

University of Pikeville Patton College of Education



Initial Teacher Certification Programs Clinical Handbook

Theme:

*Empowering Teachers to Serve and Lead in Rural
Appalachia and Beyond*



It is the policy of the University that no student shall be excluded from participating in, be denied the benefits of, or be subjected to discrimination in any program sponsored by the University because of gender, race, religion, sexual orientation, age, handicap, or national origin. In order to promote a broad learning environment, the University of Pikeville welcomes applications from individuals of diverse backgrounds.

Note: The Patton College of Education reserves the right to make necessary changes without further notice.

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Introduction

The Patton College of Education (PCOE) at the University of Pikeville would like to express sincere gratitude to the cooperating teacher for making the commitment to work with a teacher candidate (TC) through the clinical portion of teacher education. The cooperating teacher's collaboration will give the TC valuable experiences that will enhance his or her classroom preparation. Through observation and limited teaching experiences during the Clinical I portion of his or her training, the TC will develop practical skills and knowledge he or she will need while student teaching. As research continues to recognize, observation and practice is a necessary step in the process of acquiring practical skills. Cooperating teachers are key components in that aspect of teacher preparation. We have confidence in our cooperating teacher's ability to model and facilitate best practices in the classroom.

Several guiding principles must shape the clinical experience, including those found in the Kentucky Teacher Performance Standards (KTPS), InTASC Standards, Kentucky Framework for Teaching (KyFFT), Individuals with Disabilities Education Act (IDEA), Americans with Disabilities Act (ADA), Rehabilitation Act of 1973, Every Student Succeeds Act (ESSA), and the Kentucky Academic Standards (KAS). During Clinical I, the TC will observe how the cooperating teacher incorporates these principles into his or her classroom as well as how the cooperating teacher manages the classroom, plans for instruction, differentiates instruction, and performs all the other tasks related to teaching in their school. The cooperating teacher is the master teacher, and the TC will learn extensively from his/her example. The TC will depend on the cooperating teacher to explain methods and to discuss decisions concerning instruction, students, policies, curriculum, etc.

Sometimes, the TC will have assignments that involve these discussions with the cooperating teacher that will require a signature, indicating when the assignment was completed. These assignments are short and may be addressed informally via oral communication with the TC. The TC will be observing students and taking notes. The data a TC collects will be used as a measurement of her or his attentiveness and reflection on a variety of topics in the TC education courses.

In addition to observing, the TC will also need opportunities to participate in some of the co-teaching strategies and co-planning if possible, and perform a variety of classroom activities during the semester, including working with individual students and small groups, limited teaching or chances to address the whole class, and participation in planning and preparation. It is important for the cooperating teacher to set aside some opportunities for these experiences during the semester.

It is important to understand that the TC should not be given the degree of responsibility a cooperating teacher may give the TC in Clinical II. To meet the requirements for this clinical experience, the TC will also have a significant class load at the college and will not have the kind of time, preparation, support, and freedom that Clinical II will offer in the spring. Even so, it is important that the TC be engaged in the classroom performing a range of functions, either observing or being involved in the classroom activities. Avoid letting the TC get involved in tasks that will prevent him or her from being in the classroom most of the time. It is appropriate

to send the TC to visit other classrooms to observe when you believe they would benefit from such visits.

We hope this will be a meaningful experience for the cooperating teacher as well as the teacher candidate. These new professionals bring excitement, energy, and new ideas that can be invigorating and provocative. Cooperating teachers can feel good about the investment that they make in the futures of aspiring teachers and in the profession of teaching. The cooperating teaching example will become part of the framework perpetuated in a new generation of educators and their students. UPIke thanks the cooperating teachers for accepting this responsibility. This manual should provide a basic outline of the role of the TC and the cooperating teacher. Due to ongoing changes in education, this manual will be updated as needed. If you have any questions, please feel free to contact the Patton College of Education at UPIke. (Contact information is on page 2.)

Conceptual Framework

Pikeville College Then



Pikeville College was founded in 1889 by Presbyterian ministers with a mission to provide educational opportunities for people from the central Appalachian Mountains. From its earliest stages, the institution that would become the college focused its curriculum on preparing young people for entrance to college and the training of much needed teachers. The preparation of teachers has continued. The following statement was printed in an 1890 publication: “The preparatory department prepares teachers for county examinations and to do better work in their line of teaching” (Division of Education, 2009, p. 2). To further its mission of improving educational opportunity in the local region, Pikeville College founded the Pike County Teacher’s Institute in 1909. Institute meetings were conducted in the circuit courtroom in downtown Pikeville and consisted of sermons from local pastors, the pledge to the flag, entertainment, and various speakers who discussed teaching methods and encouraged teachers to inspire mountain youth toward higher goals in education. It became evident early on that improvement of educational conditions in the region would have to be accomplished predominantly by citizens from the area. It was reasoned that leaders would have to be developed from within because they would be more likely to stay in the region and have greater commitment to providing uplift for their people (Title II Report, 1999-2000, p. 6).

University of Pikeville Now

Pikeville College has continued to evolve throughout the years, changing its curricula to meet the needs of Appalachia. On July 1, 2011, Pikeville College, a small college on the hill, became the University of Pikeville. The University was reorganized into two schools, the Kentucky College of Osteopathic Medicine and the College of Arts and Sciences, an umbrella organization that houses a forward-looking undergraduate program and growing programs in the graduate fields. The School of Optometry opened its doors in the fall of 2016. The University offers associate and baccalaureate degrees in a variety of majors in conjunction with a quality liberal arts and science curriculum. The University also offers a Master of Business Administration, Teacher Leader Master of Arts in Education, a Doctorate of Osteopathic Medicine, and a Doctorate of Optometry. With the continuing growth to meet the needs of Appalachia, the institution has

never changed its true mission to “prepare students for the future while creating intellectual, cultural, and economic opportunities for Appalachia” (Pikeville College Catalog, 2017-2018, p.9). The historical practice of “open enrollment” in the undergraduate school is testament to the university’s efforts to improve the overall educational level of the regional population, enhancing the quality of life for as many individuals as possible. (Title II Report, 1999-2000, p.8).

University of Pikeville Mission Statement

The University of Pikeville is the leading higher education institution of Central Appalachia. Founded in 1889, UPIKE remains steadfast in our commitment to preparing students for the future while creating intellectual, cultural and economic opportunities for Appalachia. Maintaining our commitment to Christian principles, UPIKE recognizes the infinite worth of each person, respecting a variety of religious expressions.

UPIKE achieves its mission by:

- Creating a pathway to higher education for all students who desire to embark upon that journey and attracting and retaining high caliber students who will be future regional, national and global leaders.
- Preparing graduates through quality academic programs, grounded in the liberal arts, and through involvement in community service, experiential learning, research, athletics, humanitarian efforts and global outreach.
- Achieving academic excellence by maintaining academic rigor and relevancy in undergraduate, graduate and professional degree programs.
- Attracting and retaining distinguished faculty, staff, administrators, trustees and alumni who are dedicated to meeting the individual needs of students, promoting a caring and supportive environment conducive to learning and meeting the needs of an evolving university; and
- Providing superior infrastructure with state-of-the-art classrooms, clinics, instructional materials, physical facilities, technological infrastructure and campus amenities through sound fiscal policy and efficient and effective administrative services.

Patton College of Education

Vision

The Patton College of Education will collaborate with colleagues, P-12 partners, and community members to empower teachers to serve and lead in rural Appalachia and beyond and to improve our community, region, country, and world through education and leadership.

Mission

The mission of the Patton College of Education is to model best practices, create challenging learning experiences, use technology resources, and address diverse learning needs to prepare teachers for the schools and communities in which they will serve.

Core Values

- **Academic Excellence:** We are committed to providing exceptional education programs that have opportunities for rigor, innovation, the best research-informed practices, and support for critical thinking, problem solving, and thoughtful inquiry.
- **Collaboration:** We are committed to fostering collaboration with all stakeholders within education, our school, and community.

- **Diversity:** We are committed to building a program that meets the diverse needs of all students, ensures equal opportunity for success regardless of experiences and personal differences, and attracts a diverse body of students, faculty, and staff.
- **Leadership:** We are committed to developing leaders in our schools who serve others with compassion, use best practices drawn from reflection and current research, build systems that guarantee fairness and equity, and value and empower those they lead.
- **Equity:** We are committed to building systems that guarantee fairness, focus on reducing achievement gaps, and value and empower those they lead.

Beliefs

- We believe in offering a challenging academic program that focuses on the best educational practices.
- We believe that passion must be the touchstone of all teaching.
- We believe in making the transition from the university classroom to our student's clinical year a seamless experience.
- We believe that empowered teachers accommodate the needs of every student in their classes.
- We believe that exceptional teachers not only help students be successful, they empower them to adapt, continuously learn, and thrive in an ever-changing world.

Philosophy of the Patton College of Education

“Empowering teachers to serve and lead in rural Appalachia and beyond” serves as the organizing theme that undergirds and guides all the professional education programs at the University of Pikeville. Preparing highly-skilled teachers, teacher leaders, and school/district administrators to meet the needs of the rural districts and schools in which they will serve is the mission of the Patton College of Education. By partnering with the surrounding rural schools and districts, it is our goal to design and implement quality educator training programs that will prepare candidates to successfully lead students, schools, and districts as they build upon the strengths and positively face the challenges of rural education.

The University of Pikeville is situated in a region where the local schools and teachers are highly respected and have a powerful impact on community (Hlinka, Mobelini, & Giltner, 2015). For this reason, the role of teachers as leaders and innovative participants in our schools and communities is vital. Central Appalachia is challenged with the highest rates of unemployment, disability, poverty, and school dropouts in the United States (Pollard & Jacobson, 2014). Despite the challenges facing this region, graduation rates generally exceed national averages, and student scores on ACT exams are no lower than in other regions (Kannapel & Flory, 2017). We believe that context does not prevent quality and excellence in communities where well-prepared teachers accommodate individual needs and facilitate success. Framing educational careers in rural communities in terms of possibilities and opportunities, refusing to foster negative stereotypes about the people or place, is crucial (Comber, 2015). Building respect and celebrating the region inspires hope and commitment to make this an even better place to learn, live, and serve. The educators graduating from our programs will meet the challenges and advantages of working in a tight-knit community where transparency promotes both support and scrutiny (Cagnon & Mattingly, 2015). This will open opportunities to contribute in unique and powerful ways. The goal to prepare teachers for this task, equipped to create possibilities and hope for new generations of students, drives us to perpetually

work to improve ourselves and our program. We produce professionals who create opportunities, empower their students with the agency they have developed to make meaningful choices and the tools they have acquired to adapt to a changing economy, and inspire the next generation to excel.

Therefore, equipping our candidates with the skills, knowledge, and experiences to understand the importance of place, the values/norms of a school community, collaboration with stakeholders, and becoming a change agent to create a shared vision and a culture of high expectations will prepare them to effectively serve, lead, and positively impact student achievement in the rural schools and districts in our region and beyond. It ingrains in candidates what Dweck (2006) calls a growth mindset, which influences attitudes toward learning, motivation, work habits, and self-efficacy. We believe that real learning takes place when learners actively construct knowledge and interact with it, not when they become passive repositories of content (Richardson, 2003). As a cross-cutting focus in our program, embracing technology enhances the construction of knowledge with broader boundaries for exploration and tools that expedite analysis and illuminate knowledge (Schrader, 2015).

While rural areas tend to have less diversity than urban counterparts do, the University of Pikeville attracts students from across the United States and the world. This creates opportunities for students to develop a deeper understanding and appreciation of cultural, philosophical, and regional differences. Therefore, diversity also serves as an important theme across the curriculum. As Freire (1970) encourages learners through reflection and conscious action toward justice, we hope to facilitate proactive leadership to eradicate oppression, inequalities, stereotypes, stigma, and unmet needs in our schools and communities.

Our teacher candidates engage in field experiences and reflection to complement their classroom training. McMahon & Garza (2016) note the benefits of pairing teacher candidates and other educational learners with exceptional teachers in authentic situations. We believe this will provide them with an opportunity to develop as educators, leaders, and participants in the education system. We invite expert educators and leaders from the local public schools to collaborate with the Patton College of Education to plan, implement, assess, and continually improve our program. We believe it is essential to create a bridge between the university and the schools to prepare our students in the best manner possible. Regardless of the level of education or the trajectory of careers, every student we educate deserves the benefit of opportunities to develop self-efficacy, skills to evaluate and analyze information, experiences to make informed choices, tools to adapt to changing situations, and lifelong educational support from a proactive and involved alma mater. They should be prepared to succeed as teachers and leaders in education wherever they serve, but they should also have the training to adapt and develop as necessary to remain and contribute locally if they choose (Daniels, 2014).

When preparing teacher and teacher leaders, our primary focus is student success. Thus, our organizing theme, “Empowering teachers to serve and lead in rural Appalachia and beyond,” provides the foundation for all undergraduate and graduate education programs at the Patton College of Education.

Diversity

Recognizing that all students are different is central to “Empowering teachers to serve and lead in rural Appalachia and beyond.” Although researchers have not produced an empirical study

that can isolate all the elements that make a teacher effective, some general components of exceptional practice have been catalogued (Doran & Fleischman, 2005). To be effective, teachers must develop a holistic approach to education that focuses on educating the cognitive, social, emotional, physical, and ethical aspects of each diverse student (Weimer, 2002). Sensitivity to diversity and recognition of the value of diversity is necessary in a democratic society. Teachers must value the diversity in their classrooms and recognize the contributions and experiences it brings (Banks, 2006). Students bring a legacy of experiences, culture, family, interests, values, talents, aspirations, geographies, and other differences that make them and their learning needs unique (Delpit, 2003). The teacher must learn to recognize, accept, appreciate, and teach each of these students accordingly.

Faculty in the professional education unit models and stresses explicitly the need for teachers to develop responsive strategies for differentiation of instruction. Candidates must be guided to confront assumptions about differences that are based upon myths and misconceptions (Pope & Wilder, 2005). No culture or group is deficient; rather, classroom practices are, when they are incompatible with the learning needs of any student (Gallimore & Goldenberg, 2001). “Only through [...] reflective analysis of their own beliefs and systematic inquiry into diverse cultures can initial and advanced teacher candidates and teacher educators begin to construct a pedagogy that makes diversity an explicit part of the curriculum” (Lenski, Crumpler, Stallworth, & Crawford, 2005, p. 100). For this reason, effective teacher leaders must work at becoming adept at changing the classroom environment and practices, not the students, to make instruction accessible (Doll, Zucker, & Brehm, 2005). Effective teacher leaders “carefully organize activities, materials, and instruction based on students’ prior knowledge and level of development so that all students can be successful” (National Academy of Education Committee on Teacher Education, 2005, p. 112). This involves training and development along a wide spectrum of research based methods, strategies, theories, and knowledge. As Kuh, Kinzie, Schuh, and Whitt (2005) suggest, effective teaching is not limited to and cannot be measured against a single set of skills, dispositions, or understandings, but instead must grow out of reflective practice and study. The development of effective teachers and teacher leaders involves establishing an understanding of personal responsibility in the classroom without undermining the teachers’ autonomy and sense of competence that will allow them to modify and shape learning tasks to meet the learning needs of all learners, rather than focusing on efficiently striving for artificial indicators of achievement aimed at the “average” student (Apple, 2006). Therefore, both new teachers entering the field and experienced teachers must be afforded opportunities to think critically about their roles in the school and society to empower them to become effective teachers and teacher leaders as well as vehicles for exceptional practice and democratic education (Butin, 2004).

To enable students who have varied language backgrounds, learning styles, exceptionalities, and abilities to learn, effective teacher leaders must possess an extensive inventory of teaching strategies and approaches they can adapt to meet these students’ needs. The National Academy of Education Committee on Teacher Education (2005) explains:

Effective teacher leaders engage students in active learning—debating, discussing, researching, writing, evaluating, experimenting, and constructing models, papers, and products in addition to listening to and reading information, watching demonstrations, and practicing skills. They make their expectations for high-quality work very clear, and

they provide models of student work that meets those standards. They also provide constant feedback that helps students improve as they continuously revise their work toward these standards. They design a well-functioning, respectful classroom that allows students to work productively. Finally, they involve parents in the learning process and help create strong connections between home and school, so that students have fewer obstacles and more supports for their learning. And they do all of this while collaborating with other teachers and administrators to create a seamless curriculum and a supportive environment throughout the school. (pp. 112-113)

Teachers who are able to use a broad repertoire of approaches skillfully (e.g., direct and indirect instruction, experience-based and skill-based approaches, lecture and small group work) are typically most successful (Tomlinson, 2006). Effective classroom management is listed by many as the most significant variable contributing to effective instruction (Marzano & Marzano, 2003). A pluralistic approach, that does not tie teachers to a single set of managerial strategies, but gives them the freedom to consider all strategies that appear workable, is necessary if teachers are to create a learning climate where all students can learn (Waber, 2006).

Technology

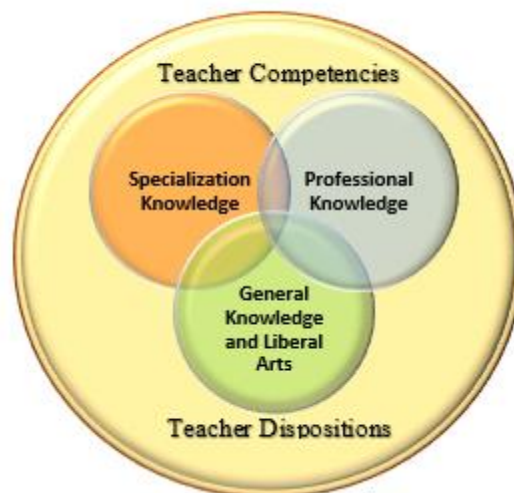
Effective teachers must be able to use technology to help meet the individual needs of their students. To meet these individual needs, candidates must be technologically proficient; therefore, all the professional education programs at the University of Pikeville require candidates to develop technology skills through explicit instruction on how to implement technology to enhance learning and to create assignments that utilize technology for various purposes. “The application of new technologies is gradually changing the main fields of higher education: it is changing research – as the way we learn and create new ideas; it is changing science communication – as the way we discuss and communicate our research ideas within the scientific communities and to the wider public; and it is changing teaching – as the way we transmit new knowledge and research findings to our students” (Schneckenberg, 2009, p.412). Incorporating the new possibilities that these resources represent into teaching and learning creates efficiency and opportunities to reach and motivate learners. Modeling the willingness to adapt to new tools and commitment to the development of knowledge and skills to enhance teaching practices creates a culture of lifelong learning for the candidates and the faculty.

Use of technology is integrated throughout all teacher preparation programs at the University of Pikeville. The use of instructional technology is explicitly taught in EDU 205: Technology in Education. During this course, aspiring teachers have the opportunity to become Google Certified Educators.

Categories of Knowledge

To be able to make reflective, analytical decisions, teachers need multiple categories of knowledge, multiple areas of teacher competence, and appropriate professional dispositions. These categories of knowledge, areas of teacher competence, and appropriate professional dispositions serve as the foundation for training and experience for the University of Pikeville's teacher candidates.

The University of Pikeville's teacher preparation programs delineate three categories of knowledge: *General Knowledge*, *Specialization Knowledge*, and *Professional Knowledge*. Proficiency in these categories of knowledge empowers candidates to become effective teachers by providing a wide range of opportunities to think critically and explore concepts that will prepare them for exceptional practice in the classroom. These categories of knowledge are assessed in each program.



General Knowledge

In the category of general knowledge, students receive extensive preparation in the liberal arts. The coursework is interdisciplinary in nature, and its central mission incorporates:

- multicultural and global perspectives
- the provision of an adequate depth and breadth of information
- the development of effective oral and written communication skills
- effective quantitative skills
- independent and critical thinking skills
- the effective use of technology

The general education core requirements enable prospective teachers in the teacher education programs to foster competencies that are essential for all teachers regardless of the level they plan to teach. Once acquiring these competencies, candidates are better equipped to become effective teachers. Overall, the University of Pikeville teacher preparation program's general knowledge component align with Kentucky's Learning Goals and Academic Expectations.

Specialization Knowledge

The major goal of the specialization component of the teacher preparation curriculum is to provide prospective teachers with either depth in a discipline (secondary and middle school majors) or a breadth across a number of relevant disciplines (elementary education majors). "Teachers need to possess a rich, coherent conceptual map of the discipline; an understanding of how knowledge is developed and validated within different social contexts; an understanding of why the subject is important; and an understanding of how to communicate knowledge of that subject to others" (National Academy of Education Committee on Teacher Education, 2005, p. 121). The specialization component is a well-planned sequence of coursework that provides the academic methodology and clinical skills necessary to achieve mastery of the structure, concepts,

ideas, values, facts, technology skills, and methods of inquiry associated with that specialization. The specialization knowledge provides the candidates with expertise to become effective teachers by preparing them with a depth or breadth of understanding of content sufficient to challenge all students and meet their learning needs. Each specialization curriculum has been carefully aligned with the KTPS/InTASC Standards at the undergraduate level. Additional course alignment can include the appropriate Specialty Professional Association (SPA) Standards, Praxis content, and the Kentucky Academic Standards (KAS).

Professional Knowledge

The professional education component of the teacher preparation programs at the University of Pikeville creates the vehicle for integrating and disseminating the general and specialization knowledge found in other components of the curriculum. It is the professional knowledge component that provides educational foundations and theories, pedagogy, methodology, and current research findings, all of which are necessary components of becoming effective teachers. Without a strong background in these areas, teachers tend to replicate and perpetuate the types of classrooms they attended as students—good or bad, rather than creating a classroom based on best practices, theory, and research (Helterbran, 2008). A strong grasp of professional knowledge helps guarantee that new teachers will model excellent teaching in the field. The professional knowledge component is divided into four strands: *Knowledge of Foundations*, *Knowledge of Pedagogy*, *Knowledge of Research*, and *Knowledge of Application*.

Knowledge of Foundations. Knowledge of foundations forms the theoretical basis for all the teacher preparation programs at the University of Pikeville. All teacher education candidates are required to complete a sequence of courses that provide background in the foundations of education including:

Basic

- the goals of schooling
- school law and educational policy
- the role of the school as a resource to the larger community
- the organization of public education
- factors in the students' environments outside of school
- professional ethics
- teacher responsibilities
- activities of the profession
- the University of Pikeville's Conceptual Framework

Diversity

- characteristics of culturally and linguistically different students
- characteristics of students with exceptionalities including gifted and talented and other differences
- practices related to teaching in a pluralistic society
- the classroom microcosm (race and ethnicity, gender, sexual orientation, religious diversity, socioeconomics, physical differences, learning differences, health and behavior differences, etc.)
- multiple intelligences and learning styles

- the rights and needs of diverse learners including English language learners
- educational theorists and learning theories
- intervention strategies
- differentiation strategies

Technology

- the impact of technological and societal changes on schools
- integration of technology to enhance teaching and learning
- ethical and legal use of technology
- integration of student use of technology
- use of technology in assessment
- use of technology to meet diverse student needs

Health & Safety

- the role of the classroom instructor in developing and implementing classroom safety procedures and following a school safety program
- the necessity for advocating and modeling healthy lifestyle options
- professional responsibilities of educating students about personal health choices
- physical and psychological needs of students

Knowledge of Pedagogy. Pedagogical knowledge provides the decision-making and instructional skills for teaching. The teacher preparation programs at the University of Pikeville divide pedagogical knowledge into *Professional Pedagogical Knowledge* and *Pedagogical Content Knowledge*:

Professional pedagogical knowledge. General pedagogical knowledge is concerned with the characteristics, tools, and skills of good teaching in all content areas and at all levels. For example, the teacher:

- understands how diverse students (e.g. males and females, different socioeconomic groups, ethnic/racial groups, English language learners, students with exceptionalities) learn and develop and can provide appropriate learning opportunities
- understands how students differ in their approaches to learning (e.g. learning styles, multiple intelligences, and performance modes) and can design instruction to accommodate these differences.
- possesses basic, effective verbal and nonverbal communication techniques.
- understands various instructional strategies - including the use of technology and the advantages and limitations of each.
- understands various classroom management approaches along with the advantages and limitations of each approach.
- understands how to motivate individuals and groups.
- accurately assesses and analyzes student learning and makes appropriate adjustments to instruction (Doll, Zucker, & Brehm, 2005).
- understands ways to close the achievement gap.
- understands the importance of including literacy skills in all content areas.

Pedagogical content knowledge. Pedagogical content knowledge bridges content and pedagogy and involves:

- the ability to ensure that content is structured, sequenced, presented, and adapted to meet the diverse interests and abilities of learners.
- understanding of the school curriculum that, in Kentucky, includes Kentucky's Learning Goals and Academic Expectations and the Kentucky Academic Standards.
- the ability to include content specific literacy skills in any content area.

Knowledge of Research. According to Wong and Wong (2004), effective teachers must:

- be familiar with the current body of educational research and must be able to use research-based practices;
- be able to incorporate research findings from other related disciplines; and
- realize that best practices in teaching are dynamic and change as knowledge through research is made available.

Keeping in mind the importance of research, teacher candidates must be given an opportunity to not only explore research materials provided by the teacher but also to locate, interpret, analyze, evaluate, and implement the results of current research using a variety of sources. These sources include library collections, online databases, professional development opportunities, conferences, and research journals from professional organizations. The ability to implement opportunities for research in the classroom is of primary importance. As Cooper (2006) admonishes, "Mastery requires practical application to concrete situations" (p.4).

Knowledge of Application. As with research, teacher candidates also must be provided opportunities to apply their professional knowledge, to transform it from theory into practice, and to master it. "When well-supervised practicum and student-teaching experiences precede or are conducted jointly with coursework, studies find, candidates are better able to connect theoretical learning to practice, more comfortable and confident in learning to teach, and more able to enact what they are learning in ways that are effective for students" (National Academy of Education Committee on Teacher Education, 2005, p. 118). All the strands of professional knowledge are integrated during the four phases of clinical experience:

- Phase A – Establishing Theoretical Framework: Foundations
- Phase B – Teacher Modeling - Clinical I: Pedagogy and Research
- Phase C – Guided Practice - Clinical II: Application
- Phase D – Independent Practice – Application

Thus, the strands of professional knowledge are not taught in isolation but as an integrated approach. The clinical experiences are sequential, and knowledge of application is a separate strand; but, they are also interwoven throughout all the other strands of professional knowledge. For example, when teacher education candidates are developing professional knowledge of foundations, they are also involved in Phase A of the clinical experience – Establishing Theoretical Framework. As candidates are

introduced to foundational theories, they need to observe those theories being translated into practice.

