments will not be tolerated.
6. The student shall exhibit a positive attitude toward the education profession and his/her content area. Disrespect shown through negative remarks, poorly prepared lessons, unprofessional appearance or low expectations for self and others is unacceptable.

D. Students must demonstrate personal conduct consistent with professional behavior. Behaviors consistent with this standard include, but are not limited to the following:
1. The student shall accept constructive criticism from other students, faculty, supervisors or others. A hostile or resistant attitude toward learning, as demonstrated by the refusal to participate in supervisory or advising sessions, is not acceptable.
2. The student shall consistently attend classes and meetings. Failure to keep appointments and frequent absenteeism or tardiness in class or field assignments is unacceptable.
3. The student shall demonstrate appropriate behavior in class or field assignments. Displays of disruptive behaviors such as screaming, insulting, ignoring, excessive talking, sleeping, irresponsible use of cell phone, inappropriate communications, intimidation, stalking, usurping authority in class, intoxication, drug use, or being indifferent to the feelings of students, faculty, supervisors, colleagues and/or others is unacceptable.
4. The student shall maintain a professional appearance in all field assignments. The student must comply with all dress standards and policies expected of a school's professional staff. Appearance deemed unacceptable in most schools include, but is not limited to the following: body piercing, exposed tattoos, the wearing of jeans, revealing attire, sweat pants, tank tops, inappropriate tops and shoes.
5. The student shall develop and adhere to appropriate professional boundaries in all relationships. Developing an intimate friendship that conflicts with professional roles or developing romantic and/or sexual relationships with a student, instructor, staff member or supervisor is unacceptable.
6. The student shall not engage in harassment in any form or accuse others inappropriately of harassment. This includes sexual harassment, and harassing by use of phones, email, or any other form of communication.
7. The student shall not issue implied or explicit threats to faculty, supervisors, students, staff or colleagues.
8. The student shall not attend class or field assignments under the influence of any non-prescribed drugs or medications or alcohol.
9. The student shall not commit a crime, be convicted of a crime, or serve probation while a current student in an education program.

The purpose of the Code of Ethics is to establish standards of conduct for students in the education programs in the College of Education and Human Services and to provide a procedure that offers basic assurances of fundamental fairness to any person accused of violations of these standards. Each student in one of the education program is bound by the provisions of this Code of Ethics and is presumed to be familiar with all of these standards.

Students should aspire to conduct themselves in a manner that is consistent with the highest degree of ethical integrity whether covered in the Code of Ethics or not.

The student shall recognize that, in addition to academic standards, faculty have the prerogative and responsibility to set behavioral standards for class or field assignments. As a community of learners, certain behaviors are expected and faculty have the responsibility and authority to establish those expectations. Failure to meet these standards can lead to deferral for admission to the education program, dismissal from class or field assignments, revocation of admission from the education program, or set conditional requirements for continuation in the education program.

Procedures for Violation

1. An instructor or administrator who believes that a student has violated the education programs' Code of Ethics shall communicate with the student within ten (10) working days from the date of the discovery to schedule a meeting to discuss the violation. The appropriate department chair will be appraised of the incident within five (5) working days following the meeting if the instructor believes the violation has been substantiated. The instructor may apply one or more of the following actions should a student be deemed to be in violation of the Code of Ethics:

   a. An oral admonition or reprimand.
   b. A written admonition or reprimand.
   c. Conditional requirements for continuation in the course.
   d. A failing grade for an assignment.
   e. A failing grade in the course.
   f. Removal from the course.

   Written documentation regarding the violation and instructor's decision will be placed in the student's advising folder and copied to the appropriate department chair. In addition, the student's name, meeting date, and the instructor's name will be placed in the "Code of Ethics" log located in the department chair's office for future reference. The instructor may report the incident concurrent with his/her investigation to the department chair or other appropriate agency.

2. If the student wishes to appeal a decision, the department chair will be contacted. The department chair will review all materials, consult with the instructor and student and attempt to resolve the problem. The department chair shall communicate with the student within ten (10) working days from the date of the notification to schedule a meeting to discuss the violation. The department chair may report the incident concurrent with his/her investigation to the Dean of Students and the University Honor Council if deemed appropriate. (Students will need to refer to the Student Handbook for procedures related to the Dean of Students and the University Honor Council.)

The department chair may apply one or more of the following actions should a student be found to be in violation of the Code of Ethics:

   a. An oral admonition or reprimand.
   b. A written admonition or reprimand.
   c. Conditional requirements [i.e. counseling] for continuation in the education program.
   d. Suspension from the education program or education class for the remainder of the semester and/or year.
   e. Suspension from the education program or education class for the semester following the current semester.
   f. Suspension from the education program for one or more years.
   g. Dismissal from the education program.

3. The student may appeal the decision of the department chair through the Office of the Dean of the College of Education and Human Services to the **Dispositions Committee** within ten (10) working days after notification of the department chair's decision. The student will be contacted within 10 working days of receiving the referral/ appeal so the hearing can be scheduled. The Dispositions Committee will collect evidence by research and interview. The student shall have an opportunity to be heard by the panel. Insofar as possible, all parties directly involved in the process will cooperate by honoring the panel's request for such information relevant to the process and such information shall be held in strict confidence. The Dispositions

Committee will review the charges and make one of three decisions: 1) confirm the department chair's decision; 2) make a different recommendation, or 3) refer the incident to the Dean of Students and the University Honor Council. The decision of the Dispositions Committee is final. The student will be notified by the office of the dean of the decision of the Dispositions Committee.

4. If the student believes that there were procedural errors or omissions in the proceedings, he/she may appeal the process to the office of the dean within 10 working days of the final decision of the Dispositions Committee.

5. The student may have additional rights and should consult the University Student Handbook for additional information.

I have read, understand, and will abide by the Professional Code of Ethics for Kentucky School Personnel.

Signature: _____ date: _____

KENTUCKY TEACHER STANDARDS (Initial Level)

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
Accurately and effectively communicates concepts, processes and/or knowledge and uses vocabulary that is clear, correct and appropriate for students.

1.2 Connects content to life experiences of student.
Effectively connects most content, procedures, and activities with relevant life experiences of students.

1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.
Uses instructional strategies that are clearly appropriate for the content and processes of the lesson and make a clear contribution to student learning.

1.4 Guides students to understand content from various perspectives.
Provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding.

1.5 Identifies and addresses students' misconceptions of content
Identifies misconceptions related to content and addresses them during planning and instruction.

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.
States learning objectives that reflect key concepts of the discipline and are aligned with local or state standards.

2.2 Uses contextual data to design instruction relevant to students.
Plans and designs instruction based on contextual (i.e., student, community, and/or cultural) and pre-assessment data

2.3 Plans assessments to guide instruction and measure learning objectives
Prepares assessments that measure student performance on each objective and help guide teaching.

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

2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.
Plans instructional strategies that include several levels of learning that require 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.
Sets significant and challenging objectives for students and verbally/nonverbally communicates confidence in students' ability to achieve these objectives.

3.2 Establishes a positive learning environment.
Establishes clear standards of conduct, shows awareness of student behavior, and responds in ways that are both appropriate and respectful of students.

3.3 Values and supports student diversity and addresses individual needs
Uses a variety of strategies and methods to supports student diversity by addressing individual needs.

3.4 Fosters mutual respect between teacher and students and among students.
Treats all students with respect and concern and monitors student interactions to encourage students to treat each other with respect and concern.

3.5 Provides a safe environment for learning
Creates 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.
Uses a variety of instructional strategies that engage students throughout the lesson on tasks aligned with learning objectives.

4.2 Implements instruction based on diverse student needs and assessment data.
Implements instruction based on contextual information and assessment data.

4.3 Uses time effectively.
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.

4.4 Uses space and materials effectively.
Uses classroom space and materials effectively to facilitate student learning.

4.5 Implements and manages instruction in ways that facilitate higher order thinking.
Instruction provides opportunity to promote 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.
Uses a variety of pre-assessments to establish baseline knowledge and skills for all students

5.2 Uses formative assessments
Uses a variety of formative assessments to determine each student's progress and guide instruction.

5.3 Uses summative assessments.
Uses a variety of summative assessments to measure student achievement.

5.4 Describes, analyzes, and evaluates student performance data.
Describes, analyzes, and evaluates student performance data to determine progress of individuals and identify differences in progress among student groups.

5.5 Communicates learning results to students and parents.
Communicates learning results to students and parents that provide a clear and timely understanding of learning progress relative to objectives.

5.6 Allows opportunity for student self-assessment.
Promotes opportunities for students to engage in accurate self-assessment of 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.
Uses technology to design and plan instruction.

6.2 Uses available technology to implement instruction that facilitates student learning.
Uses technology to implement instruction that facilitates student learning.

6.3 Integrates student use of available technology into instruction
Integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs.

6.4 Uses available technology to assess and communicate student learning.
Uses technology to assess and communicate student learning.

6.5 Demonstrates ethical and legal use of technology.
Ensures that personal use and student use of technology are ethical and legal.

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.
Reflects on and accurately evaluates student learning using appropriate data.

7.2 Uses data to reflect on and evaluate instructional practice.
Reflects on and accurately evaluates instructional practice using appropriate data.

7.3 Uses data to reflect on and identify areas for professional growth.
Identifies areas for professional growth using appropriate data.

STANDARD 8: COLLABORATES WITH COLEAGUES/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
Identifies one or more students whose learning could be enhanced by collaboration and provides an appropriate rationale

8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.
Designs a plan to enhance student learning that includes all parties in the collaborative effort

8.3 Implements planned activities that enhance student learning and engage all parties.
Implements planned activities that enhance student learning and engage all parties

8.4 Analyzes data to evaluate the outcomes of collaborative efforts.
Analyzes student learning data to evaluate the outcomes of collaboration and identify next steps.

STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT
The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

9.1 Self assesses performance relative to Kentucky's Teacher Standards.
Identifies priority growth areas and strengths by thoroughly and accurately assessing current performance on all the Kentucky Teacher Standards

9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.
Identifies priorities for professional development based on data from self-assessment, student performance and feedback
from colleagues

9.3 Designs a professional growth plan that addresses identified priorities.
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.
Shows clear evidence of professional growth and reflection relative to the identified priority areas and impact on instructional
effectiveness and student learning

STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION
The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school. 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.

10.2 Develops a plan for engaging in leadership activities. 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.			
10.3 Implements a plan for engaging in leadership activities. Implements the approved leadership work plan that has a clear timeline of events/actions and a clear description of how impact will be assessed.			
10.4 Analyzes data to evaluate the results of planned and executed leadership efforts. Analyzes student learning and/or other data appropriately to evaluate the results of planned and executed leadership efforts.			