Candidates begin integrating knowledge of foundations, knowledge of pedagogy, and knowledge of research, while they are involved in Phase B of clinical experience – Teacher Modeling. These strands are integrated as knowledge is translated into practice in a P-12 classroom. During Phase B of clinical experience, candidates begin by observing master teachers modeling the integration of these strands of professional knowledge. Later they start working with an individual student and then small groups of students. This culminates with opportunities to briefly instruct the entire class.

When candidates begin to apply professional knowledge for an extended period in a P-12 classroom in Phase C of clinical experience – Guided Practice or Student Teaching, they are focusing mainly on improving their knowledge of application. During Phase C, candidates spend fourteen weeks in an appropriate P-12 classroom where they assume responsibility for all students' learning under the guidance of a P-12 cooperating teacher and a University Supervisor.

During Phase D of their clinical experience, Independent Practice or the Kentucky Teacher Internship Program, the new teacher will apply professional knowledge for a year or longer in his/her own classroom.

Areas of Teacher Competence

An effective teacher needs multiple areas of competence. In Kentucky, education centers on performance-based, student-centered instruction with clearly articulated standards at all levels of education. The areas of teacher competence focus on helping candidates meet the Kentucky Teacher Performance Standards (KTPS), which are congruent to the InTASC Standards. The standards encompass the skills that an effective teacher must employ, and we assess candidates' progress at meeting these standards as they progress through our undergraduate education programs.

Professional Dispositions

To be effective, teachers must be committed to certain professional dispositions (Bloom & Krathwohl, 1964). The teacher preparation programs at the University of Pikeville are committed to the professional dispositions). To assess teacher candidate dispositions, the Patton College of Education adopted the Candidate Disposition Inventory created by Vincent Rinaldo, PhD, and Chandra Foote, PhD (2017) presented at the Kentucky Association of Colleges for Teacher Education Meeting by Vincent Rinaldo and Thomas Sheeran in October 2017. The study on the dispositions instrument was initiated in 2004, and "currently over 200 institutions across the U.S. are using the instrument and or process in whole or part" (Rinaldo & Sheeran, 2017). The identified dispositions align well with Kentucky's Professional Code of Ethics for Educators and the University of Pikeville's Teacher Education Program. Candidate dispositions will be assessed during both Clinical I and Clinical II by education faculty, cooperating teacher(s).

Quality Assurance System and Evaluation

Assessments Reflect PCOE Vision, Mission, Core Values, and Beliefs

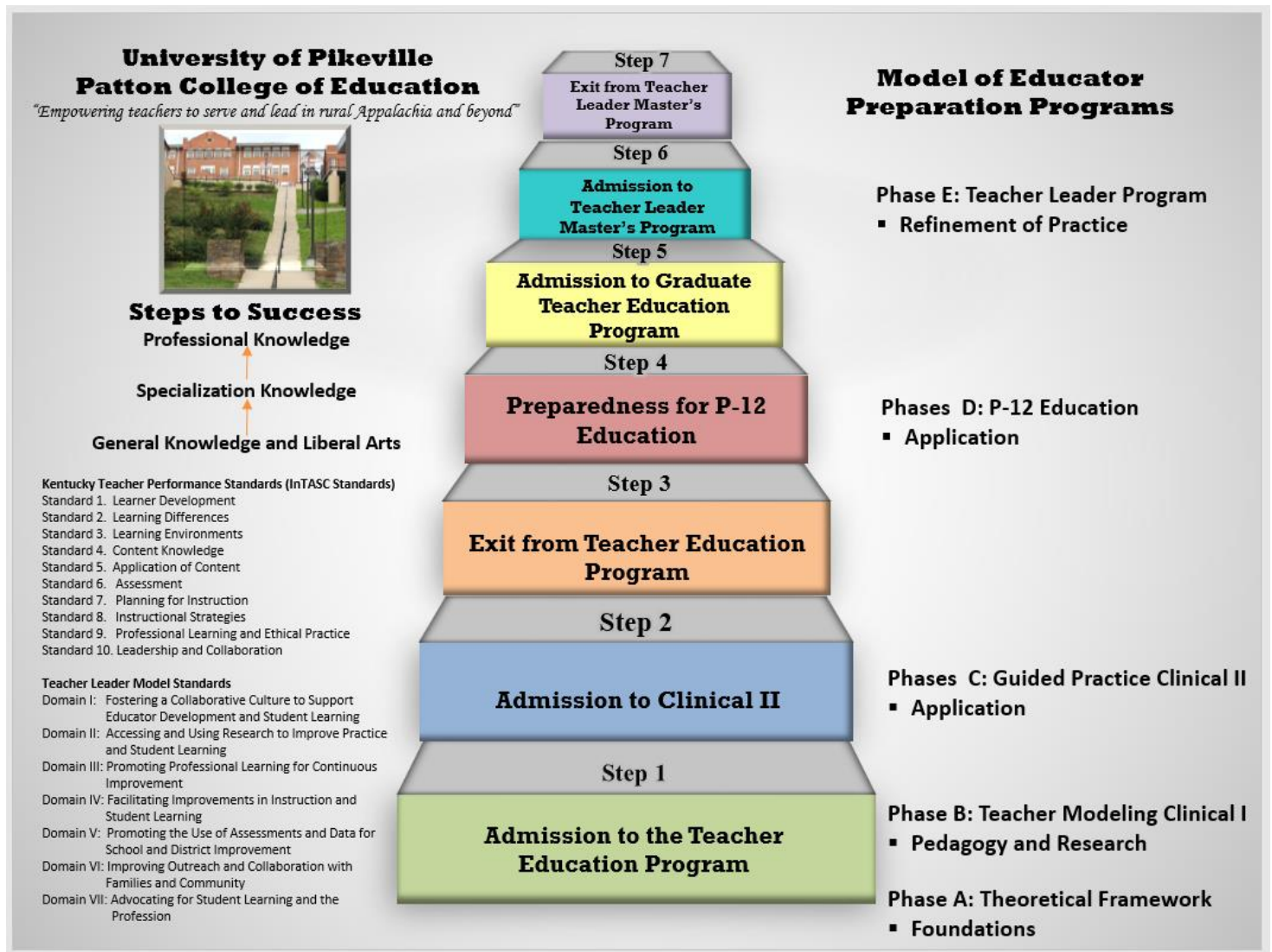
The organizing theme that undergirds and guides all the professional education programs at the University of Pikeville is “Empowering teachers to serve and lead in rural Appalachia and beyond.” The knowledge, skills, and dispositions necessary to be an effective teacher and teacher leader are reflected in the PCOE vision, mission, and beliefs. As we work to prepare teachers and teacher leaders for P-12 classrooms, the QAS provides the roadmap for collecting and analyzing student, program, and operational data for continuous improvement of our teacher education programs.

Assessments: Comprehensive and Integrated

Progression through any of the University of Pikeville’s initial teacher education programs requires passage through a series of steps, which mirror the well-known “99 Steps” at the University of Pikeville. Multiple sources of data are utilized in assessing applicants’ qualifications and candidates’ and graduates’ performances as they progress through each step. Therefore, our Quality Assurance System includes a comprehensive and systematic assessment plan.

At the initial level, assessments focus on the three categories of knowledge, which include general knowledge, specialization knowledge, and professional knowledge, in addition to teacher competencies and dispositions. Teacher education candidates are evaluated at the appropriate assessment checkpoints denoted as Steps 1-4. Before exiting undergraduate programs, teacher education candidates must demonstrate competency in the Kentucky Teacher Performance Standards, which are congruent to the InTASC Standards, and the *Kentucky Framework for Teaching*. They must also be committed to and demonstrating the professional dispositions.

At the advanced level, teacher leader candidates demonstrate competency in the Teacher Leader Model Standards and adoption of the professional dispositions. These assessments are completed at the appropriate checkpoints denoted by Steps 5-7. The progression levels are shown in the graphic below:



To achieve their goals of becoming effective teachers, candidates must meet identified criteria at each step before they can progress to the next step. Each step represents a transition into the next level in the program sequence:

- Step 1 represents admission to the University of Pikeville's Teacher Preparation Program: Clinical I.
- Step 2 represents admission to the University of Pikeville's Student Teaching Program: Clinical II.
- Step 3 represents the candidate's exit from the University of Pikeville's Teacher Education Program.
- Step 4 represents successful P-12 teaching.

As candidates are developing knowledge of foundations, knowledge of the KTPS/InTASC Standards and an awareness of the professional dispositions of an effective teacher, they are establishing a working theoretical framework (Phase A) by completing targeted observations in P-12 classrooms. As candidates are integrating understanding of foundations, pedagogy, research, and the KTPS/InTASC Standards, and demonstrating compliance with the professional dispositions upheld by the program, they are spending over two hundred hours with a master teacher who is modeling content specific pedagogy (Phase B). As candidates complete guided practiced in a classroom (Phase C), they will demonstrate application of the KTPS/InTASC Standards and will demonstrate compliance with the professional dispositions upheld by the program. The candidates will develop these skills and dispositions by assuming shared responsibility for the learning of all P-12 students in classrooms for fourteen weeks. New, effective teachers will complete independent classroom practice (Phase D) while demonstrating application of the appropriate standards and making the professional dispositions upheld by the program a part of their value system.

Governance of the Patton College of Education

The Patton College of Education maintains a structure and governance system for planning, delivering, and evaluating all education programs that includes P-12 school practitioners and arts and science faculty.

Structure

The structure of the Patton College of Education consists of the Chairperson of the Patton College of Education (PCOE), Coordinator of Clinical Experiences/University Supervisor, Certification Officer, and education faculty. The Patton College of Education operates under the Dean of the College of Arts and Sciences. The PCOE Chairperson oversees the operations of all teacher education programs at the University of Pikeville. The Coordinator of Clinical Experiences/University Supervisor conducts specific functions involving the placement and direction of candidates' clinical experiences. The Certification Officer completes the coordination of the certification procedures. Education faculty respect collegiality and work collaboratively with all members to complete the task of teacher preparation.

Committees include the Teacher Education Committee and the Committee on Diversity in Teacher Education. Program Coordinators from content areas outside of education, but within the College of Arts and Sciences, and P-12 teachers and administrators participate in decision-making as members of the Teacher Education Committee.

Teacher Education Committee

The Teacher Education Committee enables education faculty, Program Coordinators from content areas outside of education but within the College of Arts and Sciences, and practitioners in P-12 schools to collaborate about the design, delivery, and evaluation of the teacher education programs within the Patton College of Education. The components of the Teacher Education committee are as follows:

A. Composition

The Teacher Education Committee consists of the following:

- 3 classroom teachers

- 3 school administrators
- 2 education candidates
- all education faculty members
- community member
- program coordinators from all certification areas including arts and science
- Dean of the College of Arts and Sciences
- Registrar of the University
- Director of Teacher Education

The Director of Teacher Education will serve as the Chair of the Teacher Education Committee. The classroom teachers, administrator, and students are selected by the Patton College of Education and invited to serve on the committee by the Chair of the Teacher Education Committee. Students are non-voting members, but we seek and value their input.

B. Responsibilities

The responsibilities of the Teacher Education Committee (TEC) consists of the following:

- Admission and retention of teacher education candidates in the Teacher Education Programs and the Student Teaching Program
- Policy development
- Curricular development
- Appeals process
- Monitoring and revising the Quality Assurance System
- Reviewing and revising Conceptual Framework

Admission and Retention. One of the functions is to administer the process of admission and retention to the Teacher Education Programs and the Student Teaching Program in accordance with policies and procedures established by the institution, the program, and Kentucky's Education Professional Standards Board.

Policy Development. A second function of the TEC is to make and/or approve policy changes in the Teacher Education Programs. The TEC will review suggested policy changes submitted by the Patton College of Education based on assessment data. The Committee may also make suggestions for policy changes based on assessment data submitted by the Patton College of Education.

Curricular Development. The third function of the TEC is to make and/or approve curricular changes made in the Teacher Education Programs. Any suggested changes will then be presented to the Curriculum Committee and the faculty for their approval.

Appeals Process. The fourth function of the TEC is to hear and rule on appeals from teacher education candidates related to entry or continuation in any education program.

Conceptual Framework. The fifth function of the TEC is to review and revise the Conceptual Framework.

Assessment Plan. The sixth function of the TEC is to monitor and revise the Quality Assurance System to ensure continuous improvement.

Clinical Personnel

Clinical Faculty are school and higher education faculty selected by the Patton College of Education and partnering schools who are responsible for instruction, supervision, and assessment of candidates during clinical experiences and clinical practice. Criteria for selection of clinical faculty:

Clinical faculty from higher education should have:

- had contemporary professional experiences in P-12 school settings;
- preparation for role as mentor, supervisor, and evaluator.

Coordinator of Clinical Experiences/University Supervisor

The Coordinator of Clinical Experiences serves as the University Supervisor and works with Clinical I and Clinical II teacher candidates, cooperating teachers, and principals. He/she collaboratively works with site selection, placement, and supervision. In addition, he/she coordinates any in-service activities for cooperating teachers, conducts Clinical II seminars, and oversees the whole function of clinical experiences. Responsibilities include:

- assisting the teacher education candidate and the cooperating teacher;
- observing and evaluating the progress of the teacher candidate;
- providing assistance to the teacher candidate in the areas of knowledge, skills, and professional dispositions; and
- assigning a grade to teacher education candidate.

Cooperating Teacher

The cooperating teacher is a teacher employed in a school in Kentucky who is contracting with a teacher education institution to supervise a Clinical I or Clinical II teacher candidate for the purpose of fulfilling the Clinical I or Clinical II requirements of the approved teacher preparation program.

The cooperating teacher

- shall have a valid Kentucky teaching certificate for each grade and subject taught;
- shall have attained Rank II certification;
- shall have at least four (4) years of teaching experience; and
- shall have taught in the present school system at least one (1) year immediately prior to being assigned a student teacher;
- shall have the principals recommendation;
- shall support the mission of the University of Pikeville's teacher education program.
- shall teach at a Kentucky school within a fifty-mile radius of the University of Pikeville to enable cooperation with the University Supervisor.

Policies for Clinical Experiences

Professional Conduct. The teacher candidate is expected to act in a professional manner related to confidentiality, attendance, and dress. Everything that occurs in the school setting is expected to be kept confidential (i.e., student records, grades, family concerns, professional opinions, “gripes,” and “humorous” occasions). Teacher candidates should be in their assigned schools at the time designated by the cooperating teacher and University Supervisor. The teacher candidate is expected to follow the same schedule and engage in the same duties and experiences as the cooperating teacher. If ill, the teacher candidate should notify the cooperating teacher, University Supervisor, and the principal’s office. Appropriate professional dress is expected of the teacher candidate.

Placement. If you have children in a school, relatives employed by a school, or other close relatives in administrative positions in a school, you will not be placed in that school to complete Clinical I or Clinical II.

Schedule. During Clinical I, the teacher candidate will follow the academic calendar set by the University of Pikeville. During Clinical II, each teacher candidate will follow the calendar of the school where he/she is co-teaching. (For example, the teacher candidate will have his/her spring break when the school has its break.) The teacher candidate shall report to his/her designated school when instructed to do so by the University Supervisor and shall continue working until instructed not to do so. The teacher candidate shall report to the school every day from the beginning of the experience to the end. The only exception will be required seminars and documented illness or other emergencies.

Fair Policy for Termination. Periodic review of the teaching performance of the teacher candidate, including professional responsibilities, is done by the cooperating teacher and the University Supervisor. On occasion, the principal may visit as well. If these performance reviews, which include, but are not limited to, consistency in attendance, punctuality, preparedness for all duties, and engaging students appropriately in learning, are perceived as unsatisfactory by any of the parties, a conference is called to discuss intervention strategies. If, after a reasonable period of time, there is no improvement in the candidate's performance, and the candidate's behaviors become a distraction to the learning of P-12 students in the classroom, the teacher candidate will be withdrawn from the experience as these behaviors indicate that the candidate is not ready for clinical experiences in the P-12 classroom. A teacher candidate who perceives the decision is wrong and is unable to resolve the issue through discussion with the personnel involved may appeal by following the procedure outlined in the Teacher Education Handbook.

If a teacher candidate **does not** display minimum competency in all of the required standards by the end of the normal length of the co-teaching experience, the length of the co-teaching experience can be extended to see if competence in each standard can be acquired. Any teacher candidate who fails to display competence in all standards after a reasonable amount of time following the normal length of a teaching semester will receive a grade of “Fail” for the applicable course or course(s) in which he/she registered.

While the University Supervisor has the final say in determining the overall grade of each teacher candidate, each candidate’s cooperating teacher(s), as well as the school’s principal, will play very important roles in determining if a teacher candidate will pass or fail.

Seminar Attendance. Attendance at each scheduled seminar is required. If an emergency occurs, the teacher candidate should notify the University Supervisor. These seminars will provide opportunities to reflect on the experiences gained in co-teaching. In addition, they will contain information regarding TPA’s, exit interviews, job opportunities, and management concerns related to completing co-teaching.

UNIVERSITY OF PIKEVILLE

COOPERATING TEACHER DATA SHEET

(1) Name _____ SS# _____

(2) Mailing Address _____
Street or P.O. Box City State Zip

(3) Name on Teaching Certificate _____

Expiration Date of Teaching Certificate _____

(4) Email Address _____

(5) Home Phone Number _____

(6) College Preparation (Beginning with Bachelor's Degree.)

Name of School	Dates Attended	Major	Degree

(7) Teaching Experience (List five years only.)

Name & Location of School	Grade and/or Subject Taught	Dates

(8) Teacher Candidate's Name _____

(9) Classroom Cooperating Teacher's Signature:

_____ Date _____

Responsibilities of the Cooperating Teacher for Clinical I

The person most influential in guiding the teacher candidate (TC) in the development of his/her teaching skills is you, the cooperating teacher. During the process of daily supervisory contact, you will model, guide, encourage, and evaluate the TC. Faced with the two-fold responsibility of your daily teaching duties and the beginning induction of a TC into the professional ranks, you may find the following suggestions helpful.

Introduction:

- Introduce your TC to the students as a partner to the class, faculty, school personnel, parents, etc.

Activities:

- Invite your TC to faculty meetings, professional development sessions, PLC meetings, and after school events, such as PTA/PTO meetings, athletic or academic events, and family nights.

Policies:

- Inform your TC about classroom, school, and board policies (handbook/online) and show him/her how to access policies.
- Inform your TC about classroom procedures and which procedures you want to share with the TC (i.e. hall passes)

Instruction:

- During Clinical I, your TC is allowed to participate in short, whole group instruction (i.e. administering a quiz/spelling test, going over a quiz/homework, etc.).
- Allow your TC to assist you in performing all the activities in your classroom (i.e. recording grades, taking attendance, answering the phone, grading papers, etc.).
- The TC will be documenting hours of their activities and observations in KFETS each day.
- Allow the TC to instruct one-on-one and small group.
- Encourage the TC to assist you in planning instruction and in some co-teaching strategies. (Remember you want to prepare them as much as you can for their student teaching next semester.)

Assessment:

- You will need to complete a mid-term (formative) and final assessment (summative) on your TC (Foliotek).
- Your TC will be designing a lesson sequence (3-5 days) that involves four tasks: contextual data on students, learning objectives, an assessment plan, and the completed lesson plans. The TC will teach this lesson sequence in the spring.
- Assist your TC with the topic and be a resource for him/her in the development of the lesson sequence.

Additional Notes:

- You have been selected by your principal and the Patton College of Education because you are a master teacher, and we want our TC to observe and participate in good teaching strategies.
- Do not leave the TC alone in the classroom or allow him/her to teach your class independently.

Responsibilities of the Cooperating Teacher for Clinical II

The person most influential in guiding the teacher candidate (TC) in the development of his/her teaching skills is you, the cooperating teacher. During the process of daily supervisory contact, you will model, guide, encourage, and evaluate the TC. Faced with the two-fold responsibility of your daily teaching duties and the beginning induction of a TC into the professional ranks, you may find the following suggestions helpful.

Standards:

- Assist the TC to develop competency in the Kentucky Teacher Performance/InTASC Standards and the *Kentucky Framework for Teaching*.
- Assist the TC in preparing unit/lessons that address the Kentucky Academic Standards (KAS).

Preparation & Instruction:

- Guide your TC through daily planning and instruction.
- Assist your TC in finding teaching methods most suitable for them.
- Be a resource for your TC as they complete Tasks E-J in the Clinical II Teacher Performance Assessment (TPA).
- Induct your TC gradually into teaching through progressive involvement as he/she demonstrates capability.
- Encourage other school personnel to be a resource for your TC, when necessary.
- Participate in the implementation of appropriate *Co-Teaching strategies.
 - a. One Teach – One Observe
 - b. One Teach – One Assist
 - c. Station Teaching
 - d. Parallel Teaching
 - e. Supplemental
 - f. Alternative (Differentiated)
 - g. Team Teaching

*Remember, Co-Teaching is now an integral component of the Clinical II experience. Teacher candidates will be expected to document co-teaching experiences during their observations by the University Supervisor and throughout the semester.

Observation & Reflection:

- Conduct four formal observations (document in Foliotek).
- Assist your TC in self-evaluating his/her performance.
- Confer with your TC about the results from formative and summative observations.
- Assist your TC about his/her professional growth plan.

Other:

- Complete end-of-year surveys.
- Digitally sign off as the Cooperating Teacher for EPSB.
- Active participate in the Exit Interview with your TC and the University Supervisor.
- Complete the New Teacher Survey if it is available (administered every two years).

Are We Co-Teachers?

- A. As we prepare for co-teaching, do we:
 - a. have both teachers' names on the board/door?
 - b. have space for both teachers?
 - c. have comparable desks and materials for both teachers?
- B. Do we share responsibility for determining:
 - a. what to teach?
 - b. what teaching strategy(s) to use?
 - c. who teaches what part of the lesson?
 - d. how to assess student learning?
- C. In planning, do we:
 - a. have regularly scheduled times to meet and discuss our work?
 - b. use our meeting time productively?
 - c. share teaching materials and resources?
 - d. communicate freely our concerns?
 - e. each contribute to the planning process?
 - f. decide which co-teaching model to use in a lesson based on the needs of the student and co-teachers?
- D. While co-teaching, do:
 - a. both teachers have a lead role in the classroom?
 - b. both teachers work with all students?
 - c. we use a variety of co-teaching approaches?
 - d. students see both teachers as equal partners in the classroom?
 - e. we both participate in the assessment of the students?
 - f. students ask both teachers for clarification and/or assistance?
 - g. we teach different groups of students at the same time?
 - h. we read the nonverbal cues of our co-teaching partner?
 - i. we make changes as needed during a lesson?
 - j. we actively reinforce classroom rules and manage the classroom together?
- E. After the co-taught lesson, do we:
 - a. provide feedback to one another on what goes on in the classroom?
 - b. celebrate the process of co-teaching and the outcomes and successes?
 - c. make improvements in our lessons based on what happens in the classroom?
- F. Overall, do we:
 - a. explain the benefits of co-teaching to the students and their families?
 - b. depend on one another to follow through on tasks and responsibilities?
 - c. have both co-teachers participate in parent teacher conferences?
 - d. model collaboration and teamwork for our students?
 - e. have a process for dealing with any disagreements we have?
 - f. continue to pursue additional training to make our co-teaching better?
 - g. provide mentoring to others who want to co-teach?
 - h. communicate with our administrator about our needs as a co-teaching pair

Co-Teaching Strategies & Examples

Strategy	Definition/Example
One Teach, One Observe	One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation - where the teacher doing the observation is observing specific behaviors. Example: One teacher can observe students for their understanding of directions while the other leads.
One Teach, One Assist	An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. Example: While one teacher has the instructional lead, the person assisting can be the "voice" for the students when they don't understand or are having difficulties.
Station Teaching	The co-teaching pair divides the instructional content into parts - Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station - often an independent station will be used along with the teacher led stations. Example: One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.
Parallel Teaching	Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio. Example: Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.
Supplemental Teaching	This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated. Example: One teacher may work with students who need reteaching of a concept while the other teacher works with the rest of the students on enrichment.
Alternative (Differentiated)	Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different. Example: One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story.
Team Teaching	Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader - as both teachers share the instruction, are free to interject information, and available to assist students and answer questions. Example: Both instructors can share the reading of a story or text so that the students are hearing two voices.

The strategies are not hierarchical - they can be used in any order and/or combined to best meet the needs of the students in the classroom.

Co-Teaching Assessment

I. Teacher Candidate Assessment

Continuous assessment of the teacher candidate's progress is essential. Formative and summative assessment components comprise the continuous assessment of the teacher candidate. These pieces of data are collected through informal and formal measures. It is important to note that a teacher candidate is evaluated by multiple measures. Informal measures include the following components:

Formative Assessment

- Daily communication with cooperating teacher
- Review of lesson/unit plans with cooperating teacher and University Supervisor
- Conferences with University Supervisor
- Midterm evaluation

Summative Assessment

- Assessments of Lesson Taught
- Exit interview
- Teacher Performance Assessment (TPA) Tasks
- Dispositions Survey

II. Program Assessment

Both the Patton College of Education and the Teacher Education Committee firmly believe that the undergraduate Teacher Education Programs should be systematically evaluated by program graduates. Through such evaluation, the College of Education and the Teacher Education Committee receive feedback on the strengths and weaknesses of the program's components. Program evaluation by graduates is conducted in this manner:

- Each program graduate evaluates the program at the completion of Clinical II by completing the Unit Operations Survey.
- The New Teacher Survey is administered by the state every two years.
- Alumni Survey is sent to graduates.
- Other Surveys to gather input about our teacher education programs

State and National Standards

Teacher Standards

Kentucky Teacher Performance Standards

The Learner and Learning

Standard 1. Learner development. The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences.