Developmental Sequence for Secondary Program Teacher Candidates

	Admissions	Pro I	Pro II
Lesson Plan Development (Differentiation)	Introduce lesson plan format using provided template (1st 8 weeks) Learn to write a lesson plan with assistance from PK-12 Clinical Educator (2nd 8weeks) Understand the KTS and KCAS, and their relationship to the teaching profession (semester long)	Collaborate with P12 Clinical Supervisor to plan and implement 5 consecutive class periods of instruction in an identified focus class. (5-day immersive teaching experience) Write three original lesson plans in the KTIP format, aligned to KCAS with content-appropriate pedagogy, and emphasis on student engagement, meeting the needs of all learners and relevance (KTIP 1, KTIP 2, KTIP 3) Align lessons and assignments to KCAS and KTS (Lesson Plan, Final Reflection)	Collaborate with P12 Clinical Supervisor to plan and implement 10 consecutive class periods of instruction in an identified focus class. (Unit plan; 10-day immersive teaching experience) Write three original lesson plans in the KTIP format, aligned to KCAS with content-appropriate pedagogy, and emphasis on student engagement, meeting the needs of all learners and relevance (KTIP 1, KTIP 2, KTIP 3) Align lessons and assignments to KCAS and KTS (Lesson Plan, Final Reflection)
Lesson Plan Implementation (Teaching/ Classroom Mgmt) (Differentiation)	Co-teach a lesson plan with PK-12 Clinical Educator (2nd 8weeks)	Teach three original lessons (co-teaching encouraged when appropriate) for evaluation and feedback. Two lessons will be evaluated by CT, one evaluated by US. (Lesson Observations)	Teach three original lessons (co-teaching encouraged when appropriate) for evaluation and feedback. Two lessons will be evaluated by CT, one evaluated by US. (Lesson Observations)
Lesson Plan Reflection (Differentiation)		Analyze assessment data to evaluate the effectiveness of	Analyze assessment data to evaluate the effectiveness of instruction and to make

		instruction and to make instruction and to make instructional decisions. (Post-Observation Reflection/Lesson Debriefing)	instructional decisions. (Post-Observation Reflection/Lesson Debriefing)
Assessment (Differentiation) (Formative & Summative)		Use formative assessment to inform planning and instruction. Collaborate with Clinical Educator to align learning outcomes in summative assessments to learning targets in instructional planning.	Use formative assessment to inform planning and instruction. Design and implement one formal assessment. Align learning outcomes in summative assessments to learning targets in instructional planning.

Source of Evidence: Lesson Plan

Teacher Candidate Name:	**Date of Observation**:
Ages/Grades of Students:	**Number of Students in Class**:
Number of Students having IEP/504:	**Number of Gifted Students**:
Number of Students who are ELL:	

Lesson Title:

Context: Describe the students for which this lesson is designed. Identify your students' background, special needs, cultural differences, interests, and language proficiencies.

Lesson Learning Target(s)/Objectives
 a. Previous lesson's learning targets/objectives (connect each target/objective to the appropriate state curriculum/content area standards.

 b. Current lesson's learning targets/objectives (connect each target/objective to the appropriate state curriculum/content area standards.

 c. Next lesson's learning targets/objectives (connect each target/objective to the appropriate state curriculum/content area standards.

Students' Baseline Knowledge and Skills
Describe and include the pre-assessment(s) used to establish students' baseline knowledge and skills for this lesson.

Formative Assessment
Describe and include the formative assessment(s) to be used to measure student progress during this lesson.

Resources
Identify the resources and assistance available to support your instruction and facilitate students' learning.

Lesson Procedures – Describe the sequence of strategies/activities/assessments that will be used to scaffold instruction, engage your students, facilitate attainment of the lesson objective(s), and promote higher order thinking. Within this sequence, be sure to describe how the instruction will be differentiated to meet your students' needs, interests, and abilities.

 a. provide a detailed outline of your lesson

 b. describe the differentiated strategies/activities and/or assessments designed to meet the needs and strengths of the students present in your classroom (e.g., ELL, students with disabilities, gifted/talented, different cultural/ethnic backgrounds, various socioeconomic backgrounds)

 c. identify the questions you will use to promote higher order thinking and understanding and encourage discussion of all students

Co-Teaching
Will this lesson be co-taught (yes or no)? **(A "yes" answer is mandatory during clinical experiences).**
If yes, which co-teaching approach will be used?
(One teach/one observe; one teach/one assist; station teaching; parallel teaching; alternative; team teaching)

How did you co-plan your lesson with your P-12 clinical educator?

Explain why this co-teaching approach is an appropriate instructional choice for this class and content.

Lesson Observation Evaluation Rubric

Instructions:

As you evaluate the lesson plan and observed lesson:

- A rating of Emerging indicates acceptable performance for teacher candidates in their field experiences.
- A rating of TARGET indicates acceptable performance for teacher candidates in their clinical experiences.
- A rating of ACCOMPLISHED should be reserved for exemplary performance.

Evaluator's Name:_____ **Date:**

School:_____ **Grade level:**_____ **Content:** _____

Designing and Planning Instruction
Source of Evidence: Lesson Plan

Component Descriptor	Ineffective	Emerging	TARGET	Accomplished
Learning Targets/Objectives [CAEP: 1.1; KTS: 2; InTASC: 4; KFfT: 1]	Lists learning targets/ objectives that do not reflect key concepts of the discipline.	Lists learning targets/ objectives that reflect key concepts of the discipline but are not aligned with relevant state or national standards.	Lists measurable learning targets/ objectives that reflect key concepts of the discipline and are aligned with state and national standards.	Lists measurable learning targets/ objectives that reflect key concepts of the discipline, are aligned with state and national standards, and are based on students' needs and abilities.
Baseline Knowledge and Skills [CAEP: 1.2; CAEP: D; KTS: 5; InTASC: 6; KFfT: 1]	Pre-assessment information is missing.	Describes baseline information from pre-assessment(s); however, specific data is missing or pre-assessments do not align with stated learning targets/objectives.	Describes student baseline data from pre-assessment(s) that are aligned with stated learning targets/objectives and uses that data to plan instruction.	Describes student baseline data from a variety of appropriate pre-assessment(s) that are aligned with stated learning targets/objectives, and uses that data to plan instruction to promote the learning of all students.
Assessment [CAEP: 1.2; KTS: 2; InTASC: 6; KFfT: 1]	Plans methods of assessment that do not measure student performance on the stated learning targets/ objectives.	Plans methods of assessment that are somewhat related to the stated learning targets/ objectives.	Plans methods of assessment that align with and directly measure student performance on the stated learning targets/ objectives.	Plans methods of assessment that align with and directly measure student performance on the stated learning targets/ objectives, and incorporates methods of student self-assessment.