Standard 2. Learning differences. The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3. Learning environments. The teacher shall work with others to create environments that:

- a) Support individual and collaborative learning; and
- b) Encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard 4. Content knowledge. The teacher shall:

- a) Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and
- b) Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5. Application of content. The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard 6. Assessment. The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making.

Standard 7. Planning for instruction. The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content

areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8. Instructional strategies. The teacher shall understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard 9. Professional learning and ethical practice. The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.

Standard 10. Leadership and collaboration. The teacher shall seek appropriate leadership roles and opportunities to:

- a) Take responsibility for student learning;
- b) Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and
- c) Advance the profession.

InTASC Standards (Interstate Teacher Assessment and Support Consortium Standards, which are *Congruent to the Kentucky Teacher Performance Standards*)

Learner and Learning

- Standard 1: Learner Development
- Standard 2: Learning Differences
- Standard 3: Learning Environments

Content Knowledge

- Standard 4: Content Knowledge
- Standard 5: Application of Content

Instructional Practice

- Standard 6: Assessment
- Standard 7: Planning for Instruction
- Standard 8: Instructional Strategies

Professional Responsibility

- Standard 9: Professional Learning and Ethical Practice
- Standard 10: Leadership and Collaboration

Kentucky Framework for Teaching

Based on the *Framework for Teaching* by Charlotte Danielson

- 4 Domains
- 22 Components

Elements and Indicators for each Component

- **Domain 1: Planning and Preparation**
- **Domain 2: Classroom Environment**
- **Domain 3: Instruction**
- **Domain 4: Professional Responsibilities**

Domain 1: Planning and Preparation

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1b: Demonstrating Knowledge of Students
- 1c: Setting Instructional Outcomes
- 1d: Demonstrating Knowledge of Resources
- 1e: Designing Coherent Instruction
- 1f: Designing Student Assessments

Domain 2: Classroom Environment

- 2a: Creating an Environment of Respect and Rapport
- 2b: Establishing a Culture for Learning
- 2c: Managing Classroom Procedures
- 2d: Managing Student Behavior
- 2e: Organizing Physical Space

Domain 3: Instruction

- 3a: Communicating with Students
- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging Students in Learning
- 3d: Using Assessment in Instruction
- 3e: Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities

- 4a: Reflecting on Teaching
- 4b: Maintaining Accurate Records
- 4c: Communicating with Families
- 4d: Participating with Families
- 4e: Growing and Developing Professionally
- 4f: Showing Professionalism

EPP Accreditation Standards

The Patton College of Education is currently working toward national accreditation from the Council for the Accreditation for Educator Preparation (CAEP). The standards that we must meet for our initial certification programs are identified below:

CAEP Standards**Standard 1: Content and Pedagogical Knowledge**

- Candidate Knowledge, Skills, and Professional Dispositions
- Provider Responsibilities

Standard 2: Clinical Partnerships and Practice

- Partnerships for Clinical Preparation
- Clinical Educators
- Clinical Experiences

Standard 3: Candidate Quality, Recruitment, and Selectivity

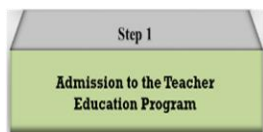
- Plan for Recruitment of Diverse Candidates Who Meet Employment Needs
- Admission Standards Indicate that Candidates Have High Academic Achievement and Ability
- Additional Selectivity Factors
- Selectivity During Preparation
- Selection at Completion

Standard 4: Program Impact

- Impact on P-12 Student Learning and Development
- Indicators of Teaching Effectiveness
- Satisfaction of Employers
- Satisfaction of Completers

Standard 5: Provider Quality Assurance and Continuous Improvement

- Quality and Strategic Evaluation
- Continuous Improvement



Step 1 – Criteria for Admission to any Undergraduate Teacher Education Program (TEP) Clinical I

General Requirements

1. The applicant must be enrolled at the University of Pikeville.
2. The applicant must submit a formal application for admission to the Patton College of Education. Applications must be submitted no later than February 1 to be considered for fall admission.
3. The applicant must have an overall, non-rounded grade point average of 2.75 or higher at the University of Pikeville.
4. The applicant must have on file in the Patton College of Education a signed and dated Verification of Federal Background Check from the district where the candidate will be placed for Clinical I and Clinical II and a Child Abuse and Neglect Check. These reports must not show any convictions that would disallow the candidate from serving as an employee in the school district. The district will decide if the candidate's background check is appropriate for placement in the district for Clinical I and Clinical II.
5. The applicant must submit a completed and signed character and fitness questionnaire contained in Section III of the CA-1.
6. The applicant must submit a valid and current physical examination report including tuberculin test.
7. The applicant must sign a declaration acknowledging awareness of information required for certification in the state of Kentucky.
8. The applicant must present evidence of liability insurance by presenting current membership in KEA-SP or another organization that provides comparable insurance.
9. The applicant must keep the address, phone number, level of certification, area of specialization, and other changeable information up-to-date in the Education Office.
10. The applicant must be admitted by the Teacher Education Committee, which has representation from the University and public school system.

General Knowledge

1. The applicant must demonstrate competency in basic literacy skills by:
 - A. Obtaining Kentucky required passing scores on the Praxis Core Academic Skills for Educators tests in reading, writing, and mathematics.
 - B. Completing all required courses in general knowledge with a minimum, non-rounded GPA of 2.75.
 - C. Completing each of the following courses with a course grade of "C" or better: ENG 111, ENG 112, COM 225, MTH 105 or MTH 113 or MTH 121, and EDU 205.

Specialization Knowledge

1. The applicant must have completed all required courses in specialization knowledge with a minimum, non-rounded GPA of 2.75 and no course grade lower than a "C."
2. The applicant must demonstrate a current and sufficient specialization knowledge of certified content area(s) by earning Kentucky's passing scores on the required Praxis Multiple Subject /Specialty Area Test(s).

Professional Knowledge

1. The applicant must have completed all required EDU 100-300 level courses in education with a minimum, non-rounded GPA of 2.75 and no course grade lower than a "C."
2. The applicant must demonstrate entry-level professional knowledge of foundations by earning a consensus score of *Demonstrates* (level 2) or higher on each section of the Admission to Undergraduate Teacher Education Program Knowledge of Foundations Professional Interview Rubric. Education faculty and P-12 teachers/administrators will conduct the interview.

3. The applicant must have satisfactorily completed Phase A of Clinical Experience by completing all required field experience hours, including documenting contact with students from appropriate diverse demographic groups, for all 100, 200, and 300 level education courses and entered the hours into the Kentucky Field Experience Tracking System (KFETS). The University Supervisor will verify hours before admission to Clinical I.
4. The applicant must demonstrate appropriate characteristics of a preservice teacher by receiving no *Level 1 (Rarely or Never)* rating on each section and a positive final recommendation on the Recommendation for Admission to the Undergraduate Teacher Education Program, that includes sections on professional qualities, critical thinking, communication skills, creativity, and collaboration. An education faculty member, a content faculty member, and a P-12 teacher must complete this evaluation.
5. The applicant must review and sign a declaration to uphold the Professional Code of Ethics for Kentucky School Personnel defined in 704KAR20:680.
6. The applicant must agree to uphold the Model Code of Ethics for Educators (MCEE).

Teacher Competencies

1. The applicant must demonstrate foundational knowledge of each of the Kentucky Teacher Performance/ InTASC Standards by electronically submitting the Candidate Digital Portfolio (CDP) containing student products reflecting a beginning understanding of each standard and receiving no ratings of *Does Not Demonstrate*. The CDP will be submitted at the end of EDU 328 and will be scored by education faculty prior to admission to Clinical I.

Professional Dispositions

1. The applicant must have a signed statement indicating an understanding and commitment to developing the expected professional dispositions.
2. The applicant will complete a pre and post self-assessment of the dispositions identified on the Candidate Dispositions Inventory in EDU 100 and EDU 328.

Transfer Students

Transfer students must attend the University of Pikeville for at least one full semester and earn at least twelve semester hours of credit before applying for admission to the Teacher Education Program. They must then meet the above stated criteria to be admitted. EDU 100: Intro to Education as a Profession, EDU 200 Health and Safety for the Classroom Teacher, EDU 328: Education in Kentucky, and all 400 level education courses must be completed at the University of Pikeville.

**UNIVERSITY OF PIKEVILLE
TEACHER EDUCATION PROGRAM
CANDIDATE DISPOSITIONS**

The following dispositions are expected of teacher education candidates in the university classroom and in the schools:

Professional Commitment and Responsibility: The candidate demonstrates a commitment to the profession and adheres to the legal and ethical standards set forth by it.

The Candidate:

1. Maintains appropriate confidentiality
2. Demonstrates compliance with laws/regulations/policies/standards
3. Maintains professional appearance
4. Is prepared for class or appointments
5. Is punctual for class or appointments
6. Demonstrates honesty/academic integrity

Professional Relationships: The candidate develops, maintains, and models appropriate relationships within the workplace, community, and larger diverse society.

The Candidate:

7. Demonstrates high expectations for others
8. Demonstrates respect for the beliefs of others
9. Demonstrates effective collaboration skills (e.g., with colleagues, instructors, students)
10. Demonstrates respect for cultural differences
11. Demonstrates patience with and/or compassion for those experiencing difficulty during the learning process
12. Demonstrates flexibility during the learning process

Critical Thinking and Reflective Practice: The candidate demonstrates a commitment to continuous development within the profession.

The Candidate:

13. Demonstrates critical thinking in written or verbal form
14. Addresses issues of concern professionally (with instructors/colleagues/students)
15. Responds positively to constructive criticism
16. Takes responsibility for his or her learning by actively seeking out new information
17. Demonstrates personal progress through professional development to improve content and pedagogical knowledge
18. Demonstrates reflective practice in written or verbal form

Rinaldo, V., & Sheeran, T. J. (2017). Holding Preservice Candidates Accountable. A Presentation to The Kentucky Association of Colleges for Teacher Education (KACTE): Frankfurt Kentucky, October 23, 2017.

Niagara Dispositions for Review and Reflection, KACTE, 11-09-2017

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Rinaldo, V., Sheeran, T. J. & Foote, C.

CANDIDATE DISPOSITIONS LETTER TO STUDENTS

Date

Dear Teacher Education Candidate:

As an accredited institution, it is the responsibility of the Patton College of Education to successfully prepare candidates to become effective teachers. The initial licensure program requires candidates to demonstrate the knowledge, skills, and *dispositions* outlined in the conceptual framework of the College of Education as they align with the expected behaviors of beginning teachers. Each candidate is evaluated on these dispositions by faculty and school personnel and provided with feedback to assist with their progress. I am writing to inform you that there are some concerns with respect to your progress in this area.

Dispositions are defined as how values, commitments, and professional ethics manifest themselves in professional practice. Dispositions are guided by beliefs and attitudes related to values such as care, respect, trust, integrity (OCT 2006), fairness, honesty, responsibility, and social justice (NCATE, 2001). The following dispositions are expected of Niagara University teacher education candidates in the university classroom and in the schools. The areas of concern have been highlighted below.

At this point we ask that you review these concerns and submit a brief reflection paper to the EDU 328 instructor that explains how you believe you could better demonstrate appropriate behavior in a manner that is reflective of the conceptual framework of the College of Education.

Professional Commitment and Responsibility:

The candidate demonstrates a commitment to the profession and adheres to the legal and ethical standards set forth by it.

The Candidate:

1. Maintains appropriate confidentiality
2. Demonstrates compliance with laws/regulations/policies/standards
3. Maintains professional appearance
4. Is prepared for class or appointments
5. Is punctual for class or appointments
6. Demonstrates honesty/academic integrity

Professional Relationships:

The candidate develops, maintains, and models appropriate relationships within the workplace, community, and larger diverse society.

The Candidate:

7. Demonstrates high expectations for others
8. Demonstrates respect for the beliefs of others
9. Demonstrates effective collaboration skills (e.g., with colleagues, instructors, students)
10. Demonstrates respect for cultural differences
11. Demonstrates patience with and/or compassion for those experiencing difficulty during the learning process
12. Demonstrates flexibility during the learning process

Critical Thinking and Reflective Practice:

The candidate demonstrates a commitment to continuous development within the profession.

The Candidate:

13. Demonstrates critical thinking in written or verbal form
14. Addresses issues of concern professionally (with instructors/colleagues/students)
15. Responds positively to constructive criticism
16. Takes responsibility for his or her learning by actively seeking out new information
17. Demonstrates personal progress through professional development to improve content and pedagogical knowledge
18. Demonstrates reflective practice in written or verbal form

Sincerely,

A handwritten signature in blue ink that reads "Coletta Parsley". The signature is written in a cursive, flowing style.

Chair, Patton College of Education

Email: colettaparsley@upike.edu

Phone: 606-218-5415

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Must be read and signed before admission to the Teacher Education Program: Clinical I

CANDIDATE RECOGNITION OF DISPOSITIONS

Patton College of Education

Candidate's Statement of Commitment regarding Dispositions

It is the responsibility of the Patton College of Education to successfully prepare candidates to become effective teachers and teacher leaders. The education program requires candidates to demonstrate the knowledge, skills, and *dispositions* outlined in the conceptual framework as they align with the expected behaviors of teachers. Each candidate will be evaluated on these dispositions and provided with feedback to assist with their progress.

Dispositions are defined as how values, commitments, and professional ethics manifest themselves in professional practice. Dispositions are guided by beliefs and attitudes related to values such as care, respect, trust, integrity (OCT 2006), fairness, honesty, responsibility, and social justice (NCATE, 2001). The following dispositions are expected of teacher education candidates in the university classroom and in the schools.

Professional Commitment and Responsibility: The candidate demonstrates a commitment to the profession and adheres to the legal and ethical standards set forth by it.

The Candidate:

1. Maintains appropriate confidentiality
2. Demonstrates compliance with laws/regulations/policies/standards
3. Maintains professional appearance
4. Is prepared for class or appointments
5. Is punctual for class or appointments
6. Demonstrates honesty/academic integrity

Professional Relationships: The candidate develops, maintains, and models appropriate relationships within the workplace, community, and larger diverse society.

The Candidate:

7. Demonstrates high expectations for others
8. Demonstrates respect for the beliefs of others
9. Demonstrates effective collaboration skills (e.g., with colleagues, instructors, students)
10. Demonstrates respect for cultural differences
11. Demonstrates patience with and/or compassion for those experiencing difficulty during the learning process
12. Demonstrates flexibility during the learning process

Critical Thinking and Reflective Practice: The candidate demonstrates a commitment to continuous development within the profession.

The Candidate:

13. Demonstrates critical thinking in written or verbal form
14. Addresses issues of concern professionally (with instructors/colleagues/students)
15. Responds positively to constructive criticism
16. Takes responsibility for his or her learning by actively seeking out new information
17. Demonstrates personal progress through professional development to improve content and pedagogical knowledge
18. Demonstrates reflective practice in written or verbal form

I have read the dispositions and indicators above. I believe that good dispositions are integral to being an effective, professional educator. I am committed to growing and demonstrating excellence in these dispositions. I understand that in addition to academic performance in accord with the requirements of the Patton College of Education, my success and progress in the teacher education program depends upon successful demonstration of these dispositions.

Student Name

Signature

Date

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Clinical I: Must be completed at Midterm and the End of Clinical I by the University Supervisor, Cooperating Teacher, and Education Faculty.

Clinical II: Must be completed at Midterm and the End of Clinical II by the University Supervisor and Cooperating Teacher.

Candidate Disposition Inventory

Dispositions are operationally defined as tendencies or beliefs that are conveyed or made public through observable behaviors. Identify your choice by selecting the appropriate level. Complete the following inventory using the excel sheet provided in accord with the following scale as a means to describe the manner in which each behavior has been exemplified. Please remember that students are graded with respect to their level of acceptable behavior or their deviation from it. A score of 3 is given to students for whom you have not observed any behaviors that would lead you to believe that their dispositions are anything other than acceptable. Scores that approach 1 should be given to students whom exhibit less than acceptable behaviors and scores that approach 5 should be reserved for students who exhibit exceptional behaviors

Strongly Disagree	1
Somewhat Disagree	2
No evidence to believe otherwise	3
Agree	4
Strongly Agree	5

Professional Commitment and Responsibility: The candidate demonstrates a commitment to the profession and adheres to the legal and ethical standards set forth by it. The student:

	1	2	3	4	5
1. Maintains appropriate confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Demonstrates compliance with laws/regulations/ policies/standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Maintains professional appearance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Is prepared for class or appointments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Is punctual for class or appointments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Demonstrates honesty/academic integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Professional Relationships: The candidate develops, maintains, and models appropriate relationships within the workplace, community, and larger society. The student:

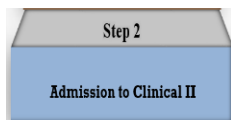
	1	2	3	4	5
7. Demonstrates high expectations for others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Demonstrates respect for the beliefs of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Demonstrates and/or promotes effective collaboration skills (e.g., with colleagues, instructors, students)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Demonstrates respect for cultural differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Demonstrates patience with and/or compassion for those experiencing difficulty in the learning process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Demonstrates flexibility during the learning process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Critical Thinking and Reflective Practice: The candidate demonstrates a commitment to continuous development within the profession. The student:

	1	2	3	4	5
13. Demonstrates critical thinking in written or verbal form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Addresses issues of concern professionally (with instructors/colleagues/ students)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Responds positively to constructive criticism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Takes responsibility for his or her learning by actively seeking out new information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Demonstrates personal progress through professional development to improve content and pedagogical knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Demonstrates reflective practice in written or verbal form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Step 2 – Criteria for Admission to the Clinical II Program (Student Teaching)

General Requirements

1. The candidate must satisfactorily complete all prerequisites to Clinical II.
2. The candidate must have a minimum, non-rounded overall grade point average of 2.75 based on all work completed at the University of Pikeville.
3. The candidate must submit a formal application for admission to the University of Pikeville's Clinical II Program by January 2 of the semester the candidate plans to do student teaching.
4. The applicant must submit a completed and signed character and fitness questionnaire contained in Section III of the CA-1.
5. The candidate must have on file in the Patton College of Education a signed and dated Verification of Federal Background Check from the district where the candidate will be placed for Clinical I and Clinical II and a Child Abuse and Neglect Check. These reports must not show any convictions that would disallow the candidate from serving as an employee in the school district. The district will decide if the candidate's background check is appropriate for placement in the district for Clinical I and Clinical II. (This is completed before admission to Clinical I.)
6. The candidate must keep address, phone number, level of certification, area of specialization and other changeable information including any criminal status changes up-to-date in the Education Office.
7. The candidate must present evidence of liability insurance by presenting current membership in KEA-SP or another organization that provides comparable insurance.
8. The candidate must be formally approved for admission to the University of Pikeville Clinical II Program by the Teacher Education Committee.

General Knowledge

1. The candidate must have completed all required courses in general knowledge with a minimum, non-rounded GPA of 2.75. (All completed coursework must be on file in Registrar's Office).

Specialization Knowledge

1. The candidate must have completed with a minimum, non-rounded GPA of 2.75 and no grade lower than a "C" for all required courses in specialization knowledge. (All completed coursework must be on file in Registrar's Office).

Professional Knowledge

1. The candidate must have completed all education courses (with the exception of Clinical II) with a minimum, non-rounded GPA of 2.75 and no grade lower than a "C." (All completed coursework must be on file in Registrar's Office).
2. The candidate must demonstrate sufficient professional knowledge by earning Kentucky's passing scores on the Praxis Principles of Learning and Teaching Test(s).
3. The candidate must satisfactorily complete Clinical I by earning a grade of "C" or better in Clinical Experience I. (Must maintain a minimum, non-rounded GPA of 2.75)
4. The candidate must demonstrate appropriate characteristics of a preservice teacher by receiving no *Level 1 (Rarely or Never)* rating on each section of the Final Clinical I Assessment that includes professionalism, critical thinking, communication, creativity, collaboration, diversity, and personal growth and reflection.
5. The candidate must have completed all required clock hours (over 200) of field experiences and entered the hours into the Kentucky Field Experience Tracking System (KFETS). The University Supervisor will verify hours before admission to Clinical II. These hours must occur in a variety of primary through grade 12 school settings which allow the candidate to participate in the following:
 - A. Engagement with diverse populations of students which include: 1) students from a minimum of two different ethnic or cultural groups of which the candidate would not be considered a member; 2) students from different socioeconomic groups; 3) English Language learners; 4) students with disabilities; and 5) students from across elementary, middle school, and secondary grades levels;

- B. Observations in school and related agencies, including: 1) family resource centers or 2) youth service centers;
 - C. Student tutoring;
 - D. Interaction with families of students;
 - E. Attendance at school board and school-based council meetings;
 - F. Participation in a school-based professional learning community; and
 - G. Opportunities to assist teachers or other school professionals.
6. The candidate must review and sign a declaration to uphold the Professional Code of Ethics for Kentucky School Personnel defined in 704KAR20:680.
 7. Agree to uphold the Model Code of Ethics for Educators (MCEE).

Teacher Competencies

1. The candidate will successfully demonstrate understanding and application of the Kentucky Teacher Performance/ InTASC Standards and the *Kentucky Framework for Teaching* by scoring at the *Developing* level or above on the summative evaluation for the Clinical I Teacher Performance Assessment (TPA). Tasks A-C are formative, and Task D is the summative evaluation for the Clinical I TPA. The tasks are based on the *Kentucky Framework for Teaching* and the Kentucky Teacher Internship Program Evidence Documents.

Professional Dispositions

1. The candidate must score at a *Level 3* or higher on each of the expected dispositions identified on the Candidate Dispositions Inventory as determined by the University Supervisor, education faculty, and the cooperating teachers.

Step 2 – Assessments for Admission to the Clinical II Program (Student Teaching)

Mid-Term and End-of-Year Clinical I Assessments

Teacher Performance Assessment (TPA) *Tasks A-D

(*Must be successfully completed during Clinical I before admission to Clinical II)

Tasks A-D Scoring Guidelines and Expectations

Tasks A-D will be completed in cooperation with your cooperating teacher, education faculty, and the University Supervisor. Each task will be submitted formatively, and you will be given feedback to make needed improvements. Once the learning sequence (unit) is completed, it must be submitted electronically, and you will receive summative scores from your University Supervisor and education faculty to arrive at an overall performance level for each component in Domain 1: Planning and Preparation from the *Kentucky Framework for Teaching*. Your expected level of performance for each component in Domain 1 is *developing*.

Alignment with the Kentucky Performance/InTASC Standards are identified within each Task A-D.

MIDTERM CLINICAL I TEACHER CANDIDATE ASSESSMENT (Formative)

CANDIDATE'S NAME _____
COOPERATING TEACHER'S NAME _____
UNIVERSITY SUPERVISOR'S NAME _____
SCHOOL _____
GRADE LEVEL AND CONTENT (if applicable): _____
DATE _____

Instructions for completing this form: Please rate the teacher education program candidate using the following rubric based on his/her demonstration of the appropriate characteristics of a preservice teacher:

4 Always	3 Typically	2 Sometimes	1 Rarely or Never
The candidate always demonstrates the disposition/behavior.	The candidate typically , but not always , demonstrates the disposition/behavior.	The candidate sometimes , but not typically , demonstrates the disposition/behavior.	The candidate rarely or never demonstrates the disposition/behavior.

Please indicate by checking ✓ the appropriate box for each indicator based on the above rubric.

I. Professionalism – KTPS/InTASC Standards 9 & 10 The teacher education program candidate:	4 Always	3 Typically	2 Sometimes	1 Rarely or Never
1. models appropriate values for a future teacher.				
2. is punctual and attends class regularly.				
3. dresses appropriately in each situation.				
4. behaves in an honest and ethical manner.				
5. is positive, respectful, and supportive of the teacher and other students in the classroom.				
II. Critical Thinking – KTPS/InTASC Standard 5 The teacher education program candidate:	4 Always	3 Typically	2 Sometimes	1 Rarely or Never
1. looks at issues from differing perspectives.				
2. asks pertinent questions.				
3. engages in exploration, discovery, and expression across content areas.				
4. is committed to mastery of disciplinary content and skills.				
III. Communication – KTPS/InTASC Standards 5 & 10 The teacher education candidate:	4 Always	3 Typically	2 Sometimes	1 Rarely or Never
1. expresses ideas in a clear, concise manner in both written and oral communication.				
2. responds appropriately to questions and remains on topic.				

3. submits well-planned and well-designed papers or projects.				
4. can communicate ideas in a variety of ways.				
5. seeks to foster respectful communication among all members of the learning community.				
IV. Creativity – KTPS/InTASC Standards 5 The teacher education program candidate:	4 Always	3 Typically	2 Sometimes	1 Rarely or Never
1. has courage to try new things and risk failure.				
2. is willing to challenge assumptions.				
3. uses instruction as well as logic to make decisions.				
4. can elaborate and extend ideas and concepts.				
V. Collaboration – KTPS/InTASC Standard 10 The teacher education program candidate:	4 Always	3 Typically	2 Sometimes	1 Rarely or Never
1. actively works toward setting and meeting group goals.				
2. listens to team members.				
3. refrains from dominating discussions.				
VI. Diversity – KTPS/InTASC Standard 2 The teacher education program candidate:	4 Always	3 Typically	2 Sometimes	1 Rarely or Never
1. values diversity, showing empathy and respect for other cultures and beliefs.				
2. shows empathy and respect for other cultures and beliefs.				
3. chooses nondiscriminatory expressions and refrains from belittling others.				
VII. Personal Growth and Reflection – KTPS/InTASC Standard 9 The teacher education program candidate:	4 Always	3 Typically	2 Sometimes	1 Rarely or Never
1. adequately prepares for assessments. (scored by University Supervisor and education faculty only)				
2. uses feedback and scores from assessments to inform study habits. (scored by University Supervisor and education faculty only)				
3. proactively works to modify misconceptions and learn concepts not previously mastered after receiving assessment results. (scored by University Supervisor and education faculty only)				
4. values input from others in the form of constructive criticism and feedback.				
5. makes personal changes based on constructive criticism and feedback.				

Additional Comments:

END OF CLINICAL I TEACHER CANDIDATE ASSESSMENT (Summative)

CANDIDATE'S NAME _____
COOPERATING TEACHER'S NAME _____
UNIVERSITY SUPERVISOR'S NAME _____
SCHOOL _____
GRADE LEVEL AND CONTENT (if applicable): _____
DATE _____

Instructions for completing this form: Please rate the teacher education program candidate using the following rubric based on his/her demonstration of the appropriate characteristics of a preservice teacher:

4 Always	3 Typically	2 Sometimes	1 Rarely or Never
The candidate always demonstrates the disposition/ behavior.	The candidate typically , but not always , demonstrates the disposition/behavior.	The candidate sometimes , but not typically , demonstrates the disposition/ behavior.	The candidate rarely or never demonstrates the disposition/behavior.

Please indicate by checking ✓ the appropriate box for each indicator based on the above rubric.

I. Professionalism – KTPS/InTASC Standards 9 & 10 The teacher education program candidate:	4 Always	3 Typically	2 Sometimes	1 Rarely or Never
6. models appropriate values for a future teacher.				
7. is punctual and attends class regularly.				
8. dresses appropriately in each situation.				
9. behaves in an honest and ethical manner.				
10. is positive, respectful, and supportive of the teacher and other students in the classroom.				
II. Critical Thinking – KTPS/InTASC Standard 5 The teacher education program candidate:	4 Always	3 Typically	2 Sometimes	1 Rarely or Never
5. looks at issues from differing perspectives.				
6. asks pertinent questions.				
7. engages in exploration, discovery, and expression across content areas.				
8. is committed to mastery of disciplinary content and skills.				
III. Communication – KTPS/InTASC Standards 5 & 10 The teacher education candidate:	4 Always	3 Typically	2 Sometimes	1 Rarely or Never
6. expresses ideas in a clear, concise manner in both written and oral communication.				
7. responds appropriately to questions and remains on topic.				

8. submits well-planned and well-designed papers or projects.				
9. can communicate ideas in a variety of ways.				
10. seeks to foster respectful communication among all members of the learning community.				
IV. Creativity – KTPS/InTASC Standards 5 The teacher education program candidate:	4 Always	3 Typically	2 Sometimes	1 Rarely or Never
5. has courage to try new things and risk failure.				
6. is willing to challenge assumptions.				
7. uses instruction as well as logic to make decisions.				
8. can elaborate and extend ideas and concepts.				
V. Collaboration – KTPS/InTASC Standard 10 The teacher education program candidate:	4 Always	3 Typically	2 Sometimes	1 Rarely or Never
4. actively works toward setting and meeting group goals.				
5. listens to team members.				
6. refrains from dominating discussions.				
VI. Diversity – KTPS/InTASC Standard 2 The teacher education program candidate:	4 Always	3 Typically	2 Sometimes	1 Rarely or Never
4. values diversity, showing empathy and respect for other cultures and beliefs.				
5. shows empathy and respect for other cultures and beliefs.				
6. chooses nondiscriminatory expressions and refrains from belittling others.				
VII. Personal Growth and Reflection – KTPS/InTASC Standard 9 The teacher education program candidate:	4 Always	3 Typically	2 Sometimes	1 Rarely or Never
6. adequately prepares for assessments. (scored by University Supervisor and education faculty only)				
7. uses feedback and scores from assessments to inform study habits. (scored by University Supervisor and education faculty only)				
8. proactively works to modify misconceptions and learn concepts not previously mastered after receiving assessment results. (scored by University Supervisor and education faculty only)				
9. values input from others in the form of constructive criticism and feedback.				
10. makes personal changes based on constructive criticism and feedback.				

Additional Comments:

Clinical I Teacher Performance Assessment

PLANNED LEARNING SEQUENCE
<p>Title:</p> <p>Teacher:</p> <p>Subject:</p> <p>Grade Level:</p> <p>Approximate Length of Unit:</p>

This learning sequence (unit) was designed with the approval of my University of Pikeville Supervisor and my Cooperating Teacher. Teacher candidates must follow this guide when developing the five-day learning sequence (unit).

 Teacher Education Candidate Signature

 Cooperating Teacher Signature

University of Pikeville
(Course Number & Title of Your Student Teaching Course)
(Date of Submission)

*Tasks and scoring rubrics are based on the documents from the
 Kentucky Teacher Internship Program (KTIP) and the Kentucky Framework for Teaching (KyFFT)*

Teacher Performance Assessment

(Must be successfully completed during Clinical I before admission to Clinical II)

*The Teacher Performance Assessment centers on the planning of a 5-day learning sequence (unit). The lesson plans should be scaffolded and be interrelated lessons focused on at least 3-5 learning objectives. The tasks are aligned with the **Kentucky Teacher Internship Program (KTIP)** and the **Kentucky Framework for Teaching (KyFFT)**.*

Task A: Lesson Context

Source of Evidence: Lesson Context	
Evidence for Task A will be used to evaluate your performance on the following standards:	
<u>Kentucky Framework for Teaching Components</u> 1B – Knowledge of Students	<u>Kentucky Teacher Performance Standards</u> 1 – Learner Development 2 – Learning Differences 7 – Planning for Instruction
<ul style="list-style-type: none"> ➤ Kentucky Teacher Performance /InTASC Standards - <i>Learner and Learning</i>: Learner Development Standard 1; Learning Differences Standard 2; <i>Instructional Practice</i>: Planning for Instruction Standard 7 (Important Document Crosswalk from the <i>Kentucky Framework for Teaching</i>, 2011) ➤ Kentucky Framework for Teaching – <i>Planning and Preparation</i>: Knowledge of Students 1B 	
<p><i>The learning differences vary from district to district, school to school, and classroom to classroom. This task will provide teacher education candidate valuable information to address the needs of his or her assigned school and students.</i></p>	
<p>Tasks:</p> <p>1. Context: Describe the Students for which this Lesson Plan Sequence is Designed (1B): Identify your students' backgrounds, special needs, cultural differences, interests, and language proficiencies. <i>Use student initials for specific information about students in terms of learning strategies, behavior strategies. Give examples of what you know about students' interests, outside activities, etc., which could be incorporated into lesson plan. Also, be specific about student skills and knowledge. Describe racial, socioeconomic diversity in class (from KTIP lesson plan template).</i></p>	

TPA Goals:

Goal 1) The teacher education candidate will understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences. (KTPS/InTASC Standard 1)

Goal 2) The teacher education candidate will use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (KTPS/InTASC Standard 2)

Goal 3) The teacher education candidate will plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (KTPS/InTASC Standard 7)

<p><i>Teacher Education Candidate's Target Performance Level: <u>Developing</u></i> <i>No changes have been made to the scoring rubric below.</i></p>				
<p>Task A: Context Rubric</p> <p><i>Kentucky Framework for Teaching (p. 7-8)</i></p> <p><i>Charlotte Danielson's Framework for Teaching, 2011</i> Adapted for Kentucky Department of Education</p>				
<p>➤ Kentucky Teacher Performance /InTASC Standards - Learner and Learning: Learner Development Standard 1; Learning Differences Standard 2; Instructional Practice: Planning for Instruction Standard 7 (Important Document Crosswalk from the <i>Kentucky Framework for Teaching, 2011</i>)</p> <p>➤ Kentucky Framework for Teaching – Planning and Preparation: Knowledge of Students 1B</p>				
<p><i>1B - Demonstrating Knowledge of Students</i></p> <p>(KTPS/InTASC Standard 2)</p> <ul style="list-style-type: none"> • Knowledge of Child and Adolescent Development • Knowledge of the Learning Process • Knowledge of Students' Skills, Knowledge, and Language Proficiency • Knowledge of Students' Interests and Cultural Heritage • Knowledge of Students' Special Needs 	<p>Teachers don't teach content in the abstract; they teach it to students. In order to ensure student learning, therefore, teachers must know not only their subject content and its related pedagogy, but also the students to whom they wish to teach that content. In ensuring student learning, teachers must appreciate what recent research in cognitive psychology has confirmed: namely, that students learn through active intellectual engagement with content. While there are patterns in cognitive, social and emotional developmental stages typical of different age groups, students learn in their individual ways and may come with gaps or misconceptions that the teacher needs to uncover in order to plan appropriate learning activities. In addition, students have lives beyond school – lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other special needs, must be considered when planning lessons and identifying resources that will ensure their understanding.</p>			
	<p><i>Ineffective</i></p>	<p><i>Developing</i> <i>(Target Performance Level)</i></p>	<p><i>Accomplished</i></p>	<p><i>Exemplary</i></p>
	<ul style="list-style-type: none"> • Teacher demonstrates little or no understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding. 	<ul style="list-style-type: none"> • Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole. 	<ul style="list-style-type: none"> • Teacher understands the active nature of student learning and attains information about levels of development for groups of students. • The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students. 	<ul style="list-style-type: none"> • Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.

<i>Critical Attributes</i>	<ul style="list-style-type: none"> Teacher does not understand child development characteristics and has unrealistic expectations for students. Teacher does not try to ascertain varied ability levels among students in the class. Teacher is not aware of student interests or cultural heritages. Teacher takes no responsibility to learn about students' medical or learning disabilities. 	<ul style="list-style-type: none"> Teacher cites developmental theory but does not seek to integrate it into lesson planning. Teacher is aware of the different ability levels in the class but tends to teach to the "whole group". The teacher recognizes that children have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences. The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge. 	<ul style="list-style-type: none"> The teacher knows, for groups of students, their levels of cognitive development. The teacher is aware of the different cultural groups in the class. The teacher has a good idea of the range of interests of students in the class. The teacher has identified "high", "medium", and "low" groups of students within the class. The teacher is well informed about students' cultural heritage and incorporates this knowledge into lesson planning. The teacher is aware of the special needs represented by students in the class. 	<p>In addition to the characteristics of "accomplished":</p> <ul style="list-style-type: none"> The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly. The teacher seeks out information about their cultural heritage from all students. The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.
<i>Possible Examples</i>	<ul style="list-style-type: none"> The teacher says, "The official language of Brazil is Spanish, just like other South American countries." The teacher says, "I don't understand why the math book has decimals in the same unit as fractions." The teacher has students copy dictionary definitions each week to help his students learn to spell difficult words. 	<ul style="list-style-type: none"> The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together. The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value. The teacher always plans the same routine to study spelling: pretest on Monday, copy the words 5 times each on Tuesday and Wednesday, and test on Friday. 	<ul style="list-style-type: none"> The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter. The teacher realizes her students are not sure how to use a compass, so she plans to practice that before introducing the activity on angle measurement. The teacher plans to expand a unit on civics by having students simulate a court trial. 	<ul style="list-style-type: none"> In a unit on 19th century literature, the teacher incorporates information about the history of the same period. Before beginning a unit on the solar system, the teacher surveys the class on their beliefs about why it is hotter in the summer than in the winter.

Kentucky Framework for Teaching (p. 7-8)
Charlotte Danielson's Framework for Teaching, 2011
 Adapted for Kentucky Department of Education

Score for Clinical I Task A: Lesson Context

(Scored formatively by the University Supervisor and Education Faculty—Candidates will use feedback to make needed improvements)

Domain 1: Planning and Preparation

Component: 1B – Demonstrating Knowledge of Students

(KTPS/InTASC Standards 1, 2, 7)

Source(s) of Evidence: Lesson Plan (Context Only)

Ineffective		Developing		Accomplished		Exemplary	
Scorer 1	<input type="checkbox"/> I <input type="checkbox"/> I+	Scorer 1	<input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Scorer 1	<input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Scorer 1	<input type="checkbox"/> E- <input type="checkbox"/> E
Scorer 2	<input type="checkbox"/> I <input type="checkbox"/> I+	Scorer 2	<input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Scorer 2	<input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Scorer 2	<input type="checkbox"/> E- <input type="checkbox"/> E
Scorer 3	<input type="checkbox"/> I <input type="checkbox"/> I+	Scorer 3	<input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Scorer 3	<input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Scorer 3	<input type="checkbox"/> E- <input type="checkbox"/> E
Scorer 4	<input type="checkbox"/> I <input type="checkbox"/> I+	Scorer 4	<input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Scorer 4	<input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Scorer 4	<input type="checkbox"/> E- <input type="checkbox"/> E
Overall	<input type="checkbox"/> I <input type="checkbox"/> I+	Overall	<input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Overall	<input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Overall	<input type="checkbox"/> E- <input type="checkbox"/> E

Evidence:

Source: KTIP Intern Performance Record (IPR) page 3

Task B: Learning Objectives and Resources

Source of Evidence: Learning Targets/ Objectives

Evidence for Task B will be used to evaluate your performance on the following standards:

- Kentucky Teacher Performance /InTASC Standards - *Learner and Learning*: Learner Development Standard 1; *Content Knowledge* Standard 4 (Important Document Crosswalk from the *Kentucky Framework for Teaching*, 2011)
- Kentucky Framework for Teaching – Planning and Preparation: Knowledge of Content and Pedagogy 1A; Setting Instructional Outcomes 1C
- Kentucky Framework for Teaching- Knowledge of Resources supports Kentucky Teacher Performance/InTASC Standards – *Learner and Learning*: Learning Environment Standard 3; *Instructional Practice*: Planning for Instruction Standard 7 (not noted on crosswalk document)

Learning targets/objectives must be aligned with the Kentucky Core Academic Standards for the appropriate content.

Tasks:

1. Describe the significance of the Lesson Plan Sequence (unit). What is the big idea(s)?
2. Identify the unit's Learning Targets/Objectives (1A) (1C)
3. Plan your daily learning targets using the template below (*from KTIP lesson plan template*). Identifying the previous, current, and next lesson's learning targets will help you plan the daily lessons and ensure that your learning sequence is cohesive.
 - 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.)
4. Identify the needed Resources (1D):
 - a. Describe the resources for which this unit will be designed: Identify the resources and assistance available to support your instruction and facilitate students' learning for this lesson. This includes links to technology, homework, exit or bell ringer slips, readings, etc. Be specific if there is an aide in the classroom and his/her role (*from KTIP lesson plan template*).

TPA Goal(s):

Goal 1) The teacher education candidate will demonstrate knowledge of content and pedagogy when setting instructional outcomes. (KTPS/InTASC Standards 4, 7)

Goal 2) The teacher education candidate will set instructional outcomes that support every student in meeting rigorous learning goals. (KTPS/InTASC Standards 4, 7)

Goal 3) The teacher education candidate will demonstrate knowledge of resources to support instruction and facilitate learning. (Supports KTPS/InTASC Standard 7)

Teacher Education Candidate's Target Performance Level: Developing

No changes have been made to the scoring rubric below.

Task B

Learning Objectives/Targets Rubric

Kentucky Framework for Teaching (p. 6-10)

Charlotte Danielson's Framework for Teaching, 2011

Adapted for Kentucky Department of Education

- **Kentucky Teacher Performance /InTASC Standards - *Learner and Learning*: Learner Development Standard 1; Content Knowledge Standard 4** (Important Document Crosswalk from the *Kentucky Framework for Teaching*, 2011)
- **Kentucky Framework for Teaching – Planning and Preparation: Knowledge of Content and Pedagogy 1A; Setting Instructional Outcomes 1C**
- **Kentucky Framework for Teaching- Knowledge of Resources supports Kentucky Teacher Performance/InTASC Standards – *Learner and Learning*: Learning Environment Standard 3; *Instructional Practice*: Planning for Instruction Standard 7** (not noted on crosswalk document)

**1A -
Knowledge of
Content and
Pedagogy**

In order to guide student learning, accomplished teachers have command of the subjects they teach. They must know how the discipline has evolved into the 21st century, incorporating such issues as global awareness and cultural diversity, as appropriate. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. However, knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the particular pedagogical approaches best suited to each discipline.

	<i>Ineffective</i>	<i>Developing (Target Performance Level)</i>	<i>Accomplished</i>	<i>Exemplary</i>
<ul style="list-style-type: none"> • Knowledge of Content and the Structure of the Discipline • Knowledge of Prerequisite Relationships • Knowledge of Content-Related Pedagogy 	<ul style="list-style-type: none"> • In planning and practice, teacher makes content errors or does not correct errors made by students. • Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content. • Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content. 	<ul style="list-style-type: none"> • Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. • Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. • Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students. 	<ul style="list-style-type: none"> • Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another. • Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. • Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches to the discipline. 	<ul style="list-style-type: none"> • Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines. • Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding. • Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.

<i>Critical Attributes</i>	<ul style="list-style-type: none"> Teacher makes content errors. Teacher does not consider prerequisite relationships when planning. Teacher's plans use inappropriate strategies for the discipline. 	<ul style="list-style-type: none"> Teacher is familiar with the discipline but does not see conceptual relationships. Teacher's knowledge of prerequisite relationships is inaccurate or incomplete. Lesson and unit plans use limited instructional strategies, and some may not be suitable to the content. 	<ul style="list-style-type: none"> The teacher can identify important concepts of the discipline and their relationships to one another. The teacher consistently provides clear explanations of the content. The teacher answers student questions accurately and provides feedback that furthers their learning. The teacher seeks out content-related professional development. 	<p>In addition to the characteristics of "accomplished":</p> <ul style="list-style-type: none"> Teacher cites intra- and interdisciplinary content relationships. Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.
<i>Possible Examples</i>	<ul style="list-style-type: none"> The teacher says, "The official language of Brazil is Spanish, just like other South American countries." The teacher says, "I don't understand why the math book has decimals in the same unit as fractions." The teacher has students copy dictionary definitions each week to help his students learn to spell difficult words. 	<ul style="list-style-type: none"> The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together. The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value. The teacher always plans the same routine to study spelling: pretest on Monday, copy the words 5 times each on Tuesday and Wednesday, and test on Friday. 	<ul style="list-style-type: none"> The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter. The teacher realizes her students are not sure how to use a compass, so she plans to practice that before introducing the activity on angle measurement. The teacher plans to expand a unit on civics by having students simulate a court trial. 	<ul style="list-style-type: none"> In a unit on 19th century literature, the teacher incorporates information about the history of the same period. Before beginning a unit on the solar system, the teacher surveys the class on their beliefs about why it is hotter in the summer than in the winter.
<i>IC - Setting Instructional Outcomes</i> (KTPS/InTASC Standard 7) <ul style="list-style-type: none"> Value, Sequence and Alignment Clarity Balance 	<p>Teaching is a purposeful activity; even the most imaginative activities are directed towards certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes describe not what students will do but what they will learn. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment so that all students are able to demonstrate their understanding of the content. Insofar as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners and the methods of assessment employed, they hold a central place in Domain 1.</p> <p>Learning outcomes are of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. In addition, some learning outcomes refer to dispositions; not only is it important for students to learn to read, but educators also hope that they will like to read. In addition, experienced teachers are able to link their learning outcomes with others both within their discipline and in other disciplines.</p>			

<ul style="list-style-type: none"> Suitability for Diverse Learners 	<i>Ineffective</i>	<i>Developing (Target Performance Level)</i>	<i>Accomplished</i>	<i>Exemplary</i>
	<ul style="list-style-type: none"> Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline. Outcomes are stated as activities rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students. 	<ul style="list-style-type: none"> Outcomes represent moderately high expectations and rigor. Some outcomes reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning. 	<ul style="list-style-type: none"> Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students. 	<ul style="list-style-type: none"> All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> Outcomes lack rigor. Outcomes do not represent important learning in the discipline. Outcomes are not clear or are stated as activities. Outcomes are not suitable for many students in the class. 	<ul style="list-style-type: none"> Outcomes represent a mixture of low expectations and rigor. Some outcomes reflect important learning in the discipline. Outcomes are suitable for most of the class. 	<ul style="list-style-type: none"> Outcomes represent high expectations and rigor. Outcomes are related to the “big ideas” of the discipline. Outcomes are written in terms of what students will learn rather than do. Outcomes represent a range: factual, conceptual understanding, reasoning, social, management, and communication. Outcomes are suitable to groups of students in the class and are differentiated where necessary. 	<p>In addition to the characteristics of “accomplished”:</p> <ul style="list-style-type: none"> Teacher plans make reference to curricular frameworks or blueprints to ensure accurate sequencing. Teacher connects outcomes to previous and future learning. Outcomes are differentiated to encourage individual students to take educational risks.
<i>Possible Examples</i>	<ul style="list-style-type: none"> A learning outcome for a fourth-grade class is to make a poster illustrating a poem. All the outcomes for a ninth-grade history class are factual knowledge. 	<ul style="list-style-type: none"> Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts. The outcomes are written with the needs of the “middle” group in mind; however, the advanced students are bored, and some 	<ul style="list-style-type: none"> One of the learning outcomes is for students to appreciate the aesthetics of 18th century English poetry. The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different 	<ul style="list-style-type: none"> The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive for higher expectations. Students will develop a concept map that links previous learning goals to those they are currently working on.

	<ul style="list-style-type: none"> The topic of the social studies unit involves the concept of revolutions, but the teacher expects his students to remember only the important dates of battles. Though there are a number of ELL students in the class, the outcomes state that all writing must be grammatically correct. 	lower-level students are struggling.	<p>groups in the events leading to the Revolutionary War.</p> <ul style="list-style-type: none"> The teacher reviews the project expectations and modifies some goals to be in line with students' IEP objectives. 	<ul style="list-style-type: none"> Some students identify additional learning.
<p>ID - Demonstrating Knowledge of Resources</p> <p>(KTPS/InTASC Standards 3 & 7)</p>	<p>Student learning is enhanced by a teacher's skillful use of resources; some of these are provided by the school as "official" materials; others are secured by teachers through their own initiative. Resources fall into several different categories: those used in the classroom by students, those available beyond the classroom walls to enhance student learning, those for teachers to further their own professional knowledge and skill and those that can provide non-instructional assistance to students. Teachers recognize the importance of discretion in the selection of resources, choosing those that align directly with the learning outcomes and that will be of most use to the students. Accomplished teachers also ensure that the selection of materials and resources is appropriately challenging for every student; texts, for example, are available at various reading levels to guarantee all students access to the content and successfully demonstrate understanding of the learning outcomes. Furthermore, expert teachers look beyond the school for resources to bring their subjects to life and to assist students who need help in both their academic and nonacademic lives.</p>			
<ul style="list-style-type: none"> Resources for Classroom Use Resources to Extend Content Knowledge and Pedagogy Resources for Students 	<i>Ineffective</i>	<i>Developing</i> (Target Performance Level)	<i>Accomplished</i>	<i>Exemplary</i>
	<ul style="list-style-type: none"> Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students. 	<ul style="list-style-type: none"> Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly. 	<ul style="list-style-type: none"> Teacher displays awareness of resources – not only through the school and district but also through sources external to the school and on the Internet – available for classroom use, for the expansion of his or her own knowledge, and for students. 	<ul style="list-style-type: none"> Teacher displays extensive knowledge of resources – not only through the school and district but also in the community, through professional organizations and universities, and on the Internet—for classroom use, for the expansion of his or her own knowledge, and for students.
Critical Attributes	<ul style="list-style-type: none"> The teacher uses only district-provided materials, even when more variety would assist some students. The teacher does not seek out resources available to expand his or her own skill. Although aware of some student needs, the teacher 	<ul style="list-style-type: none"> The teacher uses materials in the school library but does not search beyond the school for resources. The teacher participates in content-area workshops offered by the school but does not pursue other professional development. 	<ul style="list-style-type: none"> Texts are at varied levels. Texts are supplemented by guest speakers and field experiences. Teacher facilitates Internet resources. Resources are multidisciplinary. 	<p>In addition to the characteristics of "accomplished":</p> <ul style="list-style-type: none"> Texts are matched to student skill level. The teacher has ongoing relationship with colleges and universities that support student learning. The teacher maintains log of resources for student reference.

	does not inquire about possible resources.	<ul style="list-style-type: none"> The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues. 	<ul style="list-style-type: none"> Teacher expands knowledge with professional learning groups and organizations. Teacher pursues options offered by universities. Teacher provides lists of resources outside the class for students to draw on. 	<ul style="list-style-type: none"> The teacher pursues apprenticeships to increase discipline knowledge. The teacher facilitates student contact with resources outside the classroom.
Possible Examples	<ul style="list-style-type: none"> For their unit on China, the students acquired all of their information from the district-supplied textbook. Mr. J is not sure how to teach fractions but doesn't know how he's expected to learn it by himself. A student says, "It's too bad we can't go to the nature center when we're doing our unit on environment." 	<ul style="list-style-type: none"> For a unit on ocean life, the teacher really needs more books, but the school library has only three for him to borrow. The teacher knows she should learn more about teaching literacy, but the school offered only one professional development day last year. The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom. 	<ul style="list-style-type: none"> The teacher provides her 5th graders a range of nonfiction texts about the American Revolution; no matter their reading level, all students can participate in the discussion of important concepts. The teacher took an online course on literature to expand her knowledge of great American writers. The teacher distributes a list of summer reading materials that would help prepare his 8th graders' transition to high school. 	<ul style="list-style-type: none"> The teacher is not happy with the out-of-date textbook; his students will critique it and write their own text for social studies. The teacher spends the summer at Dow Chemical learning about current research so that she can expand her knowledge base for teaching chemistry. The teacher matches students in her Family and Consumer Science class with local businesses; the students spend time shadowing employees to understand how their classroom skills might be used on the job.