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Instructional Strategies Aligned to Objectives [CAEP: 1.4; KTS: 2; InTASC: 7; KFfT: 1]	Plans instructional strategies that do not align with stated learning targets/ objectives	Plans instructional strategies that align with stated learning targets/ objectives but does not consider classroom/school context and/or pre-assessment data.	Plans and designs instructional strategies that align with stated learning targets/ objectives and considers classroom/school context and pre-assessment data.	Plans and designs instructional strategies that align with stated learning targets/ objectives and considers classroom/school context, as well as each individual student's background and pre-assessment data.
Lesson Plan Procedures [CAEP: 1.1; CAEP: D; KTS: 1; InTASC: 8; KFfT: 1]	The procedures' section does not include any of the required elements, such as a sequence of activities, assessments, and differentiation strategies to meet students' needs.	The procedures' section includes some of the required elements, such as a sequence of activities, assessments, and differentiation strategies to meet students' needs.	The procedures' section includes all of the required elements, including sufficient detail of instructional strategies that are appropriate for the content, presented in a logical sequence, promotes higher order thinking, and differentiation strategies to meet students' needs.	The procedures' section includes all of the required elements, including sufficient detail of instructional strategies that are appropriate for the content, presented in a logical sequence, promotes higher order thinking, differentiation strategies to meet students' needs, and actively engages students throughout the lesson.
Multiple Levels of Learning [CAEP: 1.1; CAEP: D; KTS: 2; InTASC: 8; KFfT: 1]	Plans instructional strategies that focus solely on basic recall skills.	Plans instructional strategies that target recall and/or comprehension level skills.	Plans instructional strategies (e.g., higher-order questioning, multiple representations, etc.) that foster the development of higher-order thinking.	Plans instructional strategies and activities (e.g., higher-order questioning, multiple representations, etc.) that foster the development of higher-order thinking, and plans for student responses to the strategies/activities.
Collaborative Planning	No evidence of co-planning.	Co-plans lesson with PK-12 clinical educator and	Co-plans lesson with PK-12 clinical educator and	Co-plans lesson with PK-12 clinical educator, special

[CAEP: 2.3; CAEP: D; KTS 8; InTASC: 10; KFfT: 4]		special educator (if applicable).	special educator (if applicable), selecting a co-teaching strategy that is appropriate for the stated learning targets/ objectives.	educator (if applicable), AND other outside resources (e.g., parents, related service providers, etc.) selecting a co-teaching strategy that is appropriate for the stated learning targets/ objectives.
COMMENTS:				

Implementing Instruction
Source of Evidence: Lesson Observation

Component Descriptor	Ineffective	Emerging	TARGET	Accomplished
Communicates Content [CAEP: 1.3; CAEP: D; KTS: 1; InTASC: 4; KFfT: 3]	Makes many errors in communicating content, either orally or in writing.	Makes an occasional error in communicating content, either orally or in writing.	Communicates accurate content, both orally and in writing.	Communicates an in-depth and accurate understanding of content, both orally and in writing.
Communicates High Expectations [CAEP: 1.4; KTS: 3; InTASC: 4; KFfT: 2]	Does not explain academic expectations and/or communicates low expectations regarding students' capabilities.	Communicates academic expectations (via verbal and body language); however, the expectations seem unclear to students.	Clearly communicates (via verbal and body language) academic expectations and confidence in students' abilities to meet these expectations.	High academic expectations are clearly part of the classroom culture. (Students do not need a reminder of the expectations.)
Establishes Positive Learning Environment [CAEP: 1.1; CAEP: D; KTS: 3; InTASC: 3; KFfT: 2]	Communicates standards of conduct that are unclear and/or responses to student behavior are inappropriate.	Communicates standards of conduct; however, responses to student behavior are inconsistent.	Communicates clear standards of conduct, shows awareness of student behavior, and responds in ways that are both appropriate and respectful of students.	High standards of conduct are clearly part of the classroom culture. (Students do not need a reminder of the expectations.)