Kentucky Framework for Teaching (p. 6-10)
 Charlotte Danielson's Framework for Teaching, 2011
 Adapted for Kentucky Department of Education

Score for Clinical I Task B: Learning Objectives and Resources

(Scored formatively by the University Supervisor and Education Faculty—Candidates will use feedback to make needed improvements)

Domain 1: Planning and Preparation

Component: 1A – Demonstrating Knowledge of Content and Pedagogy (KTPS/InTASC Standard 4)

Source(s) of Evidence:

Lesson Plan

Ineffective	Developing	Accomplished	Exemplary
Scorer 1 <input type="checkbox"/> I <input type="checkbox"/> I+	Scorer 1 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Scorer 1 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Scorer 1 <input type="checkbox"/> E- <input type="checkbox"/> E
Scorer 2 <input type="checkbox"/> I <input type="checkbox"/> I+	Scorer 2 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Scorer 2 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Scorer 2 <input type="checkbox"/> E- <input type="checkbox"/> E
Scorer 3 <input type="checkbox"/> I <input type="checkbox"/> I+	Scorer 3 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Scorer 3 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Scorer 3 <input type="checkbox"/> E- <input type="checkbox"/> E
Scorer 4 <input type="checkbox"/> I <input type="checkbox"/> I+	Scorer 4 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Scorer 4 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Scorer 4 <input type="checkbox"/> E- <input type="checkbox"/> E
Overall <input type="checkbox"/> I <input type="checkbox"/> I+	Overall <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Overall <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Overall <input type="checkbox"/> E- <input type="checkbox"/> E
Evidence			

Component: 1C – Setting Instructional Outcomes (KTPS /InTASC Standard 1)

Source(s) of Evidence: Lesson Plan

Ineffective	Developing	Accomplished	Exemplary
Scorer 1 <input type="checkbox"/> I <input type="checkbox"/> I+	Scorer 1 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Scorer 1 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Scorer 1 <input type="checkbox"/> E- <input type="checkbox"/> E
Scorer 2 <input type="checkbox"/> I <input type="checkbox"/> I+	Scorer 2 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Scorer 2 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Scorer 2 <input type="checkbox"/> E- <input type="checkbox"/> E
Scorer 3 <input type="checkbox"/> I <input type="checkbox"/> I+	Scorer 3 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Scorer 3 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Scorer 3 <input type="checkbox"/> E- <input type="checkbox"/> E
Scorer 4 <input type="checkbox"/> I <input type="checkbox"/> I+	Scorer 4 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Scorer 4 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Scorer 4 <input type="checkbox"/> E- <input type="checkbox"/> E
Overall <input type="checkbox"/> I <input type="checkbox"/> I+	Overall <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Overall <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Overall <input type="checkbox"/> E- <input type="checkbox"/> E
Evidence			

Component: 1D – Demonstrating Knowledge of Resources (Supports KTPS/InTASC Standards 3,7)

Source(s) of Evidence:

Lesson Plan

Ineffective	Developing	Accomplished	Exemplary
Scorer 1 <input type="checkbox"/> I <input type="checkbox"/> I+	Scorer 1 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Scorer 1 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Scorer 1 <input type="checkbox"/> E- <input type="checkbox"/> E
Scorer 2 <input type="checkbox"/> I <input type="checkbox"/> I+	Scorer 2 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Scorer 2 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Scorer 2 <input type="checkbox"/> E- <input type="checkbox"/> E
Scorer 3 <input type="checkbox"/> I <input type="checkbox"/> I+	Scorer 3 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Scorer 3 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Scorer 3 <input type="checkbox"/> E- <input type="checkbox"/> E
Scorer 4 <input type="checkbox"/> I <input type="checkbox"/> I+	Scorer 4 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Scorer 4 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Scorer 4 <input type="checkbox"/> E- <input type="checkbox"/> E
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Evidence			

Task C: Assessment Plan

Source of Evidence: Assessment

Evidence for Task C will be used to evaluate your performance on the following standards:

- Kentucky Teacher Performance /InTASC Standards – Learner and Learning: Learner Development Standard 1, Learning Differences Standard 2; Instructional Practice: Assessment Standard 6, Instructional Planning Standard 7 (Important Document Crosswalk from the *Kentucky Framework for Teaching*, 2011)
- Kentucky Framework for Teaching – Planning and Preparation: Demonstrating Knowledge of Students 1B; Designing Student Assessments 1F

The Assessment Plan will guide instruction by focusing on the objectives and learning targets. The teacher education candidate will design the learning sequence using the “backward design” method. Assessments will allow teachers to reflect on instruction to determine what students have mastered or not mastered and use this data to modify instruction accordingly.

Summative and formative assessments serve to improve student learning and drive instruction. Some assessments are formative in nature, such as observations, informal assessments, entry/exit slips, etc., where the student does not receive a grade, and the data collected drives the instruction. Some summative assessments, such as quizzes, tests, reports, and other authentic assessments are used to evaluate student learning. A variety of assessment types should be administered in your unit.

Tasks:

1. **Develop an Assessment Plan by completing the assessment plan organizer using the following attributes:**
 - **Students’ Baseline Knowledge and Skills (1B) (1F)**
 - **Describe and include the pre-assessment(s) that you plan to use to establish students’ baseline knowledge and skills for this lesson (from KTIP lesson plan template).**
 - **Formative Assessment (1F)**
 - **Describe and include the formative assessment(s) and the criteria/rubric for expected outcomes to be used to measure student progress during this lesson (from KTIP lesson plan template).**
 - **Identify the type of summative assessment and how it will be administered.**
 - **Explain how the assessments will measure the learning target.**
 - **Explain the expected impact on student learning.**
 - **Develop scoring criteria for all assessments.**
 - **Describe how assessments will be adapted/modified for the appropriate students.**
2. **Collaborate with your cooperating teacher to verify that the assessments are appropriate for your students’ skill levels and that the assessment measures the learning targets.**
3. **You will be collecting data from the pre & post assessments when you teach the lesson in Clinical II.**

TPA Goal:

Goal 1) The teacher education candidate will understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences. (KTPS/InTASC Standard 1)

Goal 2) The teacher education candidate will understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator’s and learner’s decision making. (KTPS/InTASC Standard 6)

Assessment Plan Template

Include all planned assessments in your unit with scoring guides/rubrics/answer keys for each assessment.

DAY of the Unit:
Learning Target(s):
Type of Assessment(s): <i>formative or summative; informal or formal; standardized or teacher-developed</i>
Assessment Administered: <i>paper-pencil, technology, performance</i>
Adaption/Accommodation:
How will the assessment measure the learning target?
Define the scoring criteria: <i>students show mastery by ?%; how many students show mastery?</i>

Teacher Education Candidate's Target Performance Level: Developing

No changes have been made to the scoring rubric below.

Task C:

Assessment Plan Rubric

Kentucky Framework for Teaching (p. 7-8; 14-15)

Charlotte Danielson's Framework for Teaching, 2011

Adapted for Kentucky Department of Education

- **Kentucky Teacher Performance /InTASC Standards – Learner and Learning: Learner Development Standard 1, Learning Differences Standard 2; Instructional Practice: Assessment Standard 6, Instructional Planning Standard 7** (Important Document Crosswalk from the Kentucky Framework for Teaching, 2011)
- **Kentucky Framework for Teaching – Planning and Preparation: Demonstrating Knowledge of Students 1B; Designing Student Assessments (1F)**

**1B -
Demonstrating
Knowledge of
Students**

- Knowledge of Child and Adolescent Development
- Knowledge of the Learning Process
- Knowledge of Students' Skills, Knowledge, and Language Proficiency
- Knowledge of Students' Interests and Cultural Heritage
- Knowledge of Students' Special Needs

Teachers don't teach content in the abstract; they teach it to students. In order to ensure student learning, therefore, teachers must know not only their subject content and its related pedagogy, but also the students to whom they wish to teach that content. In ensuring student learning, teachers must appreciate what recent research in cognitive psychology has confirmed: namely, that students learn through active intellectual engagement with content. While there are patterns in cognitive, social and emotional developmental stages typical of different age groups, students learn in their individual ways and may come with gaps or misconceptions that the teacher needs to uncover in order to plan appropriate learning activities. In addition, students have lives beyond school – lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other special needs, must be considered when planning lessons and identifying resources that will ensure their understanding.

<i>Ineffective</i>	<i>Developing (Target Performance Level)</i>	<i>Accomplished</i>	<i>Exemplary</i>
<ul style="list-style-type: none"> • Teacher demonstrates little or no understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding. 	<ul style="list-style-type: none"> • Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole. 	<ul style="list-style-type: none"> • Teacher understands the active nature of student learning and attains information about levels of development for groups of students. • The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students. 	<ul style="list-style-type: none"> • Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.

<p><i>Critical Attributes</i></p>	<ul style="list-style-type: none"> • Teacher does not understand child development characteristics and has unrealistic expectations for students. • Teacher does not try to ascertain varied ability levels among students in the class. • Teacher is not aware of student interests or cultural heritages. • Teacher takes no responsibility to learn about students' medical or learning disabilities. 	<ul style="list-style-type: none"> • Teacher cites developmental theory but does not seek to integrate it into lesson planning. • Teacher is aware of the different ability levels in the class but tends to teach to the "whole group". • The teacher recognizes that children have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences. • The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge. 	<ul style="list-style-type: none"> • The teacher knows, for groups of students, their levels of cognitive development. • The teacher is aware of the different cultural groups in the class. • The teacher has a good idea of the range of interests of students in the class. • The teacher has identified "high", "medium", and "low" groups of students within the class. • The teacher is well informed about students' cultural heritage and incorporates this knowledge into lesson planning. • The teacher is aware of the special needs represented by students in the class. 	<p>In addition to the characteristics of "accomplished":</p> <ul style="list-style-type: none"> • The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly. • The teacher seeks out information about their cultural heritage from all students. • The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.
<p><i>Possible Examples</i></p>	<ul style="list-style-type: none"> • The lesson plan includes a teacher presentation for an entire 30-minute period to a group of 7-year-olds. • The teacher plans to give her ELL students the same writing assignment she gives the rest of the class. • The teacher plans to teach his class Christmas carols, despite the fact that he has four religions represented among his students. 	<ul style="list-style-type: none"> • The teacher's lesson plan has the same assignment for the entire class, in spite of the fact that one activity is beyond the reach of some students. • In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican-American children in the class. • Lesson plans make only peripheral reference to students' interests. • The teacher knows that some of her students have IEPs, but they're so long that she hasn't read them yet. 	<ul style="list-style-type: none"> • The teacher creates an assessment of students' levels of cognitive development. • The teacher examines previous year's cumulative folders to ascertain the proficiency levels of groups of students in the class. • The teacher administers a student interest survey at the beginning of the school year. • The teacher plans activities based on student-interest. • The teacher knows that five of her students are in the Garden Club; she plans to have them discuss horticulture as part of the next biology lesson. • The teacher realizes that not all of his students are Christian 	<ul style="list-style-type: none"> • The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students. • The teacher plans to provide multiple project options; students will self-select the project that best meets their individual approach to learning. • The teacher encourages students to be aware of their individual reading levels and make independent reading choices that will be challenging but not too difficult. • The teacher attends the local Mexican heritage day, meeting several of his students' extended families.

			<p>and so he plans to read a Hanukkah story in December.</p> <ul style="list-style-type: none"> The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their social studies unit on South America. 	<ul style="list-style-type: none"> The teacher regularly creates adapted assessment materials for several students with learning disabilities.
<p>1F - Designing Student Assessments</p> <p>(KTPS/InTASC Standard 7)</p> <ul style="list-style-type: none"> Congruence with Instructional Outcomes Criteria and Standards Design of Formative Assessments Use for Planning 	<p>Good teaching requires both assessment of learning and assessment for learning. Assessments of learning ensure that teachers know that students have learned the intended outcomes. These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes; that is, to assess reasoning skills and factual knowledge, different methods are needed. Furthermore, such assessments may need to be adapted to the particular needs of individual students; an ESL student, for example, may need an alternative method of assessment to allow demonstration of understanding. Assessment for learning enables a teacher to incorporate assessments directly into the instructional processes, and to modify or adapt instruction as needed to ensure student understanding. Such assessments, although used during instruction, must be designed as part of the planning process. Such formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress towards the understanding of the learning outcomes.</p>			
	<p>Ineffective</p> <ul style="list-style-type: none"> Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit, or any plan to use assessment results in designing future instruction. 	<p>Developing (Target Performance Level)</p> <ul style="list-style-type: none"> Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole. 	<p>Accomplished</p> <ul style="list-style-type: none"> Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students. 	<p>Exemplary</p> <ul style="list-style-type: none"> Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.
<p>Critical Attributes</p>	<ul style="list-style-type: none"> Assessments do not match instructional outcomes. Assessments have no criteria. No formative assessments have been designed. 	<ul style="list-style-type: none"> Only some of the instructional outcomes are addressed in the planned assessments. Assessment criteria are vague. 	<ul style="list-style-type: none"> All the learning outcomes have a method for assessment. Assessment types match learning expectations. 	<p>In addition to the characteristics of "accomplished":</p> <ul style="list-style-type: none"> Assessments provide opportunities for student choice. Students participate in designing assessments for their own work.

	<ul style="list-style-type: none"> Assessment results do not affect future plans. 	<ul style="list-style-type: none"> Plans refer to the use of formative assessments, but they are not fully developed. Assessment results are used to design lesson plans for the whole class, not individual students. 	<ul style="list-style-type: none"> Plans indicate modified assessments for some students as needed. Assessment criteria are clearly written. Plans include formative assessments to use during instruction. Lesson plans indicate possible adjustments based on formative assessment data. 	<ul style="list-style-type: none"> Teacher-designed assessments are authentic with real-world application, as appropriate. Students develop rubrics according to teacher-specified learning objectives. Students are actively involved in collecting information from formative assessments and provide input.
Possible Examples	<ul style="list-style-type: none"> The teacher marks papers on the foundation of the U.S. constitution on the basis of grammar and punctuation; for every mistake, the grade drops from an A to a B, a B to a C, etc. After the students present their research on globalization, the teacher tells them their letter grade. When students ask how he has arrived at the grade, he responds, "After all these years in education, I just know what grade to give." The teacher says, "What's the difference between formative assessment and the test I give at the end of the unit?" The teacher says, "The district gave me this entire curriculum to teach, so I just have to keep moving." 	<ul style="list-style-type: none"> The district goal for the Europe unit is for students to understand geopolitical relationships. The teacher plans to have the students memorize all the country capitals and rivers. The teacher's students receive their tests back; each one is simply marked with a letter grade at the top. The plan indicates that the teacher will pause to "check for understanding" but without a clear indication of how that is to be done. A student says, "If half the class passed the test, why are we all reviewing the material again?" 	<ul style="list-style-type: none"> Mr. K knows that his students will write a persuasive essay on the state assessment; he plans to have them write a variety of persuasive essays as preparation. Ms. M has worked on a writing rubric for her research assessment; she has drawn on multiple sources to be sure the levels of expectation are clearly defined. Mr. C creates a short questionnaire to distribute to his students at the end of class; on the basis of their responses, he will organize them into different groups during the next lesson's activities. Based on the previous morning's formative assessment, Ms. D plans to have 5 students work on a more challenging project while she works with 6 other students to reinforce the concept. 	<ul style="list-style-type: none"> To teach persuasive writing, Ms. H plans to have her class research and write to the principal on an issue that is important to the students - the use of cell phones in class. Mr. J's students will write a rubric for their final project on the benefits of solar energy; Mr. J has shown them several sample rubrics, and they will refer to those as they create a rubric of their own. After the lesson Mr. L asks students to rate their understanding on a scale of 1 to 5; the students know that their rating will indicate their activity for the next lesson. Mrs. T has developed a routine for her class: students know that if they are struggling with a math concept, they will sit in a small group with her during workshop time.

Kentucky Framework for Teaching, 2011 (p. 7-8; 14-15)

Charlotte Danielson's Framework for Teaching, 2011

Adapted for Kentucky Department of Education

Score for Clinical I Task C: Assessment Plan

(Scored formatively by the University Supervisor and Education Faculty—Candidates will use feedback to make needed improvements)

Domain 1: Planning and Preparation

Component: 1B – Demonstrating Knowledge of Students (KTPS/InTASC Standards 1, 2, 7)

Source(s) of Evidence:

Lesson Plan (Context Only)

Ineffective			Developing			Accomplished			Exemplary				
Scorer 1	<input type="checkbox"/> I	<input type="checkbox"/> I+	Scorer 1	<input type="checkbox"/> D-	<input type="checkbox"/> D	<input type="checkbox"/> D+	Scorer 1	<input type="checkbox"/> A-	<input type="checkbox"/> A	<input type="checkbox"/> A+	Scorer 1	<input type="checkbox"/> E-	<input type="checkbox"/> E
Scorer 2	<input type="checkbox"/> I	<input type="checkbox"/> I+	Scorer 2	<input type="checkbox"/> D-	<input type="checkbox"/> D	<input type="checkbox"/> D+	Scorer 2	<input type="checkbox"/> A-	<input type="checkbox"/> A	<input type="checkbox"/> A+	Scorer 2	<input type="checkbox"/> E-	<input type="checkbox"/> E
Scorer 3	<input type="checkbox"/> I	<input type="checkbox"/> I+	Scorer 3	<input type="checkbox"/> D-	<input type="checkbox"/> D	<input type="checkbox"/> D+	Scorer 3	<input type="checkbox"/> A-	<input type="checkbox"/> A	<input type="checkbox"/> A+	Scorer 3	<input type="checkbox"/> E-	<input type="checkbox"/> E
Scorer 4	<input type="checkbox"/> I	<input type="checkbox"/> I+	Scorer 4	<input type="checkbox"/> D-	<input type="checkbox"/> D	<input type="checkbox"/> D+	Scorer 4	<input type="checkbox"/> A-	<input type="checkbox"/> A	<input type="checkbox"/> A+	Scorer 4	<input type="checkbox"/> E-	<input type="checkbox"/> E
Overall	<input type="checkbox"/> I	<input type="checkbox"/> I+	Overall	<input type="checkbox"/> D-	<input type="checkbox"/> D	<input type="checkbox"/> D+	Overall	<input type="checkbox"/> A-	<input type="checkbox"/> A	<input type="checkbox"/> A+	Overall	<input type="checkbox"/> E-	<input type="checkbox"/> E

Evidence:

Component: 1F – Designing Student Assessments (KTPS/InTASC Standard 6)

Source(s) of Evidence: Lesson Plan

Ineffective			Developing			Accomplished			Exemplary				
Scorer 1	<input type="checkbox"/> I	<input type="checkbox"/> I+	Scorer 1	<input type="checkbox"/> D-	<input type="checkbox"/> D	<input type="checkbox"/> D+	Scorer 1	<input type="checkbox"/> A-	<input type="checkbox"/> A	<input type="checkbox"/> A+	Scorer 1	<input type="checkbox"/> E-	<input type="checkbox"/> E
Scorer 2	<input type="checkbox"/> I	<input type="checkbox"/> I+	Scorer 2	<input type="checkbox"/> D-	<input type="checkbox"/> D	<input type="checkbox"/> D+	Scorer 2	<input type="checkbox"/> A-	<input type="checkbox"/> A	<input type="checkbox"/> A+	Scorer 2	<input type="checkbox"/> E-	<input type="checkbox"/> E
Scorer 3	<input type="checkbox"/> I	<input type="checkbox"/> I+	Scorer 3	<input type="checkbox"/> D-	<input type="checkbox"/> D	<input type="checkbox"/> D+	Scorer 3	<input type="checkbox"/> A-	<input type="checkbox"/> A	<input type="checkbox"/> A+	Scorer 3	<input type="checkbox"/> E-	<input type="checkbox"/> E
Scorer 4	<input type="checkbox"/> I	<input type="checkbox"/> I+	Scorer 4	<input type="checkbox"/> D-	<input type="checkbox"/> D	<input type="checkbox"/> D+	Scorer 4	<input type="checkbox"/> A-	<input type="checkbox"/> A	<input type="checkbox"/> A+	Scorer 4	<input type="checkbox"/> E-	<input type="checkbox"/> E
Overall	<input type="checkbox"/> I	<input type="checkbox"/> I+	Overall	<input type="checkbox"/> D-	<input type="checkbox"/> D	<input type="checkbox"/> D+	Overall	<input type="checkbox"/> A-	<input type="checkbox"/> A	<input type="checkbox"/> A+	Overall	<input type="checkbox"/> E-	<input type="checkbox"/> E

Evidence

Source: KTIP Intern Performance Record (IPR) pages 3 and 5

Task D: Lesson Plan Sequence

Source of Evidence: Lesson Plan Sequence

Evidence for Task D will be used to evaluate your performance on the following standards:

- Kentucky Teacher Performance Standards/InTASC- Learner and Learning: Learning Development Standard 1, Learning Differences Standard 2; Content Knowledge Standard 4; Instructional Practice: Assessment Standard 6 and Planning for Instruction Standard 7 (Important Document Crosswalk from the *Kentucky Framework for Teaching*, 2011); Instructional Practice: Instructional Strategies Standard 8 (added)
- Also supports Kentucky Teacher Performance/InTASC Standards – *Learner and Learning*: Learning Environment Standard 3 (resources)
- Kentucky Framework for Teaching – Domain 1: Planning and Preparation 1A – 1F

The lesson plan format will allow the teacher education candidate to demonstrate knowledge of the learner and learning, content knowledge, and knowledge of instructional practices through the process of planning and preparation. In addition to developing a lesson plan sequence in Clinical I, candidates will be required to develop additional lesson plans for other formal observations during Clinical II. The Teacher Education Candidate will be observed for at least one of the instructional days of the unit and three additional days during student teaching. In addition to developing lesson plans, the Teacher Education Candidate will be required to script his or her lesson for the day of the unit that will be observed.

Tasks:

1. You have already worked on the following components of the KTIP lesson plan template and received feedback:
 - *Context*
 - *Lesson Learning Targets/Objectives*
 - *Students' Baseline Knowledge and Skills*
 - *Formative Assessment*
 - *Resources*
2. Next, you will work with your university supervisor and cooperating teacher to focus on:
 - *Lesson Procedures (1E)*
 - Describe the sequence of instructional 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 (*from KTIP lesson plan template*).
 - *Watch For-----*
 - Identify anything that you would like specifically observed during this lesson (*from KTIP lesson plan template*).
3. Once your five-day lesson plan sequence is completed, ask yourself the following questions:
 - Are the specific learning targets/objectives aligned with the appropriate standards?
 - Did you effectively plan your learning activities for each day of the learning sequence?

- Did you plan a variety of teaching strategies to meet the needs of diverse learners? Did you specify how you will specifically differentiate instruction to meet the needs of diverse learners?
 - Did you design the formative and summative assessments to measure the specific learning targets/objectives?
4. After reviewing your lesson plan sequence and the answers to the previous questions with your university supervisor and collaborating teacher, you will submit you completed learning sequence (unit) for final scoring related to Domain 1: Planning and Preparation from the Kentucky Framework for Teaching and Kentucky Teacher Performance/InTASC Standards 1, 2, 4, 6, and 7.

***Source of Evidence:** The Lesson Plan template from the Kentucky Teacher Internship Program will be utilized.

**A “Source of Evidence: Lesson Plan” must be completed for each day of the learning sequence (unit) and for all formal observations.*

TPA Goals:

Goal 1) The teacher education candidate will understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences. (KTPS/InTASC Standard 1)

Goal 2) The teacher education candidate will use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (KTPS/InTASC Standard 2)

Goal 3) The teacher education candidate will:

- a) Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and
- b) Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (KTPS/InTASC Standard 4)

Goal 4) The teacher education candidate will understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator’s and learner’s decision making. (KTPS/InTASC Standard 6)

Goal 5) The teacher education candidate will plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (KTPS/InTASC Standard 7)

Source of Evidence: Lesson Plan

This evidence will be used to evaluate your performance on the following:

Kentucky Framework for Teaching Components

1A – Demonstrating Knowledge of Content and Pedagogy
 1B – Demonstrating Knowledge of Students
 1C – Setting Instructional Outcomes
 1D – Demonstrating Knowledge of Resources
 1E – Developing Coherent Instruction
 1F – Designing Student Assessment

Kentucky Teacher Performance Standards

1 – Learner Development
 2 – Learning Differences
 4 – Content Knowledge
 6 – Assessment
 7 – Planning for Instruction

Guidelines for Developing the Source of Evidence: Lesson Plan

Adapted from KTIP Handbook, Fall 2017 Edition, p. 8

Effectively planning and implementing instruction requires that you first have knowledge of the content to be addressed and the appropriate strategies for presenting the content. Second, you must have a clear knowledge/understanding of your students and what they bring to the learning environment. Finally, you must have knowledge of the resources available to support instruction and facilitate student learning.

The development of your lesson plans should allow you to demonstrate your knowledge of your students, subject matter, and resources. Your lesson plan will provide the foundation upon which you will create the classroom environment and implement instruction. The lesson plan template should be used in planning all lessons to be observed by your ***University Supervisor**. Each lesson plan should be sent to the ***University Supervisor** 2 -3 days before the scheduled observation to allow for review and feedback.

1. Describe the Students for which this Lesson is Designed

Identify your students' backgrounds, special needs, cultural differences, interests, and language proficiencies that were considered in designing this lesson.

2. Lesson Learning Target(s)/Objectives

To establish the context for the lesson to be observed, list the previous lesson's learning targets/objectives, the current lesson's learning targets/objectives and the next lesson's learning targets/objectives. The connections to the state curriculum/content area standards should be focused on the knowledge, skills, and/or processes identified in the learning targets/objectives. Be sure that all learning targets/objectives are student-centered, observable, and measurable.

3. Students' Baseline Knowledge and Skills

Briefly describe the pre-assessment(s) you used to identify your students' baseline knowledge and skills relative to the learning targets/objectives for this lesson. Attach copies of baseline data and all assessments used.

4. Formative Assessment(s)

Identify the type of formative assessments and data that will be used to determine student progress in achieving the learning targets/objectives. If needed, identify how these assessments will be differentiated to address the needs of your students. In addition to the formative assessments you will use, describe how you will provide opportunities for your students to self-assess their learning progress. Attach copies of the formative assessments and student self-assessments to be used.

5. Resources

Identify the resources and assistance that will be needed for the lesson. During the course of your internship you should make use of available technology when the technology will facilitate planning, implementing, assessing of instruction, and facilitating your students' learning.

6. Lesson Procedures

Describe the sequence of strategies, activities, and assessments you will use to engage students and accomplish your learning targets/objectives. Within this sequence be sure to:

- Describe how your instruction will be differentiated to meet the needs, interests, and abilities of your students.
- Identify the questions you will use to promote higher order thinking and encourage discussion.