Engages Students and Meets Diverse Needs [CAEP: 1.1.; KTS: 4; InTASC: 8; KFfT: 3]	Makes minimal attempts to actively engage students or to address diverse needs.	Uses an instructional strategy that attempts to engage students; however, not all students are engaged.	Uses a variety of instructional strategies that engage all students throughout the lesson and considers students' diverse needs.	Uses a variety of instructional strategies that engage all students throughout the lesson, and demonstrates the ability to adapt instruction to unanticipated circumstances.
Addresses Misconceptions [CAEP: 1.2; KTS: 1; InTASC: 4; KFfT: 3]	Makes no effort to address misconceptions during instruction.	Makes an attempt to address misconceptions during instruction, but not in a manner that alleviates students' confusion.	Identifies students' misconceptions related to content and effectively addresses them during instruction.	Anticipates misconceptions related to content and proactively addresses them during instruction.
Facilitates Multiple Levels of Learning [CAEP: 1.4; CAEP: D; KTS: 4; InTASC: 8; KFfT: 3]	Implements instructional strategies that focus solely on basic recall skills.	Implements instructional strategies that target recall and/or comprehension level skills.	Implements instructional strategies (e.g., higher-order questioning, multiple representations, etc.) that foster the development of higher-order thinking.	Implements instructional strategies (e.g., higher-order questioning, multiple representations, etc.) that foster the development of higher-order thinking and is prepared for student responses to the strategies/ activities.
Uses Time and Materials Effectively [CAEP: 1.1.; KTS: 4; InTASC: 3; KFfT: 2]	Performs non-instructional and/or instructional tasks in an inefficient manner with considerable loss of instructional time.	Performs some non-instructional and/or instructional tasks in an efficient manner with some loss of instructional time.	Performs non-instructional and/or instructional tasks in an efficient manner with minimal loss of instructional time.	Performs non-instructional and/or instructional tasks in a manner that maximizes instructional time.
Creates a Safe Environment [CAEP: 1.1; CAEP:D; KTS: 3; InTASC: 3; KFfT: 2]	Creates an unsafe classroom environment or engages in activities that are dangerous to	Creates a classroom environment that is physically safe for all students; however, there is	Creates a classroom environment that is both emotionally and physically safe by treating all	Creates a classroom environment that is both emotionally and physically safe by

	students' emotional or physical well-being.	a lack of awareness regarding students' emotional well-being.	students with respect and concern.	treating all students with respect and concern, and encouraging students to treat each other with respect and concern.
Implements Co-Teaching Instruction [CAEP: 2.3; CAEP: D; KTS: 8; InTASC: 8; KFfT: 4]	No evidence of co-teaching; however, the lesson plan indicates the intent to use a co-teaching approach.	Co-teaches lesson with the PK-12 clinical educator and/or special educator (if applicable) but there was confusion about the role of each co-teacher.	Co-teaches lesson with the PK-12 clinical educator and/or special educator (if applicable) with clearly defined roles and shared responsibility for student learning.	Co-teaches lesson with the PK-12 clinical educator and/or special educator (if applicable) with clearly defined roles and shared responsibility to maximize the learning of all students.
Uses Technology During Instruction [CAEP: 1.5, CAEP: T; CAEP: D; KTS: 6; InTASC: 8; KFfT: 1]	Neither teacher candidate nor students use technology.	Use of technology by the teacher candidate or students, but its use does not enhance instruction or student learning.	Use of technology by the teacher candidate and students in a manner that facilitates and enhances instruction and/or student learning.	Use of technology by the teacher candidate and students to facilitate and enhance student learning, as well as to provide differentiated instruction that supports the needs of all leaners.
Uses Formative Assessments [CAEP: 1.2; KTS: 5; InTASC: 6; KFfT: 3]	No use of formative assessment during instruction.	Uses formative assessments to determine students' progress.	Uses formative assessments to determine each student's progress and guide instruction.	Uses formative assessments to determine student progress, guide instruction, and provide feedback to students.
Allows Opportunity for	Does not provide opportunities for	Provides opportunities for students to	Employs student self-assessment in a clear and	Provides on-going opportunities for students to assess

Student Self-assessment [CAEP: 1.2; KTS: 5; InTASC: 6; KFfT: 3]	students to engage in self-assessment.	engage in self-assessment but does not help leaners understand their assessment results.	purposeful way and helps learners understand and use their assessment results.	and reflect on their own performance in order to identify strengths and areas for future learning.
Has Classroom Presence [CAEP: 1.2; KTS: 3; InTASC: 10; KFfT: 4	Lacks the appropriate volume, tone, energy and enthusiasm to engage students.	Uses either appropriate volume and tone, or energy and enthusiasm, but not both.	Uses appropriate volume, tone, energy and enthusiasm to engage students.	Conveys volume, tone, energy and enthusiasm for content and encourages students to seek additional opportunities to learn beyond the classroom.
COMMENTS:				

Post-Observation Lesson Reflection

Name:_____ **Date:** _____ **Cycle:** _____

To ensure that your lesson analysis and reflection inform instruction, this task must be completed **each night after the lesson is taught.**

1. Use the formative assessment data for each lesson objective/learning target to sort the students' performance into the following categories:

    <u>Whole Class</u>   <u>Gap Group (same info for whole class) –</u>

                                                      (complete for 1st day of lesson only)

    a. Below criteria _____# of students   Below criteria _____# of students

    b. Meeting criteria _____# of students   Meeting criteria _____# of students

    c. Exceeding criteria _____ # of students   Exceeding criteria _____# of students

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

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

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

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

5. Did you depart from your plan? If so, how and why?

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6. What changes would you make if you were to teach this lesson again? What evidence informed the changes?
7. In consultation with your PK-12 Clinical Educator, identify a target student who would benefit from collaborative efforts for intervention. In each post-observation reflection, document student outcomes related to the plan for collaboration. *Use the template in the Appendix for documentation.
8. What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?

Professional Behaviors Midpoint Checklist

Instructions: For each of the following professional behaviors, rate this teacher candidate's trajectory toward becoming first-year profession-ready. For purposes of this evaluation, a teacher candidate who is **First-Year Profession-Ready** is prepared to accept and successfully perform the duties one would reasonably expect of a newly-hired, first-year professional educator.
(CAEP: 2.3; KTS: 9; InTASC: Professional Responsibility; KFfT: 4E)

	On track to be first-year profession-ready	**Not on track** to be first-year profession-ready
1. Displays positive attitude	○	○
2. Takes initiative	○	○
3. Demonstrates enthusiasm for the work of teaching	○	○
4. Shows respect for colleagues, families, and/or communities	○	○
5. Maintains confidentiality	○	○
6. Demonstrates flexibility	○	○
7. Maintains professional boundaries	○	○
8. Builds rapport with students	○	○
9. Demonstrates punctuality in all professional responsibilities	○	○
10. Dresses professionally	○	○

For each area marked "Not on track to be first-year, profession-ready," please provide an explanation for the rating given.

Professional Dispositions Survey

Evaluator' Last Name: _____   **Date:** (insert icon to select date)

                           Last, First

School Placement: _____

Instructions: For each dispositional category below, provide evidence ***based on your observations throughout the semester and interactions with this teacher candidate*** that s/he is, or is not, on a trajectory toward becoming first-year profession-ready. A candidate who is **First-Year Profession-Ready** is prepared to accept and successfully perform the duties one would reasonably expect of a newly-hired, first-year professional educator. **Target: On Target to become first-year profession ready.**

PK-12 STUDENTS AS LEARNERS

1. **Based on your observations throughout the semester and interactions with this teacher candidate, provide evidence that this NKU teacher candidate recognizes individual strengths in PK-12 students and then builds on those strengths to enhance the learning of all students.**

     Overall, how ready is this NKU teacher candidate to build on individual PK-12 student's strengths to enhance the learning of all students?

     (CAEP: 1.4; CAEP: D; KTS: 4; InTASC: 1,2,8; KFfT: 3)

     First-year profession-ready

On target to become first-year profession-ready

Not on target to become first-year profession-ready

2. **Based on your observations throughout the semester and interactions with this teacher candidate, provide evidence that this NKU teacher candidate fosters each PK-12 student's deeper understanding of the content through relevant learning experiences.**

Overall, how ready is this NKU teacher candidate to foster each PK-12 student's deeper understanding of the content through relevant learning experiences?

(CAEP: 1.3; KTS: 4; InTASC: 1, 2, 8; KFfT: 3)

First-year profession-ready

On target to become first-year profession-ready

Not on target to become first-year profession-ready

TEACHER CANDIDATE'S PROFESSIONAL LEARNING

3. **Based on your observations throughout the semester and interactions with this teacher candidate, provide evidence of this NKU teacher candidate's willingness to self-analyze and persevere to improve instructional practices.**

Overall, how ready is this NKU teacher candidate to self-analyze and persevere to improve instructional practices?

(CAEP: 1.2; KTS: 7; InTASC: 9; KFfT: 4)

First-year profession-ready

On target to become first-year profession-ready

Not on target to become first-year profession-ready

4. **Based on your observations throughout the semester and interactions with this teacher candidate, provide evidence of how this NKU teacher candidate responds when faced with circumstances that challenge his/her own frame of reference (e.g., culture, gender, language, abilities, ways of knowing).**

    Overall, how ready is this NKU teacher candidate to respond positively to challenges to his/her own frame of reference (e.g., culture, gender, language, abilities, ways of knowing)?

    (CAEP: 1.1; CAEP: D; KTS: 9; InTASC: 9; KFfT: 4)

    First-year profession-ready

    On target to become first-year profession-ready

    Not on target to become first-year profession-ready

5. **Based on your observations throughout the semester and interactions with this teacher candidate, describe this NKU teacher candidate's collaboration with colleagues, families, and/or community members to promote PK-12 student learning.**

    Overall, how ready is this NKU teacher candidate to collaborate with colleagues, families, and/or community members to promote PK-12 student learning?

    (CAEP: 2.3; KTS: 8; InTASC: 10; KFfT: 4)

First-year profession-ready

On target to become first-year profession-ready

Not on target to become first-year profession-ready

PROFESSIONAL BEHAVIORS

6. **Since the midpoint evaluation has this teacher candidate demonstrated the following professional behaviors?**

o   Displays positive attitude

o   Takes initiative

o   Demonstrates enthusiasm for the work of teaching

o   Shows respect for colleagues, families, and/or communities

o   Maintains confidentiality

o   Demonstrates flexibility

o   Maintains professional boundaries

o   Builds rapport with students

o   Demonstrates punctuality in all professional responsibilities

o   Dresses professionally

Provide evidence below for any areas of growth or concern:

Overall how ready is this NKU teacher candidate to demonstrate the behaviors of first-year professional educator?

(CAEP: 2.3; KTS: 9; InTASC: 9; KFfT: 4)

First-year profession-ready

On target to become first-year profession-ready

Not on target to become first-year profession-ready

Post-Observation Lesson Reflection

Name:_____ **Date:** _____ **Cycle:** _____

To ensure that your lesson analysis and reflection inform instruction, this task must be completed **each night after the lesson is taught.**

3. Use the formative assessment data for each lesson objective/learning target to sort the students' performance into the following categories:

Whole Class	Gap Group (same info for
whole class) –	
	(complete for 1st day of lesson
only)	
d. Below criteria _____# of students	Below criteria _____# of
students	students
e. Meeting criteria _____# of students	Meeting criteria _____# of
students	students
f. Exceeding criteria _____ # of students	Exceeding criteria _____# of
students	students

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

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

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

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

5. Did you depart from your plan? If so, how and why?

6. What changes would you make if you were to teach this lesson again? What evidence informed the changes?

7. In consultation with your PK-12 Clinical Educator, identify a target student who would benefit from collaborative efforts for intervention. In each post-observation reflection, document student outcomes related to the plan for collaboration. *Use the template in the Appendix for documentation.

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

Instructional Unit or Lesson Plan Progression
EDU 396

Teacher Candidate's Name: **Date:**

# of Students: Age/Grade Level: Content:

Unit Title: Unit Duration:

Respond to the following items:

1. Identify objectives.

2. Indicate the knowledge, reasoning, performance skills, and/or products that underpin the standard(s) addressed by the unit objectives.