7. Watch For-----

Are there specific indicators for the components of Domain 2 - Classroom Environment and/or Domain 3 - Instruction that you would like specifically observed during this lesson? If there are, please note these on your plan to alert the observer.

This lesson plan template must be used for the lesson plan sequence (unit).

Source of Evidence: Lesson Plan	
Name: _____ Date of Observation: _____ Cycle: _____	
Ages/Grades of Students _____ # of Students in Class _____	
# of Students having IEP/504 _____ # of Gifted Students _____ # of Students having LEP _____	
Lesson Title: _____	
1. Context: Describe the Students for which this Lesson is Designed (1B): Identify your students' backgrounds, special needs, cultural differences, interests, and language proficiencies. <i>Use student initials for specific information about students in terms of learning strategies, behavior strategies. Give examples of what you know about student's interests, outside activities, etc., which could be incorporated into lesson plan. Also, be specific about student skills and knowledge. Describe racial, socioeconomic diversity in class.</i>	
2. Lesson Learning Targets/Objectives (1A)(1C) d. Previous lesson's learning targets/objectives (Connect each target/objective to the appropriate state curriculum/content area standards.) e. Current lesson's learning targets/objectives (Connect each target/objective to the appropriate state curriculum/content area standards.) f. Next lesson's learning targets/objectives (Connect each target/objective to the appropriate state curriculum/content area standards.)	
3. Students' Baseline Knowledge and Skills (1B)(1F) Describe and include the pre-assessment(s) used to establish students' baseline knowledge and skills for this lesson.	
4. Formative Assessment (1F) Describe and include the formative assessment(s) and the criteria/rubric for expected outcomes to be used to measure student progress during this lesson.	
5. Resources (1D) Identify the resources and assistance available to support your instruction and facilitate students' learning for this lesson. This includes links to technology, homework, exit or bell ringer slips, readings, etc. Be specific if there is an aide in the classroom and their role.	
6. Lesson Procedures (1E) <i>Describe the sequence of strategies/activities/assessments that will be used to scaffold instruction, engage your students, facilitate attainment of the lesson objectives(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.</i>	
7. Watch For----- <i>Identify anything that you would like specifically observed during this lesson.</i>	

This is to be completed only for the day you will be observed teaching your unit.

Scripted Lesson

Introduction to Lesson:

1. Introduction or anticipatory set:
2. Overview
 - a. review of previous lesson:
 - b. communicate objectives of lesson:
 - c. communicate how lesson relates to previous lesson:

Presentation of New Material Included in Lesson:

1. Demonstration
2. Guided Practice
3. Independent Practice

Closing of Lesson:

1. Content closing
 - a. summary of main points
 - b. identify relationship among past, present, future lessons
2. Procedural closing
 - a. ensures students are ready to move on to the next subject

The scripted lesson is part of the unit and will be scored as part of Task D using the following rubric.

Teacher Education Candidate's Target Performance Level: Developing

No changes have been made to the scoring rubric below.

Task D

Lesson Planning/Designing Coherent Instruction Rubric

Kentucky Framework for Teaching (p. 6-15)

Charlotte Danielson's Framework for Teaching, 2011

Adapted for Kentucky Department of Education

- **Kentucky Teacher Performance Standards/InTASC- Learner and Learning: Learning Development Standard 1, Learning Differences Standard 2; Content Knowledge Standard 4; Instructional Practice Assessment Standard 6 and Planning for Instruction Standard 7**
(Important Document Crosswalk from the Kentucky Framework for Teaching, 2011)
- **Also supports Kentucky Teacher Performance/InTASC Standards – Learner and Learning: Learning Environment Standard 3 (resources)**
- **Kentucky Framework for Teaching – Domain 1: Planning and Preparation 1A,1E**

**1A -
Knowledge of
Content and
Pedagogy**

In order to guide student learning, accomplished teachers have command of the subjects they teach. They must know how the discipline has evolved into the 21st century, incorporating such issues as global awareness and cultural diversity, as appropriate. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. However, knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the particular pedagogical approaches best suited to each discipline.

- Knowledge of Content and the Structure of the Discipline
- Knowledge of Prerequisite Relationships
- Knowledge of Content-Related Pedagogy

<i>Ineffective</i>	<i>Developing (Target Performance Level)</i>	<i>Accomplished</i>	<i>Exemplary</i>
<ul style="list-style-type: none"> • In planning and practice, teacher makes content errors or does not correct errors made by students. • Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content. • Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content. 	<ul style="list-style-type: none"> • Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. • Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. • Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students. 	<ul style="list-style-type: none"> • Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another. • Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. • Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches to the discipline. 	<ul style="list-style-type: none"> • Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines. • Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding. • Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.

<i>Critical Attributes</i>	<ul style="list-style-type: none"> • Teacher makes content errors. • Teacher does not consider prerequisite relationships when planning. • Teacher's plans use inappropriate strategies for the discipline. 	<ul style="list-style-type: none"> • Teacher is familiar with the discipline but does not see conceptual relationships. • Teacher's knowledge of prerequisite relationships is inaccurate or incomplete. • Lesson and unit plans use limited instructional strategies, and some may not be suitable to the content. 	<ul style="list-style-type: none"> • The teacher can identify important concepts of the discipline and their relationships to one another. • The teacher consistently provides clear explanations of the content. • The teacher answers student questions accurately and provides feedback that furthers their learning. • The teacher seeks out content-related professional development. 	<p>In addition to the characteristics of "accomplished":</p> <ul style="list-style-type: none"> • Teacher cites intra- and interdisciplinary content relationships. • Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.
<i>Possible Examples</i>	<ul style="list-style-type: none"> • The teacher says, "The official language of Brazil is Spanish, just like other South American countries." • The teacher says, "I don't understand why the math book has decimals in the same unit as fractions." • The teacher has students copy dictionary definitions each week to help his students learn to spell difficult words. 	<ul style="list-style-type: none"> • The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together. • The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value. • The teacher always plans the same routine to study spelling: pretest on Monday, copy the words 5 times each on Tuesday and Wednesday, and test on Friday. 	<ul style="list-style-type: none"> • The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter. • The teacher realizes her students are not sure how to use a compass, so she plans to practice that before introducing the activity on angle measurement. • The teacher plans to expand a unit on civics by having students simulate a court trial. 	<ul style="list-style-type: none"> • In a unit on 19th century literature, the teacher incorporates information about the history of the same period. • Before beginning a unit on the solar system, the teacher surveys the class on their beliefs about why it is hotter in the summer than in the winter.

<p>1B - Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> • Knowledge of Child and Adolescent Development • Knowledge of the Learning Process • Knowledge of Students' Skills, Knowledge, and Language Proficiency • Knowledge of Students' Interests and Cultural Heritage • Knowledge of Students' Special Needs 	<p>Teachers don't teach content in the abstract; they teach it to students. In order to ensure student learning, therefore, teachers must know not only their subject content and its related pedagogy, but also the students to whom they wish to teach that content. In ensuring student learning, teachers must appreciate what recent research in cognitive psychology has confirmed: namely, that students learn through active intellectual engagement with content. While there are patterns in cognitive, social and emotional developmental stages typical of different age groups, students learn in their individual ways and may come with gaps or misconceptions that the teacher needs to uncover in order to plan appropriate learning activities. In addition, students have lives beyond school – lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other special needs, must be considered when planning lessons and identifying resources that will ensure their understanding.</p>			
	<i>Ineffective</i>	<i>Developing (Target Performance Level)</i>	<i>Accomplished</i>	<i>Exemplary</i>
	<ul style="list-style-type: none"> • Teacher demonstrates little or no understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding. 	<ul style="list-style-type: none"> • Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole. 	<ul style="list-style-type: none"> • Teacher understands the active nature of student learning and attains information about levels of development for groups of students. • The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students. 	<ul style="list-style-type: none"> • Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.

<p><i>Critical Attributes</i></p>	<ul style="list-style-type: none"> • Teacher does not understand child development characteristics and has unrealistic expectations for students. • Teacher does not try to ascertain varied ability levels among students in the class. • Teacher is not aware of student interests or cultural heritages. • Teacher takes no responsibility to learn about students' medical or learning disabilities. 	<ul style="list-style-type: none"> • Teacher cites developmental theory but does not seek to integrate it into lesson planning. • Teacher is aware of the different ability levels in the class but tends to teach to the "whole group". • The teacher recognizes that children have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences. • The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge. 	<ul style="list-style-type: none"> • The teacher knows, for groups of students, their levels of cognitive development. • The teacher is aware of the different cultural groups in the class. • The teacher has a good idea of the range of interests of students in the class. • The teacher has identified "high", "medium", and "low" groups of students within the class. • The teacher is well informed about students' cultural heritage and incorporates this knowledge into lesson planning. • The teacher is aware of the special needs represented by students in the class. 	<p>In addition to the characteristics of "accomplished":</p> <ul style="list-style-type: none"> • The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly. • The teacher seeks out information about their cultural heritage from all students. • The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.
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<p>Possible Examples</p>	<ul style="list-style-type: none"> The lesson plan includes a teacher presentation for an entire 30-minute period to a group of 7-year-olds. The teacher plans to give her ELL students the same writing assignment she gives the rest of the class. The teacher plans to teach his class Christmas carols, despite the fact that he has four religions represented among his students. 	<ul style="list-style-type: none"> The teacher's lesson plan has the same assignment for the entire class, in spite of the fact that one activity is beyond the reach of some students. In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican-American children in the class. Lesson plans make only peripheral reference to students' interests. The teacher knows that some of her students have IEPs, but they're so long that she hasn't read them yet. 	<ul style="list-style-type: none"> The teacher creates an assessment of students' levels of cognitive development. The teacher examines previous year's cumulative folders to ascertain the proficiency levels of groups of students in the class. The teacher administers a student interest survey at the beginning of the school year. The teacher plans activities based on student-interest. The teacher knows that five of her students are in the Garden Club; she plans to have them discuss horticulture as part of the next biology lesson. The teacher realizes that not all of his students are Christian and so he plans to read a Hanukkah story in December. The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their social studies unit on South America. 	<ul style="list-style-type: none"> The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students. The teacher plans to provide multiple project options; students will self-select the project that best meets their individual approach to learning. The teacher encourages students to be aware of their individual reading levels and make independent reading choices that will be challenging but not too difficult. The teacher attends the local Mexican heritage day, meeting several of his students' extended families. The teacher regularly creates adapted assessment materials for several students with learning disabilities.
<p>IC - Setting Instructional Outcomes</p> <ul style="list-style-type: none"> Value, Sequence and Alignment Clarity Balance Suitability for Diverse Learners 	<p>Teaching is a purposeful activity; even the most imaginative activities are directed towards certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes describe not what students will do but what they will learn. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment so that all students are able to demonstrate their understanding of the content. Insofar as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners and the methods of assessment employed, they hold a central place in Domain 1.</p> <p>Learning outcomes are of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. In addition, some learning outcomes refer to dispositions; not only is it important for students to learn to read, but educators also hope that they will like to read. In addition, experienced teachers are able to link their learning outcomes with others both within their discipline and in other disciplines.</p>			
	<p>Ineffective</p>	<p>Developing (Target Performance Level)</p>	<p>Accomplished</p>	<p>Exemplary</p>

	<ul style="list-style-type: none"> • Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline. • Outcomes are stated as activities rather than as student learning. • Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students. 	<ul style="list-style-type: none"> • Outcomes represent moderately high expectations and rigor. • Some outcomes reflect important learning in the discipline and consist of a combination of outcomes and activities. • Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. • Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning. 	<ul style="list-style-type: none"> • Most outcomes represent rigorous and important learning in the discipline. • All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment. • Outcomes reflect several different types of learning and opportunities for coordination. • Outcomes take into account the varying needs of groups of students. 	<ul style="list-style-type: none"> • All outcomes represent rigorous and important learning in the discipline. • The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment. • Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. • Outcomes take into account the varying needs of individual students.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> • Outcomes lack rigor. • Outcomes do not represent important learning in the discipline. • Outcomes are not clear or are stated as activities. • Outcomes are not suitable for many students in the class. 	<ul style="list-style-type: none"> • Outcomes represent a mixture of low expectations and rigor. • Some outcomes reflect important learning in the discipline. • Outcomes are suitable for most of the class. 	<ul style="list-style-type: none"> • Outcomes represent high expectations and rigor. • Outcomes are related to the “big ideas” of the discipline. • Outcomes are written in terms of what students will learn rather than do. • Outcomes represent a range: factual, conceptual understanding, reasoning, social, management, and communication. • Outcomes are suitable to groups of students in the class and are differentiated where necessary. 	<p>In addition to the characteristics of “accomplished”:</p> <ul style="list-style-type: none"> • Teacher plans make reference to curricular frameworks or blueprints to ensure accurate sequencing. • Teacher connects outcomes to previous and future learning. • Outcomes are differentiated to encourage individual students to take educational risks.

Possible Examples	<ul style="list-style-type: none">• A learning outcome for a fourth-grade class is to make a poster illustrating a poem.• All the outcomes for a ninth-grade history class are factual knowledge.• The topic of the social studies unit involves the concept of revolutions, but the teacher expects his students to remember only the important dates of battles.• Though there are a number of ELL students in the class, the outcomes state that all writing must be grammatically correct.	<ul style="list-style-type: none">• Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts.• The outcomes are written with the needs of the “middle” group in mind; however, the advanced students are bored, and some lower-level students are struggling.	<ul style="list-style-type: none">• One of the learning outcomes is for students to appreciate the aesthetics of 18th century English poetry.• The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the events leading to the Revolutionary War.• The teacher reviews the project expectations and modifies some goals to be in line with students’ IEP objectives.	<ul style="list-style-type: none">• The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive for higher expectations.• Students will develop a concept map that links previous learning goals to those they are currently working on.• Some students identify additional learning.
ID - Demonstrating Knowledge of Resources <ul style="list-style-type: none">• Resources for Classroom Use• Resources to Extend Content Knowledge and Pedagogy• Resources for Students	Student learning is enhanced by a teacher’s skillful use of resources; some of these are provided by the school as “official” materials; others are secured by teachers through their own initiative. Resources fall into several different categories: those used in the classroom by students, those available beyond the classroom walls to enhance student learning, those for teachers to further their own professional knowledge and skill and those that can provide non-instructional assistance to students. Teachers recognize the importance of discretion in the selection of resources, choosing those that align directly with the learning outcomes and that will be of most use to the students. Accomplished teachers also ensure that the selection of materials and resources is appropriately challenging for every student; texts, for example, are available at various reading levels to guarantee all students access to the content and successfully demonstrate understanding of the learning outcomes. Furthermore, expert teachers look beyond the school for resources to bring their subjects to life and to assist students who need help in both their academic and nonacademic lives.			
	Ineffective	Developing (Target Performance Level)	Accomplished	Exemplary
	<ul style="list-style-type: none">• Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.	<ul style="list-style-type: none">• Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly.	<ul style="list-style-type: none">• Teacher displays awareness of resources – not only through the school and district but also through sources external to the school and on the Internet – available for classroom use, for the expansion of his or her own knowledge, and for students.	<ul style="list-style-type: none">• Teacher displays extensive knowledge of resources – not only through the school and district but also in the community, through professional organizations and universities, and on the Internet—for classroom use, for the expansion of his or her own knowledge, and for students.

<p><i>Critical Attributes</i></p>	<ul style="list-style-type: none"> • The teacher uses only district-provided materials, even when more variety would assist some students. • The teacher does not seek out resources available to expand his or her own skill. • Although aware of some student needs, the teacher does not inquire about possible resources. 	<ul style="list-style-type: none"> • The teacher uses materials in the school library but does not search beyond the school for resources. • The teacher participates in content-area workshops offered by the school but does not pursue other professional development. • The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues. 	<ul style="list-style-type: none"> • Texts are at varied levels. • Texts are supplemented by guest speakers and field experiences. • Teacher facilitates Internet resources. • Resources are multidisciplinary. • Teacher expands knowledge with professional learning groups and organizations. • Teacher pursues options offered by universities. • Teacher provides lists of resources outside the class for students to draw on. 	<p>In addition to the characteristics of “accomplished”:</p> <ul style="list-style-type: none"> • Texts are matched to student skill level. • The teacher has ongoing relationship with colleges and universities that support student learning. • The teacher maintains log of resources for student reference. • The teacher pursues apprenticeships to increase discipline knowledge. • The teacher facilitates student contact with resources outside the classroom.
<p><i>Possible Examples</i></p>	<ul style="list-style-type: none"> • For their unit on China, the students acquired all of their information from the district-supplied textbook. • Mr. J is not sure how to teach fractions but doesn’t know how he’s expected to learn it by himself. • A student says, “It’s too bad we can’t go to the nature center when we’re doing our unit on environment.” 	<ul style="list-style-type: none"> • For a unit on ocean life, the teacher really needs more books, but the school library has only three for him to borrow. • The teacher knows she should learn more about teaching literacy, but the school offered only one professional development day last year. • The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom. 	<ul style="list-style-type: none"> • The teacher provides her 5th graders a range of nonfiction texts about the American Revolution; no matter their reading level, all students can participate in the discussion of important concepts. • The teacher took an online course on literature to expand her knowledge of great American writers. • The teacher distributes a list of summer reading materials that would help prepare his 8th graders’ transition to high school. 	<ul style="list-style-type: none"> • The teacher is not happy with the out-of-date textbook; his students will critique it and write their own text for social studies. • The teacher spends the summer at Dow Chemical learning about current research so that she can expand her knowledge base for teaching chemistry. • The teacher matches students in her Family and Consumer Science class with local businesses; the students spend time shadowing employees to understand how their classroom skills might be used on the job.

<i>1E - Designing Coherent Instruction</i> <ul style="list-style-type: none"> • Learning Activities • Instructional Materials and Resources • Instructional Groups • Lesson and Unit Structure 	<p>Designing coherent instruction is the heart of planning, reflecting the teacher’s knowledge of content and the students in the class, the intended outcomes of instruction and the available resources. Such planning requires that educators have a clear understanding of the state, district and school expectations for student learning, and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. It further requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Proficient practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the distinguished level the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning.</p>			
	<i>Ineffective</i> <ul style="list-style-type: none"> • The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. • The activities are not designed to engage students in active intellectual activity and have unrealistic time allocation. Instructional groups do not support the instructional outcomes and offer no variety. 	<i>Developing (Target Performance Level)</i> <ul style="list-style-type: none"> • Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety. • The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable. 	<i>Accomplished</i> <ul style="list-style-type: none"> • Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. • The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. • The lesson or unit has a clear structure, with appropriate and varied use of instructional groups. 	<i>Exemplary</i> <ul style="list-style-type: none"> • Plans represent the coordination of in-depth content knowledge, understanding of different students’ needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. • Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice. • The lesson’s or unit’s structure is clear and allows for different pathways according to diverse student needs.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> • Learning activities are boring and/or not well aligned to the instructional goals. • Materials are not engaging or do not meet instructional outcomes. • Instructional groups do not support learning. 	<ul style="list-style-type: none"> • Learning activities are moderately challenging. • Learning resources are suitable, but there is limited variety. • Instructional groups are random or only partially support objectives. 	<ul style="list-style-type: none"> • Learning activities are matched to instructional outcomes. • Activities provide opportunity for higher-level thinking. • Teacher provides a variety of appropriately challenging materials and resources. 	<p>In addition to the characteristics of “accomplished”:</p> <ul style="list-style-type: none"> • Activities permit student choice. • Learning experiences connect to other disciplines. • Teacher provides a variety of appropriately challenging resources that are

	<ul style="list-style-type: none"> Lesson plans are not structured or sequenced and are unrealistic in their expectations. 	<ul style="list-style-type: none"> Lesson structure is uneven or may be unrealistic in terms of time expectations. 	<ul style="list-style-type: none"> Instructional student groups are organized thoughtfully to maximize learning and build on student strengths. The plan for the lesson or unit is well structured, with reasonable time allocations. 	<p>differentiated for students in the class.</p> <ul style="list-style-type: none"> Lesson plans differentiate for individual student needs.
<i>Possible Examples</i>	<ul style="list-style-type: none"> The teacher plans to have his 9th graders color in the worksheet after memorizing the parts of a microscope. Despite having a textbook that is 15 years old, the teacher plans to use that as the sole resource for his communism unit. The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups of four selected on the basis of where they are sitting. The teacher's lesson plans are written on sticky notes in his grade book; they indicate lecture, activity, or test. 	<ul style="list-style-type: none"> After the mini-lesson the teacher plans to have the whole class play a game to reinforce the skills she taught. The teacher has found an atlas to use as a supplemental resource during the geography unit. The teacher always lets students select their own working groups because they behave better when they can choose with whom they wish to sit. The teacher's lesson plans are nicely formatted, but the timing for many activities is too short to actually cover the concepts thoroughly. 	<ul style="list-style-type: none"> The teacher reviews her learning activities with a reference to high-level "action verbs" and rewrites some of the activities to increase the challenge level. The teacher creates a list of historical fiction titles that will expand her students' knowledge of the age of exploration. The teacher plans for students to complete projects in small groups; he carefully selects group members based on their ability level and learning style. The teacher reviews lesson plans with her principal; they are well structured with pacing times and activities clearly indicated. 	<ul style="list-style-type: none"> The teacher's unit on ecosystems lists a variety of high level activities in a menu; students choose those that suit their approach to learning. While completing their projects, the teacher's students will have access to a wide variety of resources that she has coded by reading level so they can make the best selections. After the cooperative group lesson, students will reflect on their participation and make suggestions for new group arrangements in the future. The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson's outcomes to those they previously learned.

<p>1F - Designing Student Assessments</p> <ul style="list-style-type: none"> • Congruence with Instructional Outcomes • Criteria and Standards • Design of Formative Assessments • Use for Planning 	<p>Good teaching requires both assessment of learning and assessment for learning. Assessments of learning ensure that teachers know that students have learned the intended outcomes. These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes; that is, to assess reasoning skills and factual knowledge, different methods are needed. Furthermore, such assessments may need to be adapted to the particular needs of individual students; an ESL student, for example, may need an alternative method of assessment to allow demonstration of understanding. Assessment for learning enables a teacher to incorporate assessments directly into the instructional processes, and to modify or adapt instruction as needed to ensure student understanding. Such assessments, although used during instruction, must be designed as part of the planning process. Such formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress towards the understanding of the learning outcomes.</p>			
	<p><i>Ineffective</i></p> <ul style="list-style-type: none"> • Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. • Teacher has no plan to incorporate formative assessment in the lesson or unit, or any plan to use assessment results in designing future instruction. 	<p><i>Developing (Target Performance Level)</i></p> <ul style="list-style-type: none"> • Some of the instructional outcomes are assessed through the proposed approach, but others are not. • Assessment criteria and standards have been developed, but they are not clear. • Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. • Teacher intends to use assessment results to plan for future instruction for the class as a whole. 	<p><i>Accomplished</i></p> <ul style="list-style-type: none"> • Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. • Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. • Teacher intends to use assessment results to plan for future instruction for groups of students. 	<p><i>Exemplary</i></p> <ul style="list-style-type: none"> • Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development. • Assessment methodologies have been adapted for individual students, as needed. • The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.

<p><i>Critical Attributes</i></p>	<ul style="list-style-type: none"> Assessments do not match instructional outcomes. Assessments have no criteria. No formative assessments have been designed. Assessment results do not affect future plans. 	<ul style="list-style-type: none"> Only some of the instructional outcomes are addressed in the planned assessments. Assessment criteria are vague. Plans refer to the use of formative assessments, but they are not fully developed. Assessment results are used to design lesson plans for the whole class, not individual students. 	<ul style="list-style-type: none"> All the learning outcomes have a method for assessment. Assessment types match learning expectations. Plans indicate modified assessments for some students as needed. Assessment criteria are clearly written. Plans include formative assessments to use during instruction. Lesson plans indicate possible adjustments based on formative assessment data. 	<p>In addition to the characteristics of "accomplished":</p> <ul style="list-style-type: none"> Assessments provide opportunities for student choice. Students participate in designing assessments for their own work. Teacher-designed assessments are authentic with real-world application, as appropriate. Students develop rubrics according to teacher-specified learning objectives. Students are actively involved in collecting information from formative assessments and provide input.
<p><i>Possible Examples</i></p>	<ul style="list-style-type: none"> The teacher marks papers on the foundation of the U.S. constitution on the basis of grammar and punctuation; for every mistake, the grade drops from an A to a B, a B to a C, etc. After the students present their research on globalization, the teacher tells them their letter grade. When students ask how he has arrived at the grade, he responds, "After all these years in education, I just know what grade to give." The teacher says, "What's the difference between formative assessment and the test I give at the end of the unit?" The teacher says, "The district gave me this entire curriculum to teach, so I just have to keep moving." 	<ul style="list-style-type: none"> The district goal for the Europe unit is for students to understand geopolitical relationships. The teacher plans to have the students memorize all the country capitals and rivers. The teacher's students receive their tests back; each one is simply marked with a letter grade at the top. The plan indicates that the teacher will pause to "check for understanding" but without a clear indication of how that is to be done. A student says, "If half the class passed the test, why are we all reviewing the material again?" 	<ul style="list-style-type: none"> Mr. K knows that his students will write a persuasive essay on the state assessment; he plans to have them write a variety of persuasive essays as preparation. Ms. M has worked on a writing rubric for her research assessment; she has drawn on multiple sources to be sure the levels of expectation are clearly defined. Mr. C creates a short questionnaire to distribute to his students at the end of class; on the basis of their responses, he will organize them into different groups during the next lesson's activities. Based on the previous morning's formative assessment, Ms. D plans to have 5 students work on a more challenging project while she works with 6 other students to reinforce the concept. 	<ul style="list-style-type: none"> To teach persuasive writing, Ms. H plans to have her class research and write to the principal on an issue that is important to the students - the use of cell phones in class. Mr. J's students will write a rubric for their final project on the benefits of solar energy; Mr. J has shown them several sample rubrics, and they will refer to those as they create a rubric of their own. After the lesson Mr. L asks students to rate their understanding on a scale of 1 to 5; the students know that their rating will indicate their activity for the next lesson. Mrs. T has developed a routine for her class: students know that if they are struggling with a math concept, they will sit in a small group with her during workshop time.