3. Describe the characteristics of your students, identified in the Context section of the lesson plan, who will require differentiated instruction to meet their diverse needs. *Expectations for supporting students with diverse needs, not just students with identified labels.

4. Provide an overview of technology that will be integrated to enhance instruction and demonstrate P-12 student use of technology.

	Instructional Unit or Lesson Plan Progression
	Task B: Designing Instructional Strategies and Activities

Directions:

Design a set of learning strategies and activities that will enable all students in your class to achieve the learning outcomes, including activities for differentiation.

Lesson Plan Progression Design Template

Using the Task C Unit Organizer template, outline **all** the lessons designed to facilitate student learning of the unit objectives. Your lessons should include a variety of appropriate instructional strategies and activities you believe will best enable all students in your class to achieve. As you create your instructional plan, keep in mind the Standard 2 indicators and associated performance levels.

For each lesson:

- Identify the unit objective addressed (by number only).
- Describe the specific lesson objective/learning target that is aligned to the unit objective.
- Describe the formative assessment(s) that will be utilized for the objective.
- Describe the differentiated assessment plan.
- Describe the strategies/activities you plan to use.
- Describe the differentiated strategies/activities to meet diverse student needs.
- Describe the media/technologies/resources used for the lessons.
- Describe how you will use technology to enhance instruction and how students will use technology to enhance/facilitate their learning.

Pre-Assessment Plan - EXAMPLE

Lesson #	Unit Objectives	Lesson Objectives/ Learning Targets	Formative Assessment (s)	Instructional Strategies/Activities
1	Students will demonstrate how entrepreneurs are part of an interdependent web of economic activity in the local, state, national, and international economy.	Students will identify the interdependent nature of entrepreneurs and businesses in their local community.	*Assessment Description*: On demand writing tasks: a. Create a ripple diagram to demonstrate the impact of an entrepreneur on the local economy b. Create a slogan or jingle that identifies the attributes of your business community and why it is a good place to do business as an entrepreneur *Differentiation Assessment Plan:* Have students dictate a letter to the local Chamber of Commerce describing their vision of future opportunities for economic development	*Strategies/Activities*: Individual/small group activity: cause/effect puzzle parts Brainstorm writing ideas for slogans using concept mapping software *Differentiated Strategies/Activities*: - Partners - Computer assisted brainstorming - Topic choices

*If this is a challenge in the current teaching situation, discuss with University Clinical Supervisor.

			Instructional Unit or Lesson Plan Progression		
Task B: Designing Instructional Strategies and Activities					
Lesson#	**Unit Objective#**	**Lesson Objectives/ Learning Target**	**Formative Assessment(s)**	**Instructional Strategies/Activities**	
1			**Assessment Description:** **Differentiated Assessment Plan:**	**Strategies/Activities:** **Differentiated Strategies/ Activities:** **Media/Technologies/ Resources:**	
2			**Assessment Description:** **Differentiated Assessment Plan:**	**Strategies/Activities:** **Differentiated Strategies/ Activities:** **Media/Technologies/ Resources:**	
3			**Assessment Description:** **Differentiated Assessment Plan:**	**Strategies/Activities:** **Differentiated Strategies/ Activities:** **Media/Technologies/ Resources:**	

4			**Assessment Description:** **Differentiated Assessment Plan:**	**Strategies/Activities:** **Differentiated Strategies/ Activities:** **Media/Technologies/ Resources:**
5			**Assessment Description:** **Differentiated Assessment Plan:**	**Strategies/Activities:** **Differentiated Strategies/ Activities:** **Media/Technologies/ Resources:**
6			**Assessment Description:** **Differentiated Assessment Plan:**	**Strategies/Activities:** **Differentiated Strategies/ Activities:** **Media/Technologies/ Resources:**
7			**Assessment Description:** **Differentiated Assessment Plan:**	**Strategies/Activities:** **Differentiated Strategies/ Activities:** **Media/Technologies/ Resources:**

8			**Assessment Description:** **Differentiated Assessment Plan:**	**Strategies/Activities:** **Differentiated Strategies/ Activities:** **Media/Technologies/ Resources:**
9			**Assessment Description:** **Differentiated Assessment Plan:**	**Strategies/Activities:** **Differentiated Strategies/ Activities:** **Media/Technologies/ Resources:**
5			**Assessment Description:** **Differentiated Assessment Plan:**	**Strategies/Activities:** **Differentiated Strategies/ Activities:** **Media/Technologies/ Resources:**
10			**Assessment Description:** **Differentiated Assessment Plan:**	**Strategies/Activities:** **Differentiated Strategies/ Activities:** **Media/Technologies/ Resources:**

Use of Technology for Instruction

Describe how **you** will use technology to enhance instruction.

Describe how **students** will use technology to enhance/facilitate their learning.

PROFESSIONAL PORTFOLIO DEVELOPMENT

The Professional Portfolio encourages teacher candidates to gather in one place original creations (artifacts) that document their competencies. Artifacts entered into the portfolio are accompanied with a reflective component that addresses competence in the New Teacher Standards. Over time, the portfolio will provide evidence of growth in the profession. In all instances, quality is more important than quantity.

As teacher candidates progress through college they are expected to develop a working portfolio that will contain samples of their achievements. At the same time, they will collect data, which will represent them as individuals. By the time the teacher candidates have finished their student teaching they will have developed a complete professional portfolio. Along the way, many of the collected materials will be discarded and samples of other "best works" will be retained. The portfolio will allow teacher candidates an opportunity to reflect upon their college careers and present mature insights into their best works and achievements. As a result, the reviewer will have the opportunity to assess the teacher candidates and their accomplishments at each transition point throughout their development.

Teacher candidates will be encouraged through evaluation to build their portfolios with pride and knowledge of accomplishment. As each portfolio is developed, teacher candidates will become aware of its use for the validation of professional accomplishments and for a job search.

The Kentucky Teacher Standards have become the basic framework for the development of professional portfolios in the Foliotek system. These standards provide the teacher candidates with a way to organize their teaching accomplishments. A continuous review of the standards further strengthens the teacher candidates in the skills and practices necessary to fulfill the requirements of an accomplished teacher.

All education majors expecting to obtain certification will be required to develop an acceptable portfolio. Teacher candidates will be expected to organize their portfolios according to the format provided to them at one of the seminars during the Admission Semester. Transfer students will be expected to see their advisor or the person in charge of the Practicum program. Teacher candidates must receive an acceptable portfolio evaluation at the end of each semester in order to progress to the next professional semester.

PROFESSIONAL SEMESTER I FOLIOTEK RUBRIC
(EDU 393)

Evidence / Levels	MET	NOT MET
Field Hours Documentation	Minimum of 75 field hours completed in Pro Sem I Hours must include documentation of at least 3 of the following activities: • Student Tutoring • Assist teachers • Observations in schools and related agencies to include Family Resource or Youth Service Centers • Interactions with Families of Students • Participation in school-based professional learning community Documentation of required field hours and activities (time logs)	Fewer than 75 field hours completed in Pro Sem I Missing documentation of the 3 required activities (see list in Met section)
Resume	Up to date Follows format Control of surface features Sufficient detail	Not up to date Format not followed Errors in surface features Missing most necessary information
Artifacts	**Required Artifacts:** • Lesson plan observed by your university professor • Minimum of **3 additional** artifacts developed during Professional Semester I	• No lesson plan observed by university professor • No documentation of required field hours and activities • Fewer than 3 additional artifacts

Reflection	• **1 (one)** reflection for Professional Semester I that includes:
	  1. Detailed description of professional growth as a teacher
	  2. Detailed description of impact of instruction on student learning
	  3. Detailed description of interactions/ collaboration with diverse students, including socio-economic, ethnic/racial, students with disabilities, limited English proficiency;
	  4. At least 2 of the 4 categories of diverse learners must be specifically addressed by end of Pro Sem I (cumulative over 3 semesters)
	• Artifacts cited in body of reflection used as evidence and linked to standards
	• Kentucky Teacher Standards addressed within reflection
	• Kentucky Teacher Standards listed at end of reflection
	• Minimum of 6 standards addressed by end of Professional Semester I (from KTS #1-9)
	• Observations must be linked to KTS
	• Control of surface features
		• No reflection
		• Limited or vague description of professional growth
		• Impact on student learning vague or missing
		• Limited or vague description of working with diverse students
		• Less than 2 of the 4 diverse student categories are documented
		
		• Artifacts not cited
		• Kentucky Teacher Standards not addressed
		• Kentucky Teacher Standards not listed
		
		• Fewer than 6 KTS addressed
		
		• Observations not linked to KTS
		• Errors in surface details

	*Must receive MET in all areas to have an ACCEPTABLE Foliotek submission	

PROFESSIONAL SEMESTER II FOLIOTEK RUBRIC
(EDU 396)

Evidence / Levels	MET	NOT MET

Field Hours Documentation	• Minimum of 75 field hours completed in Pro Sem II
	• Total of 200 field hours or more completed **prior to student teaching**
	• Documented participation in the following activities not completed in prior semesters:
	  • Student Tutoring
	  • Assist teachers
	  • Observations in schools and related agencies to include Family Resource or Youth Service Centers
	  • Interactions with Families of Students
	  • Participation in school-based professional learning community
	Documentation of required Field Hours and Activities (time logs)
		• Fewer than 75 field hours completed in Pro Sem II
		• Fewer than 200 total field hours completed prior to student teaching
		• No documented participation in required activities
		  • Student Tutoring
		  • Assist teachers
		  • Observations in schools and related agencies to include Family Resource or Youth Service Centers
		  • Interactions with Families of Students
		  • Participation in school-based professional learning community

Resume	Up to date Follows format Control of surface features Sufficient detail	Not up to date Format not followed Errors in surface features Missing most necessary information
Artifacts	**Required Artifacts:** • Lesson plan observed by your university professor • Minimum of **4 additional** artifacts developed during Professional Semester II	• No lesson plan observed by university professor • No documentation of required field hours and activities • Fewer than 4 additional artifacts

Reflection	• **1 (one)** reflection for Professional Semester II that includes:
	  1. Detailed description of professional growth as a teacher
	  2. Detailed description of impact of instruction on student learning
	  3. Detailed description of interactions/ collaboration with diverse students, including socio-economic, ethnic/racial, students with disabilities, limited English proficiency;
	  4. At least 3 of the 4 categories of diverse students must be specifically addressed by end of Pro Sem II (cumulative over 3 semesters)
	• Artifacts cited in body of reflection
	
	• Kentucky Teacher Standards addressed within reflection
	• Kentucky Teacher Standards listed at end of reflection
	• KTS #1-9 addressed within Professional Semester II
	• Observations must be linked to KTS
	• Control of surface features
		• No reflection
		• Limited or vague description of professional growth
		• Impact on student learning vague or missing
		• Limited or vague description of working with diverse students
		• Less than 2 of the 4 diverse student categories are documented
		
		• Artifacts not cited in body of reflection
		
		• Kentucky Teacher Standards not addressed
		• Kentucky Teacher Standards not listed
		
		• KTS #1-9 not addressed
		
		• Observations not linked to KTS
		• Errors in surface details

	*Must receive MET in all areas to have an ACCEPTABLE Foliotek submission	