Kentucky Framework for Teaching (p. 6-15)

Charlotte Danielson's Framework for Teaching, 2011

Adapted for Kentucky Department of Education

Domain 1: Planning and Preparation**Clinical I: Teacher Performance Assessment (TPA) Candidate Record for Tasks A-D**

(From the KTIP Intern Performance Record)

Kentucky Teacher Performance/InTASC Standards:

- **Learner and Learning Standards 1, 2, 3**
- **Content Knowledge Standards 4, 5**
- **Instructional Practice Standards 6, 7**

Kentucky Framework for Teaching

- **Domain 1: Planning and Preparation 1A, 1B, 1C, 1D, 1E, 1F**

Teacher Education Candidate's Target Performance Level: Developing

Teacher education candidates who score at the *ineffective* level on any component will have one chance to revise their task(s) based on feedback from the university supervisor and cooperating teacher. All students must score at the *developing* level or higher on every component before being admitted to Clinical II.

Component: 1A – Demonstrating Knowledge of Content and Pedagogy (KTPS/InTASC Standard 4)																							
Source(s) of Evidence: Lesson Plan																							
<u>Ineffective</u>				<u>Developing</u>				<u>Accomplished</u>				<u>Exemplary</u>											
Scorer 1	<input type="checkbox"/>	I	<input type="checkbox"/>	I+	Scorer 1	<input type="checkbox"/>	D-	<input type="checkbox"/>	D	<input type="checkbox"/>	D+	Scorer 1	<input type="checkbox"/>	A-	<input type="checkbox"/>	A	<input type="checkbox"/>	A+	Scorer 1	<input type="checkbox"/>	E-	<input type="checkbox"/>	E
Scorer 2	<input type="checkbox"/>	I	<input type="checkbox"/>	I+	Scorer 2	<input type="checkbox"/>	D-	<input type="checkbox"/>	D	<input type="checkbox"/>	D+	Scorer 2	<input type="checkbox"/>	A-	<input type="checkbox"/>	A	<input type="checkbox"/>	A+	Scorer 2	<input type="checkbox"/>	E-	<input type="checkbox"/>	E
Scorer 3	<input type="checkbox"/>	I	<input type="checkbox"/>	I+	Scorer 3	<input type="checkbox"/>	D-	<input type="checkbox"/>	D	<input type="checkbox"/>	D+	Scorer 3	<input type="checkbox"/>	A-	<input type="checkbox"/>	A	<input type="checkbox"/>	A+	Scorer 3	<input type="checkbox"/>	E-	<input type="checkbox"/>	E
Scorer 4	<input type="checkbox"/>	I	<input type="checkbox"/>	I+	Scorer 4	<input type="checkbox"/>	D-	<input type="checkbox"/>	D	<input type="checkbox"/>	D+	Scorer 4	<input type="checkbox"/>	A-	<input type="checkbox"/>	A	<input type="checkbox"/>	A+	Scorer 4	<input type="checkbox"/>	E-	<input type="checkbox"/>	E
Overall	<input type="checkbox"/>	I	<input type="checkbox"/>	I+	Overall	<input type="checkbox"/>	D-	<input type="checkbox"/>	D	<input type="checkbox"/>	D+	Overall	<input type="checkbox"/>	A-	<input type="checkbox"/>	A	<input type="checkbox"/>	A+	Overall	<input type="checkbox"/>	E-	<input type="checkbox"/>	E
Evidence																							
Component: 1B – Demonstrating Knowledge of Students (KTPS/InTASC Standards 1, 2, 7)																							
Source(s) of Evidence: Lesson Plan																							
<u>Ineffective</u>				<u>Developing</u>				<u>Accomplished</u>				<u>Exemplary</u>											
Scorer 1	<input type="checkbox"/>	I	<input type="checkbox"/>	I+	Scorer 1	<input type="checkbox"/>	D-	<input type="checkbox"/>	D	<input type="checkbox"/>	D+	Scorer 1	<input type="checkbox"/>	A-	<input type="checkbox"/>	A	<input type="checkbox"/>	A+	Scorer 1	<input type="checkbox"/>	E-	<input type="checkbox"/>	E
Scorer 2	<input type="checkbox"/>	I	<input type="checkbox"/>	I+	Scorer 2	<input type="checkbox"/>	D-	<input type="checkbox"/>	D	<input type="checkbox"/>	D+	Scorer 2	<input type="checkbox"/>	A-	<input type="checkbox"/>	A	<input type="checkbox"/>	A+	Scorer 2	<input type="checkbox"/>	E-	<input type="checkbox"/>	E
Scorer 3	<input type="checkbox"/>	I	<input type="checkbox"/>	I+	Scorer 3	<input type="checkbox"/>	D-	<input type="checkbox"/>	D	<input type="checkbox"/>	D+	Scorer 3	<input type="checkbox"/>	A-	<input type="checkbox"/>	A	<input type="checkbox"/>	A+	Scorer 3	<input type="checkbox"/>	E-	<input type="checkbox"/>	E
Scorer 4	<input type="checkbox"/>	I	<input type="checkbox"/>	I+	Scorer 4	<input type="checkbox"/>	D-	<input type="checkbox"/>	D	<input type="checkbox"/>	D+	Scorer 4	<input type="checkbox"/>	A-	<input type="checkbox"/>	A	<input type="checkbox"/>	A+	Scorer 4	<input type="checkbox"/>	E-	<input type="checkbox"/>	E
Overall	<input type="checkbox"/>	I	<input type="checkbox"/>	I+	Overall	<input type="checkbox"/>	D-	<input type="checkbox"/>	D	<input type="checkbox"/>	D+	Overall	<input type="checkbox"/>	A-	<input type="checkbox"/>	A	<input type="checkbox"/>	A+	Overall	<input type="checkbox"/>	E-	<input type="checkbox"/>	E
Evidence																							

Component: 1C – Setting Instructional Outcomes
(KTPS/InTASC Standard 1)

Source(s) of Evidence: Lesson Plan

Ineffective	Developing	Accomplished	Exemplary
Scorer 1 <input type="checkbox"/> I <input type="checkbox"/> I+	Scorer 1 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Scorer 1 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Scorer 1 <input type="checkbox"/> E- <input type="checkbox"/> E
Scorer 2 <input type="checkbox"/> I <input type="checkbox"/> I+	Scorer 2 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Scorer 2 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Scorer 2 <input type="checkbox"/> E- <input type="checkbox"/> E
Scorer 3 <input type="checkbox"/> I <input type="checkbox"/> I+	Scorer 3 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Scorer 3 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Scorer 3 <input type="checkbox"/> E- <input type="checkbox"/> E
Scorer 4 <input type="checkbox"/> I <input type="checkbox"/> I+	Scorer 4 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Scorer 4 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Scorer 4 <input type="checkbox"/> E- <input type="checkbox"/> E
Overall <input type="checkbox"/> I <input type="checkbox"/> I+	Overall <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Overall <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Overall <input type="checkbox"/> E- <input type="checkbox"/> E

Evidence

Component: 1D – Demonstrating Knowledge of Resources
(Supports KTPS/InTASC Standards 3,7)

Source(s) of Evidence: Lesson Plan

Ineffective	Developing	Accomplished	Exemplary
Scorer 1 <input type="checkbox"/> I <input type="checkbox"/> I+	Scorer 1 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Scorer 1 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Scorer 1 <input type="checkbox"/> E- <input type="checkbox"/> E
Scorer 2 <input type="checkbox"/> I <input type="checkbox"/> I+	Scorer 2 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Scorer 2 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Scorer 2 <input type="checkbox"/> E- <input type="checkbox"/> E
Scorer 3 <input type="checkbox"/> I <input type="checkbox"/> I+	Scorer 3 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Scorer 3 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Scorer 3 <input type="checkbox"/> E- <input type="checkbox"/> E
Scorer 4 <input type="checkbox"/> I <input type="checkbox"/> I+	Scorer 4 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Scorer 4 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Scorer 4 <input type="checkbox"/> E- <input type="checkbox"/> E
Overall <input type="checkbox"/> I <input type="checkbox"/> I+	Overall <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Overall <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Overall <input type="checkbox"/> E- <input type="checkbox"/> E

Evidence

Component: 1E – Designing Coherent Instruction
(KTPS/InTASC Standards 1, 4, 7)

Source(s) of Evidence: Lesson Plan

Ineffective	Developing	Accomplished	Exemplary
Scorer 1 <input type="checkbox"/> I <input type="checkbox"/> I+	Scorer 1 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Scorer 1 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Scorer 1 <input type="checkbox"/> E- <input type="checkbox"/> E
Scorer 2 <input type="checkbox"/> I <input type="checkbox"/> I+	Scorer 2 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Scorer 2 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Scorer 2 <input type="checkbox"/> E- <input type="checkbox"/> E
Scorer 3 <input type="checkbox"/> I <input type="checkbox"/> I+	Scorer 3 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Scorer 3 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Scorer 3 <input type="checkbox"/> E- <input type="checkbox"/> E
Scorer 4 <input type="checkbox"/> I <input type="checkbox"/> I+	Scorer 4 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Scorer 4 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Scorer 4 <input type="checkbox"/> E- <input type="checkbox"/> E
Overall <input type="checkbox"/> I <input type="checkbox"/> I+	Overall <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Overall <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Overall <input type="checkbox"/> E- <input type="checkbox"/> E

Evidence

Component: 1F – Designing Student Assessments
(KTPS/InTASC Standard 6)

Source(s) of Evidence: Lesson Plan

Ineffective	Developing	Accomplished	Exemplary
Scorer 1 <input type="checkbox"/> I <input type="checkbox"/> I+	Scorer 1 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Scorer 1 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Scorer 1 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+
Scorer 2 <input type="checkbox"/> I <input type="checkbox"/> I+	Scorer 2 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Scorer 2 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Scorer 2 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+
Scorer 3 <input type="checkbox"/> I <input type="checkbox"/> I+	Scorer 3 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Scorer 3 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Scorer 3 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+
Scorer 4 <input type="checkbox"/> I <input type="checkbox"/> I+	Scorer 4 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Scorer 4 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Scorer 4 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+
Overall <input type="checkbox"/> I <input type="checkbox"/> I+	Overall <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Overall <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Overall <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+

Evidence

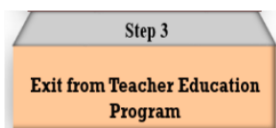
Step 3: Exit from Undergraduate Teacher Education Program

Criteria

Teacher Performance Assessment:

***Tasks E-J**

(*Must be successfully completed during Clinical II before exiting the Teacher Education Program—see page 147 for Exit Criteria)



Step 3 – Exit from any Undergraduate University of Pikeville Teacher Education Program

General Requirements

1. The candidate must complete the Undergraduate Unit Operations Survey.
2. During Clinical II, candidates must complete a minimum of 70 instructional days, including professional development and NTI days. (A waiver from the state will be sought in the case of special circumstances due to inclement weather.)

General Knowledge

1. The candidate must complete all required courses in general knowledge with a minimum, non-rounded GPA of 2.75. (All completed coursework must be on file in registrar's office.)
2. The candidate must complete all surveys/evaluations as required by the PCOE to gather program data.
3. The candidate must complete the Kentucky New Teacher Survey (if available) to rate the University of Pikeville Teacher Preparation Program(s) if available.

Specialization Knowledge

1. The candidate must complete all required courses in specialization knowledge with a minimum, non-rounded GPA of 2.75 and no grade lower than a "C." (All completed coursework must be on file in registrar's office.)

Professional Knowledge

1. The candidate must demonstrate professional knowledge by successfully completing Clinical II with a grade of "P."

Teacher Competencies

1. The candidate will successfully demonstrate understanding and application of the KTPS/ InTASC Standards and the *Kentucky Framework for Teaching* by scoring at the *Developing* level (*Level 2*) or higher on Tasks E-J in the Teacher Performance Assessment (TPA). Tasks E-J are based on the *Kentucky Framework for Teaching* and the Kentucky Teacher Internship Program Evidence Documents and are aligned with the KTPS/InTASC Standards. The Teacher Performance Assessment Record will be used to record candidate progress.
2. The candidate must score at the *Developing* level (*Level 2*) or higher on each rating on the Undergraduate Teacher Education Program Exit Conference and Summary Evaluation for the Kentucky Teacher Performance/InTASC Standards.

Professional Dispositions

1. The candidate must score at a *Level 3* or higher on the expected professional dispositions identified on the Candidate Dispositions Inventory as determined by the University Supervisor, education faculty, and the cooperating teachers.

Welcome to Clinical II: Student Teaching

Congratulations on your successful progress toward completion of your education program! You will begin this process with an orientation meeting with the University Supervisor to review the program expectations and assessment tasks. This will help ensure that you are meeting the required standards so that you will be ready for your own classroom in the near future.

You completed your unit plan containing a coherent sequence of lessons. You planned the unit last semester during Clinical I. Now that your Clinical II experiences are underway, you will be able to revise and refine your plan based on prior instruction and student performance. Some of the questions that you need to ask include:

- When will the students be ready for the content in the planned unit?
- Are there components that need to be revised based on students' current levels of performance?
- Should the pacing of your learning sequence be adjusted based on your current knowledge of students?

When you are ready to begin instruction, you will need to identify the pre-assessment used to establish students' baseline knowledge and skills for your first lesson (Section 6 on your lesson plan template) and analyze this data to determine where you should begin. After teaching your first lesson, you will need to update this section for each lesson. Remember, **formative assessment results will drive instruction**. Ongoing progress monitoring will determine how you proceed with instruction each day. While you may have planned a five-day learning sequence (unit), instruction may take six days if students experience some difficulty. Conversely, you may be able to teach the unit in four days if students are quickly grasping the content. It is through these classroom experiences that you will learn the value of formative assessment data, and how to use it to meet the learning needs of your students. Therefore, you will need to revise the lesson plans as you teach the unit to reflect the changes that you make based on formative student data. Once the unit instruction is complete, you will again submit your unit electronically. You will also complete additional tasks including a lesson reflection for the observed lesson and an analysis of pre and post assessment data to determine student mastery of the learning targets/objectives.

The University Supervisor will visit your classroom to informally observe and meet with you many times throughout the semester; however, you will be formally observed teaching a lesson by the University Supervisor four times during Clinical II. One of the observations will be a lesson that you teach from your unit plan. You must have a completed lesson plan using the KTIP template for every observed lesson. After each observed lesson, you must complete a lesson reflection using the KTIP form described in this section of your handbook. See the table below for an overview of the Clinical II Assessment Tasks:

Clinical II: Student Teaching Assessment Tasks Overview

*Assessment	Where	Documents	What to Expect
Orientation Meeting	UPIKE ERC	<ul style="list-style-type: none"> Clinical Handbook Kentucky Teacher Performance/InTASC Standards Kentucky Framework for Teaching (KyFFT) 	<ul style="list-style-type: none"> Overview of Clinical II expectations, assessment tasks, and question/answer session Discuss Professional Involvement Log, Self-Assessment for PGP, and Records and Communication (to be initiated in collaboration with the Cooperating Teacher when Clinical II begins)
Formal Observation 1/ Conference	Assigned School/ Classroom	<ul style="list-style-type: none"> KyFFT Lesson Plan for Formal Observation 1 (submitted before lesson is taught) Self-Assessment Form for Professional Growth Plan (PGP) Records and Communication 	<ul style="list-style-type: none"> Lesson Post-Conference Review revised unit Review Self-Assessment for PGP and begin plan development Review Professional Involvement Log Review Records and Communication
Formal Observation 2/ Conference	Assigned School/ Classroom	<ul style="list-style-type: none"> Prior Lesson Reflection (submitted after Formal Observation 1) Lesson Plan for Formal Observation 2 (submitted before lesson is taught) Completed Self-Assessment for development of PGP Up-to-date Professional Involvement Log Records and Communication 	<ul style="list-style-type: none"> Lesson Post-Conference Review completed PGP Review updated Professional Involvement Log Review Records and Communication
Formal Observation 3/ Conference	Assigned School/ Classroom	<ul style="list-style-type: none"> Prior Lesson Reflection (submitted after Formal Observation 1) Lesson Plan for Formal Observation 2 (submitted before lesson is taught) Completed PGP Up-to-date Professional Involvement Log Completed Records and Communications 	<ul style="list-style-type: none"> Lesson Post Conference Review updated PGP Review updated Professional Involvement Log Review Records and Communication (if needed based on feedback from observation meeting #2)
Formal Observation 4/ Conference	Assigned School/ Classroom	<ul style="list-style-type: none"> Prior Lesson Reflection (submitted after Formal Observation 1) Lesson Plan for Formal Observation 2 (submitted before lesson is taught) Up-to-date PGP Up-to-date Professional Involvement Log Revised Records and Communications (if recommended by cooperating teacher and University Supervisor) 	<ul style="list-style-type: none"> Lesson Post Conference Review updated PGP Review updated Professional Involvement Log Review revised Records and Communication (if needed based on feedback from observation meeting #2)

Formal Exit Interview/ Assessment	Assigned School/ Classroom	<ul style="list-style-type: none"> • All evidence documents related to your student teaching experience • KTPS/InTASC Standards • KyFFT 	<ul style="list-style-type: none"> • Review of PGP <ul style="list-style-type: none"> ○ Did you achieve your goal(s)? ○ How did your professional learning activities impact your instructional effectiveness and student learning? ○ Which components of the KyFFT would you want to continue to focus on for professional growth? • Review of Professional Involvement Log <ul style="list-style-type: none"> ○ What activities were most beneficial for professional growth? ○ What activities would you like to continue to be involved in when you get your own classroom? • Summative Assessment
Student Teaching Field Hours	Assigned School/ Classroom	<ul style="list-style-type: none"> • Up-to-date in KFETS 	<ul style="list-style-type: none"> • Ongoing monitoring by University Supervisor

All tasks and related templates are discussed on the following pages. All assessment tasks will be submitted electronically.

There will be **four** formal classroom observations throughout the student teaching semester. One lesson will be from the lesson plan sequence completed in Clinical I. Observations 1-3 are formative, and observation 4 is summative.

Task E: Formal Observations

Source of Evidence: Observation of Teaching	
Your committee will use this evidence to evaluate your performance on the following:	
Kentucky Framework for Teaching Components 2A – Creating an Environment of Respect and Rapport 2B – Establishing a Culture for Learning 2C – Managing Classroom Procedures 2D – Managing Student Behavior 2E – Organizing Physical Space 3A – Communicating with Students 3B – Questioning and Discussion Techniques 3C – Engaging Students in Learning 3D – Using Assessment in Instruction 3E – Demonstrating Flexibility and Responsiveness	Kentucky Teacher Performance Standards 1 – Learner Development 3 – Learning Environment 4 – Content Knowledge 5 – Application of Content 6 – Assessment 8 – Instructional Strategies

Guidelines for Developing the Source of Evidence: Observations of Teaching

When you have developed the lesson plans for your four formal classroom observations by the University Supervisor and by the cooperating teacher, you should remember that these plans provide the structure upon which you will create the classroom environment and implement instruction as described by the components of Domains 2 and 3, respectively. For this reason, as you prepare to be observed, you should review the components of Domains 2 and 3 and their levels of performance. The insights gained from this review will enable you to be more intentional as you consider how you will demonstrate each of the components in your teaching. In addition, during observation four, instructional use of technology will be formally assessed by the University Supervisor according to the rubric on page 206 in Addendum A. As with all Clinical II TPA assessments you must score at the developing level or above.

When submitting lesson plans to the university supervisor and cooperating teacher, include specifics such as bell ringer or introductory question; specific questions you will ask during the lesson (higher order thinking and discussion); video clip links or internet links, copies of all student handouts, copy of formative assessment and any results (pre-assessment); and copy of exit slip or lesson evaluation with criteria (rubric). Be sure to use the following KTIP template for all observed lesson plans.

TPA Goals:

Goal 1) The teacher education candidate will understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences. (KTPS/InTASC Standard 1)

Goal 2) The teacher education candidate will work with others to create environments that:

- a) Support individual and collaborative learning; and
 - b) Encourage positive social interaction, active engagement in learning, and self-motivation.
- (KTPS/InTASC Standard 3)

Goal 3) The teacher education candidate will:

- a) Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and
- b) Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (KTPS/InTASC Standard 4)

Goal 4) The teacher education candidate will understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (KTPS/InTASC Standard 5)

Goal 5) The teacher education candidate will understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making. (KTPS/InTASC Standard 6)

Goal 6) The teacher education candidate will understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways. (KTPS/InTASC Standard 8)

Teacher Education Candidate's Target Performance Level: Developing

No changes have been made to the scoring rubric below.

Task E

Observation of Teaching Rubric

Kentucky Framework for Teaching (p. 17-35)

Charlotte Danielson's Framework for Teaching, 2011

Adapted for Kentucky Department of Education

- **Kentucky Teacher Performance Standards/InTASC Standards- *Learner and Learning: Learner Development Standard 1 and Learning Environment Standard 3; Content Knowledge Standard 4 and Application of Content Standard 5; Instructional Practice: Assessment Standard 6 and Instructional Strategies Standard 8***
- **Kentucky Framework for Teaching: Domain 2: The Classroom Environment A-E; Domain 3; Instruction A-E**

2A - Creating an Environment of Respect and Rapport

- Teacher Interaction with Students, including both words and actions.
- Student Interactions with One Another, including both words and actions.

An essential skill of teaching is that of managing relationships with students and ensuring that those among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interaction they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued and safe.

<i>Ineffective</i>	<i>Developing (Target Performance Level)</i>	<i>Accomplished</i>	<i>Exemplary</i>
<ul style="list-style-type: none"> • Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. • Teacher does not deal with disrespectful behavior. 	<ul style="list-style-type: none"> • Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. • Students rarely demonstrate disrespect for one another. • Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict. 	<ul style="list-style-type: none"> • Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. • Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. • Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal. 	<ul style="list-style-type: none"> • Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. • Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.

<p><i>Critical Attributes</i></p>	<ul style="list-style-type: none"> • Teacher uses disrespectful talk towards students; student's body language indicates feelings of hurt or insecurity. • Students use disrespectful talk towards one another with no response from the teacher. • Teacher displays no familiarity with or caring about individual students' interests or personalities. 	<ul style="list-style-type: none"> • The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect. • Teacher attempts to respond to disrespectful behavior among students, with uneven results. • Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual. 	<ul style="list-style-type: none"> • Talk between teacher and students and among students is uniformly respectful. • Teacher responds to disrespectful behavior among students. • Teacher makes superficial connections with individual students. 	<p>In addition to the characteristics of "accomplished":</p> <ul style="list-style-type: none"> • Teacher demonstrates knowledge and caring about individual students' lives beyond school. • When necessary, students correct one another in their conduct toward classmates. • There is no disrespectful behavior among students. • The teacher's response to a student's incorrect response respects the student's dignity.
<p><i>Possible Examples</i></p>	<ul style="list-style-type: none"> • A student slumps in his/her chair following a comment by the teacher. • Students roll their eyes at a classmate's idea; the teacher does not respond. • Many students talk when the teacher and other students are talking; the teacher does not correct them. • Some students refuse to work with other students. • Teacher does not call students by their names. 	<ul style="list-style-type: none"> • Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking. • A few students do not engage with others in the classroom, even when put together in small groups. • Students applaud halfheartedly following a classmate's presentation to the class. • Teacher says, "Don't talk that way to your classmates," but student shrugs his/her shoulders. 	<ul style="list-style-type: none"> • Teacher greets students by name as they enter the class or during the lesson. • The teacher gets on the same level with students, kneeling, for example, beside a student working at a desk. • Students attend fully to what the teacher is saying. • Students wait for classmates to finish speaking before beginning to talk. • Students applaud politely following a classmate's presentation to the class. • Students help each other and accept help from each other. • Teacher and students use courtesies such as "please," "thank you," "excuse me." • Teacher says, "Don't talk that way to your classmates," and the insults stop 	<ul style="list-style-type: none"> • Teacher inquires about a student's soccer game last week-end (or extracurricular activities or hobbies). • Students hush classmates causing a distraction while the teacher or another student is speaking. • Students clap enthusiastically after one another's presentations for a job well done. • The teacher says, "That's an interesting idea, Josh, but you're forgetting..."

<p>2B - Establishing a Culture for Learning</p> <ul style="list-style-type: none"> Importance of the Content and Learning Expectations for Learning and Achievement Student Pride in Work 	<p>A “culture of learning” refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance and the general tone of the class. The classroom is characterized by high cognitive energy and by a sense that what is happening there is important and that it is essential to get it right. There are high expectations for all students. The classroom is a place where the teacher and students value learning and hard work.</p>			
	<p><i>Ineffective</i></p>	<p><i>Developing (Target Performance Level)</i></p>	<p><i>Accomplished</i></p>	<p><i>Exemplary</i></p>
	<ul style="list-style-type: none"> The classroom culture is characterized by a lack of teacher or student commitment to the learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students 	<ul style="list-style-type: none"> The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject. 	<ul style="list-style-type: none"> The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students. The teacher conveys that with hard work students can be successful. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work. 	<ul style="list-style-type: none"> The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work. Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.

<p><i>Critical Attributes</i></p>	<ul style="list-style-type: none"> • The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments. • The teacher conveys to at least some students that the work is too challenging for them • Students exhibit little or no pride in their work. • Class time is devoted more to socializing than to learning. 	<ul style="list-style-type: none"> • Teacher's energy for the work is neutral, indicating neither a high level of commitment nor "blowing it off". • The teacher conveys high expectations for only some students. • Students comply with the teacher's expectations for learning, but they don't indicate commitment on their own initiative for the work. • Many students indicate that they are looking for an "easy path". 	<ul style="list-style-type: none"> • The teacher communicates the importance of learning and the assurance that with hard work all students can be successful in it. • The teacher demonstrates a high regard for student abilities. • Teacher conveys an expectation of high levels of student effort. • Students expend good effort to complete work of high quality. 	<p>In addition to the characteristics of "accomplished":</p> <ul style="list-style-type: none"> • The teacher communicates a genuine passion for the subject. • Students indicate that they are not satisfied unless they have complete understanding. • Students' questions and comments indicate a desire to understand the content rather than, for example, simply learn a procedure for getting the correct answer. • Students recognize the efforts of their classmates. • Students take initiative in improving the quality of their work.
<p><i>Possible Examples</i></p>	<ul style="list-style-type: none"> • The teacher tells students that they're doing lessons because it's on the test, in the book, or mandated by the district. • Teacher says to a student, "Why don't you try this easier problem?" • Students turn in sloppy or incomplete work. • Students don't engage in work, and the teacher ignores it. • Students have not completed their homework, and the teacher does not respond. • Almost all of the activities are busy work. 	<ul style="list-style-type: none"> • Teacher says, "Let's get through this." • Teachers says, "I think most of you will be able to do this." • Students consult with one another to determine how to fill out a worksheet but do not encourage each other to questions their ideas. • Teacher does not encourage students who are struggling. • Only some students get down to work after an assignment is given or after entering the room. 	<ul style="list-style-type: none"> • Teacher says, "This is important: you'll need to speak grammatical English when you apply for a job." • Teacher says, "This idea is really important! It's central to our understanding of history." • Teacher says, "Let's work on this together; it's hard, but you all will be able to do it well." • Teacher hands a paper back to a student, saying, "I know you can do a better job on this." The student accepts the comment without complaint. • Students get down to work right away when an assignment is given or after entering the room. 	<ul style="list-style-type: none"> • The teacher says, "It's really fun to find the patterns for factoring polynomials." • Student asks a classmate to explain a concept or procedure since she didn't quite follow the teacher's explanation. • Students question one another on answers. • Student asks the teacher whether he can redo a piece of work since he now sees how it could be strengthened. • Students work even when the teacher isn't working with them or directing their efforts.
<p>A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom operation are that instructional groups are used effectively, non-instructional tasks are completed efficiently and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines and success in teaching students to employ them may be inferred from the sense that the class "runs itself."</p>				

2C - Managing Classroom Procedures	<i>Ineffective</i>	<i>Developing (Target Performance Level)</i>	<i>Accomplished</i>	<i>Exemplary</i>
<ul style="list-style-type: none"> • Management of Instructional Groups • Management of Transitions • Management of Materials and Supplies • Performance of Non-Instructional Duties 	<ul style="list-style-type: none"> • Much instructional time is lost through inefficient classroom routines and procedures. • There is little or no evidence that the teacher is managing instructional groups, transitions, and /or the handling of materials and supplies effectively. • There is little evidence that students know or follow established routines. 	<ul style="list-style-type: none"> • Some instructional time is lost through only partially effective classroom routines and procedures. • The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning. • With regular guidance and prompting, students follow established routines. 	<ul style="list-style-type: none"> • There is little loss of instructional time because of effective classroom routines and procedures. • The teacher's management of instructional groups and the handling of materials and supplies are consistently successful. • With minimal guidance and prompting students follow established classroom routines. 	<ul style="list-style-type: none"> • Instructional time is maximized because of efficient routine and procedures. • Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies. • Routines are well understood and may be initiated by students.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> • Students not working with the teacher are not productively engaged or are disruptive to the class. • There are no established procedures for distributing and collecting materials. • Procedures for other activities are confused or chaotic. 	<ul style="list-style-type: none"> • Small groups are only partially engaged while not working directly with the teacher. • Procedures for transitions and for distribution/collection of materials seem to have been established, but their operation is rough. • Classroom routines function unevenly. 	<ul style="list-style-type: none"> • The students are productively engaged during small-group work. • Transitions between large- and small-group activities are smooth. • Routines for distribution and collections of materials and supplies work efficiently. • Classroom routines function smoothly. 	<p>In addition the characteristics of "accomplished":</p> <ul style="list-style-type: none"> • Students take the initiative with their classmates to ensure that their time is used productively. • Student themselves ensure that transitions and other routines are accomplished smoothly. • Students take initiative in distributing and collecting materials efficiently.

<p><i>Possible Examples</i></p>	<ul style="list-style-type: none"> • When moving into small groups, students are confused about where they are supposed to go, whether they should take their chair, etc. • There are long lines for materials and supplies, or distributing supplies is time consuming. • Students bump into one another lining up or sharpening pencils. • Roll taking consumes much time at the beginning of the lesson, and students are not working on anything during the process. • Most students ask what they are to do or look around for clues from others. 	<ul style="list-style-type: none"> • Some students not working with the teacher are not productively engaged in learning. • Transitions between large- and small-group activities are rough, but they are accomplished. • Students are not sure what to do when materials are being distributed or collected. • Students ask some clarifying questions about procedures. • The attendance or lunch count consumes more time than it would need if the procedure were more routinized. 	<ul style="list-style-type: none"> • Students get started on an activity while the teacher takes attendance. • Students move smoothly between large-and small-group activities. • The teacher has an established timing device, such as counting down to signal students to return to their desks. • Teacher has an established attention signal, such as raising a hand, or dimming the lights. • One member of each small group collects materials for the table. • There is an established color-coded system indicating where materials should be stored. • In small-group work, students have established roles, they listen to one another summarize different vies, etc. • Cleanup at the end of a lesson is fast and efficient. 	<ul style="list-style-type: none"> • Students direct classmates in small groups not working directly with the teacher to be more efficient in their work. • A student reminds classmates of the roles that they are to play within the group. • A student redirects a classmate to the table he should be at following a transition. • Students propose an improved attention signal. • Students independently check themselves into class on the attendance board.
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2D - Managing Student Behavior <ul style="list-style-type: none"> • Expectations • Monitoring of Student Behavior • Response to Student Misbehavior 	<p>In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel businesslike and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content.</p>			
	<i>Ineffective</i> <ul style="list-style-type: none"> • There appear to be no established standards of conduct and little or no teacher monitoring of student behavior. • Students challenge the standards of conduct. • Response to students' misbehavior is repressive or disrespectful of student dignity 	<i>Developing (Target Performance Level)</i> <ul style="list-style-type: none"> • Standards of conduct appear to have been established, but their implementation is inconsistent. • Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. • There is inconsistent implementation of the standards of conduct. 	<i>Accomplished</i> <ul style="list-style-type: none"> • Student behavior is generally appropriate. • The teacher monitors student behavior against established standards of conduct. • Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective. 	<i>Exemplary</i> <ul style="list-style-type: none"> • Student behavior is entirely appropriate. • Students take an active role in monitoring their own behavior and that of other students against standards of conduct. • Teachers' monitoring of student behavior is subtle and preventative. • Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> • The classroom environment is chaotic, with no apparent standards of conduct. • The teacher does not monitor student behavior. • Some students violate classroom rules, without apparent teacher awareness. • When the teacher notices student misbehavior, she appears helpless to do anything about it. 	<ul style="list-style-type: none"> • Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident. • Teacher attempts to keep track of student behavior, but with no apparent system. • The teacher's response to student misbehavior is inconsistent, at times very harsh, other times lenient. 	<ul style="list-style-type: none"> • Standards of conduct appear to have been established. • Student behavior is generally appropriate. • The teacher frequently monitors student behavior. • Teacher's response to student misbehavior is effective. • Teacher acknowledges good behavior. 	<p>In addition to the characteristics of "accomplished":</p> <ul style="list-style-type: none"> • Student behavior is entirely appropriate; there is no evidence of student misbehavior. • The teacher monitors student behavior without speaking—just moving about. • Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.

<p>Possible Examples</p>	<ul style="list-style-type: none"> Students are talking among themselves, with no attempt by the teacher to silence them. An object flies through the air, without teacher notice. Students are running around the room, the result being a chaotic environment. Their phones and other electronics distract students but the teacher does nothing. 	<ul style="list-style-type: none"> Classroom rules are posted, but neither teacher nor students refer to them. The teacher repeatedly asks students to take their seats, they ignore him. Teacher says to one student, "Where's your late pass? Go to the office." To another, "You don't have a late pass? Come in and take your seat; you've missed enough already." 	<ul style="list-style-type: none"> Upon a nonverbal signal from the teacher, students correct their behavior. The teacher moves to every section of the classroom; keeping a close eye on student behavior. The teacher gives a student a hard look, and the student stops talking to his neighbor. 	<ul style="list-style-type: none"> A student suggests a revision in one of the classroom rules. The teacher notices that some students are talking among themselves and without a word moves nearer to them, the talking stops. The teacher asks to speak to a student privately about misbehavior. A student reminds his/her classmates of the class rule about chewing gum.
<p>2E - Organizing Physical Space</p> <ul style="list-style-type: none"> Safety and Accessibility Arrangement of Furniture and Use of Physical Resources 	<p>The use of the physical environment to promote student learning is a hallmark of an experienced teacher. Its use varies, of course, with the age of the students: in a primary classroom, centers and reading corners may structure class activities, while with older students, the position of chairs and desks can facilitate, or inhibit, rich discussion. Naturally, classrooms must be safe (no dangling wires or dangerous traffic patterns) and all students must be able to see and hear what's going on so they can participate actively. Both the teacher and students make effective use of computer (and other) technology.</p>			
	<p>Ineffective</p>	<p>Developing (Target Performance Level)</p>	<p>Accomplished</p>	<p>Exemplary</p>
	<ul style="list-style-type: none"> The physical environment is unsafe, or many students don't have access to learning resources. There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology. 	<ul style="list-style-type: none"> The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success. 	<ul style="list-style-type: none"> The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology. 	<ul style="list-style-type: none"> The classroom is safe, and learning is accessible to all students, including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures the arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

<i>Critical Attributes</i>	<ul style="list-style-type: none"> • There are physical hazards in the classroom, endangering student safety. • Many students can't see or hear the teacher or the board. • Available technology is not being used, even if its use would enhance the lesson. 	<ul style="list-style-type: none"> • The physical environment is safe, and most students can see and hear. • The physical environment is not an impediment to learning but does not enhance it. • The teacher makes limited use of available technology and other resources 	<ul style="list-style-type: none"> • The classroom is safe, and all students are able to see and hear. • The classroom is arranged to support the instructional goals and learning activities. • The teacher makes appropriate use of available technology. 	<p>In addition to the characteristics of "accomplished":</p> <ul style="list-style-type: none"> • Modifications are made to the physical environment to accommodate students with special needs. • There is total alignment between the goals of the lesson and the physical environment. • Students take the initiative to adjust the physical environment. • Teachers and students make extensive and imaginative use of available technology.
<i>Possible Examples</i>	<ul style="list-style-type: none"> • There are electrical cords placed in unsafe locations around the classroom. • There is a pole in the middle of the room; some students can't see the board. • A white board is in the classroom, but it is facing the wall, indicating that it is rarely, if ever, used. 	<ul style="list-style-type: none"> • The teacher ensures that dangerous chemicals are stored safely. • The classroom desks remain in two semicircles, even though the activity for small groups would be better served by moving the desks to make tables for a portion of the lesson. • The teacher tries to use a computer to illustrate a concept but requires several attempts to make it work. 	<ul style="list-style-type: none"> • There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply. • Desks are moved to make tables so students can work together, or in a circle for class discussion. • The use of an Internet connection enriches the lesson. 	<ul style="list-style-type: none"> • Students ask whether they can shift the furniture to better suit the differing needs of small-group work and large-group discussion. • A student closes the door to shut out noise in the corridor or lowers a blind to block the sun from a classmate's eyes. • A student suggests an application of the white board for an activity.

3A - Communicating with students <ul style="list-style-type: none"> Expectations for Learning Directions and Procedures Explanation of Content Use of Oral and Written Language 	<p>Teachers communicate with students for several independent, but related purposes. First they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities, so that students know what it is that they are to do. When teachers present concepts and information, those presentations are made with accuracy, clarity, and imagination. When expanding upon the topic is appropriate to the lesson, skilled teachers embellish their explanations with analogies or metaphors linking them to students' interests and prior knowledge. Teachers occasionally withhold information from students (for example in an inquiry-based science lesson) to encourage them to think on their own, but what information they do convey is accurate and reflects deep understanding. The teacher's use of language is vivid, rich and error free, affording the opportunity for students to hear language well used and to extend their own vocabularies. The teacher presents complex concepts in ways that provide scaffolding and access to students.</p>			
	<i>Ineffective</i> <ul style="list-style-type: none"> The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors. The teacher's spoken or written language contains errors of grammar or syntax The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused. 	<i>Developing (Target Performance Level)</i> <ul style="list-style-type: none"> The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds. 	<i>Accomplished</i> <ul style="list-style-type: none"> The teacher clearly communicates instructional purpose of the lesson, including where it is situated within the broader learning, and explains procedures and directions clearly. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experiences. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests. 	<i>Exemplary</i> <ul style="list-style-type: none"> The teacher links the instructional purpose of the lesson to the students' interests; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interest. Students contribute to extending the content and help explain concepts to their classmates. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.

<p><i>Critical Attributes</i></p>	<ul style="list-style-type: none"> • At no time during the lesson does the teacher convey to the student what they will be learning. • Students indicate through their questions that they are confused about the learning task. • The teacher makes a serious content error that will affect students' understanding of the lesson. • Students indicate through body language or questions that they don't understand the content being presented. • Teacher's communications include errors of vocabulary or usage. • The teacher's vocabulary is inappropriate to the age or culture of the students. 	<ul style="list-style-type: none"> • The teacher refers in passing to what the students will be learning, or has written it on the board with no elaboration or explanation. • The teacher must clarify the learning task so that student can complete it. • The teacher makes no serious content errors but may make a minor error. • The teacher's explanation of the content consists of monologue or is purely procedural, with minimal participation by students. • Vocabulary and usage are correct but unimaginative. • Vocabulary is too advanced or too juvenile for the students. 	<ul style="list-style-type: none"> • The teacher states clearly, at some point during the lesson, what the students will be learning. • If the tactic is appropriate, the teacher models the process to be followed in the task. • Students engage with the learning task, indicating that they understand what they are to do. • The teacher makes no content errors. • The teacher's explanation of content is clear and invites student participation and thinking. • The teacher's vocabulary and usage are correct and completely suited to the lesson. • The teacher's vocabulary is appropriate to the students' ages and levels of development. 	<p>In addition to the characteristics of "accomplished":</p> <ul style="list-style-type: none"> • The teacher points out possible areas of misunderstanding. • Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. • All students seem to understand the presentation. • The teacher invites student to explain the content to the class or to classmates. • Teacher uses rich language, offering brief vocabulary lessons where appropriate.
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<p>Possible Examples</p>	<ul style="list-style-type: none"> • A student asks, “What are we supposed to be doing? But the teacher ignores the question. • The teacher states that to add fractions they must have the same numerator. • Students have a quizzical look on their faces; some may withdraw from the lesson. • Students become disruptive, or talk among themselves in an effort to follow the lesson. • The teacher uses technical terms with an elementary class without explaining their meanings. • The teacher tends to say “ain’t.” 	<ul style="list-style-type: none"> • The teacher mispronounces some common words. • The teacher says, “And oh, by the way, today we’re going to factor polynomials.” • A student asks, “What are we supposed to be doing?” and the teacher clarifies the task. • Students ask, “What do I write here?” in order to complete a task. • Having asked students only to listen, the teacher says, “Watch me while I show you how to. . .” • A number of students do not seem to be following the explanation. • Students are inattentive during the teacher’s explanation of content. 	<ul style="list-style-type: none"> • The teacher says, “By the end of today’s lesson, you’re all going to be able to factor different types of polynomials.” • In the course of a presentation of content, the teacher asks students, “Can anyone think of an example of that?” • The teacher uses a board or projection device so students can refer to it without requiring the teacher’s attention. 	<ul style="list-style-type: none"> • The teacher says, “Here’s a spot where some students have difficulty . . . be sure to read it carefully.” • The teacher asks a student to explain the task to other students. • When help is needed a student offers clarification about the learning task to classmates. • The teacher explains passive solar energy by inviting student to think about the temperature in a closed car on a cold but sunny day or by the water in a hose that has been sitting in the sun. • The teacher says, “Who would like to explain this idea to us?” • The teacher pauses during an explanation of civil rights movement to remind students that the prefix “in” as in “inequality,” means “not” and the prefix “un” means the same thing.
<p>3B - Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> • Quality of Questions/ Prompts • Discussion Techniques • Student Participation 	<p>Questioning and discussion are the only instructional strategies specifically referred to in the <i>Framework for Teaching</i>; this fact reflects their central importance to teachers’ practices. But in the framework, it is important that questioning and discussion are used as techniques to deepen student understanding are being used rather than serving as recitation or a verbal quiz. Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections or challenge previously held views. Students’ responses to questions are valued; effective teachers are especially adept at responding to and building upon student responses and making use of their ideas. High-quality questions encourage students to make connections among concepts or events previously believed to be unrelated and arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being non-formulaic, is likely to promote thinking by students. Class discussions are animated, engaging all students in important issues and in using their own language to deepen and extend their understanding. These discussions may be based on questions formulated by the students themselves.</p> <p>Not all questions must be at high cognitive level in order for a teacher’s performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is “on board.” Furthermore, if the questions are at a high level, but only a few students participate in the discussion, the teacher’s performance on the component cannot be judged to be at a high level. In addition, in lessons involving student in small-group work, the quality of the student’s questions and discussion in their small groups may be considered part of this component.</p> <p>In order for students to formulate high-level questions, they must have learned how to do so. Therefore, high-level questions from students, either in the full class, or in small group discussions, provide evidence that these skills have been taught.</p>			
	<p>Ineffective</p>	<p>Developing (Target Performance Level)</p>	<p>Accomplished</p>	<p>Exemplary</p>

	<ul style="list-style-type: none"> Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion. 	<ul style="list-style-type: none"> Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results. 	<ul style="list-style-type: none"> Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. 	<ul style="list-style-type: none"> Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> Questions are rapid-fire, and convergent with a single correct answer. Questions do not invite student thinking. All discussion is between teacher and students; students are not invited to speak directly to one another. A few Students dominate the discussion. 	<ul style="list-style-type: none"> Teacher frames some questions designed to promote student thinking, but only a small number of students are involved. The teacher invites students to respond directly to one another's ideas, but few students respond. Teacher calls on many students, but only a few actually participate in the discussion. 	<ul style="list-style-type: none"> Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. The teacher makes effective use of wait time. The teacher effectively builds on student responses to questions. Discussions enable students to talk to one another without ongoing mediation by the teacher. The teacher calls on most students, even those who don't initially volunteer. Many students actively engage in the discussion. 	<p>In addition to the characteristics of "accomplished":</p> <ul style="list-style-type: none"> Students initiate higher-order questions. Students extend the discussion, enriching it. Students invite comments from their classmates during a discussion.

<p>Possible Examples</p>	<ul style="list-style-type: none"> • All questions are of the “recitation” type such as “What is 3 x 4?” • The teacher asks a question for which the answer is on the board; students respond by reading it. • The teacher calls only upon students who have their hands up. 	<ul style="list-style-type: none"> • Many questions are of the “recitation” type, such as “How many members of the House of Representatives are there?” • The teacher asks: “Who has an idea about this?” but only the usual three students offer comments. • The teacher asks: “Michael can you comment on Mary’s idea?” but Michael does not respond or makes a comment directly to the teacher. 	<ul style="list-style-type: none"> • The teacher asks, “What might have happened if the colonists had not prevailed in the American war for independence?” • The teacher uses the plural form in asking questions, such as, “What are some things you think might contribute to . . .?” • The teacher asks, “Michael, can you comment on Mary’s idea?” and Michael responds directly to Mary. • After posing a question and asking each of the students to write a brief response and then share it with a partner, the teacher invites a few to offer their ideas to the entire class. 	<ul style="list-style-type: none"> • A student asks, “How many ways are there to get this answer?” • A student says to a classmate, “I don’t think I agree with you on this, because . . .” • A student asks of other students, “Does anyone have another idea how we might figure this out?” • A student asks, “What if . . .?”
<p>3C - Engaging Students in Learning</p> <ul style="list-style-type: none"> • Activities and Assignments • Grouping of Students • Instructional Materials and Resources • Structure and Pacing 	<p>Student engagement in learning is the centerpiece of the <i>Framework for Teaching</i>; all other components contribute to it. When students are engaged in learning, they are not merely “busy,” nor are they “on task.” The critical distinction between a classroom in which students are compliant and busy and one in which they are engaged is that in the latter students are developing their understanding through what they do. That is, they are engaged in discussing, debating, answering “what if?” questions, discovering patterns and the like. They may be selecting their work from a range of (teacher-arranged) choices and making important contributions to the intellectual life of the class. Such activities don’t typically consume the entire lesson, but they are essential components of engagement.</p> <p>A lesson in which students are engaged usually has a discernible structure: a beginning, a middle and an end, with scaffolding provided by the teacher or by the activities themselves. The teacher organizes student tasks to provide cognitive challenge and then encourages students to reflect on what they have done and what they have learned. This is, the lesson has closure, in which students derive the important learning from their own actions. A critical question for an observer in determining the degree of student engagement is, “What are the students being asked to do?” If the answer to that question is that they are filling in blanks on a worksheet or performing a rote procedure, they are unlikely to be cognitively engaged.</p> <p>In observing a lesson, it is essential not only to watch the teacher but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned.</p>			
	<p>Ineffective</p>	<p>Developing (Target Performance Level)</p>	<p>Accomplished</p>	<p>Exemplary</p>

	<ul style="list-style-type: none"> • The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. • The pace of the lesson is too slow or too rushed. • Few students are intellectually engaged or interested. 	<ul style="list-style-type: none"> • The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant. • The pacing of the lesson may not provide students the time needed to be intellectually engaged. 	<ul style="list-style-type: none"> • The learning tasks and activities are aligned with instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding. • The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. 	<ul style="list-style-type: none"> • Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes. • In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content. • The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. • Students may have some choice in how they complete tasks and may serve as resources for one another.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> • Few students are intellectually engaged in the lesson. • Learning tasks require only recall or have a single correct response or method. • The materials used ask students to perform only rote tasks. • Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose. • Instructional materials used are unsuitable to the lesson and/or students. • The lesson drags or is rushed. 	<ul style="list-style-type: none"> • Some students are intellectually engaged in the lesson. • Learning tasks are a mix of those requiring thinking and recall. • Students are, in large part, passively engaged with the content, learning primarily facts or procedures. • Students have no choice in how they complete tasks. • The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives. • The materials and resources are partially aligned to the lesson objectives and only in some cases demand student thinking. • The pacing of the lesson is uneven- suitable in parts, but rushed or dragging in others. 	<ul style="list-style-type: none"> • Most students are intellectually engaged in the lesson. • Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking. • Students have some choice in how they complete learning tasks. • There is a mix of different types of groupings, suitable to the lesson objectives. • Materials and resources support the learning goals and require intellectual engagement, as appropriate. • The pacing of the lesson provides students the time needed to be intellectually engaged. 	<p>In addition to the characteristics of “accomplished”:</p> <ul style="list-style-type: none"> • Virtually all students are highly engaged in the lesson. • Students take initiative to modify a learning task to make it more meaningful or relevant to their needs. • Students suggest modifications to the grouping patterns used. • Students have extensive choice in how they complete tasks. • Students suggest modifications or additions to materials being used. • Students have the opportunity for both reflection and closure after the lesson to consolidate their understanding.

<p>Possible Examples</p>	<ul style="list-style-type: none"> Students are able to fill out the worksheet without fully understanding what it's asking them to do. The lesson drags or feels rushed. Students complete "busy work" activities. 	<ul style="list-style-type: none"> Students are asked to fill in a worksheet, following an established procedure. There is a recognizable beginning, middle and end to the lesson. Parts of the lesson have a suitable pace: other parts drag or feel rushed. 	<ul style="list-style-type: none"> Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents. Students are given a task to do independently, then to discuss with a table group, and then to report out from each table. There is a clear beginning, middle and end to the lesson. The lesson neither rushes nor drags. 	<ul style="list-style-type: none"> Students are asked to write an essay "in the spirit of Hemmingway." A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently. Students identify or create their own learning materials. Students summarize their learning from the lesson.
<p>3D - Using Assessment in Instruction</p> <ul style="list-style-type: none"> Assessment Criteria Monitoring of Student Learning Feedback to Students Student Self-Assessment and Monitoring of Progress 	<p>Assessment of student learning plays an important role in instruction; no longer does it signal the end of instruction; it is now recognized to be an integral part of instruction. While assessment for learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether students have learned what was intended), assessment for learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have their "fingers on the pulse" of a lesson, monitoring student understanding and, where appropriate, offering feedback to students. Of course, a teacher's monitoring of student learning, though the action may superficially appear to be the same as that of monitoring student behavior, has a fundamentally different purpose in each case. When teachers are monitoring behavior, they are alert to students who may be passing notes, or bothering their neighbors; when teachers are monitoring student learning, they look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation in order to grasp the content. In each case, the teacher may be circulating in the room, but his/her purpose in doing so is quite different in the two situations. Similarly, on the surface, questions asked of students for the purpose of monitoring learning are fundamentally different from those used to build understanding; in the former, teachers are alert to students' revealed misconceptions, whereas in the latter the questions are designed to explore relationships or deepen understanding. For the purpose of monitoring, many teachers create questions specifically to determine the extent of student understanding and use techniques (such as exit tickets) to ascertain the degree of understanding of every student in the class. Indeed, encouraging students (and actually teaching them the necessary skills) of monitoring their own learning against clear standards is demonstrated by teachers at high levels of performance.</p>			
	<p>Ineffective</p>	<p>Developing (Target Performance Level)</p>	<p>Accomplished</p>	<p>Exemplary</p>

	<ul style="list-style-type: none"> • There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. • Students do not appear to be aware of the assessment criteria and do not engage in self-assessment. 	<ul style="list-style-type: none"> • Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning. • Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work. • Questions, prompts, and assessments are rarely used to diagnose evidence of learning. 	<ul style="list-style-type: none"> • Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning. • Students appear to be aware of the assessment criteria; some of them engage in self-assessment • Questions, prompts, assessments are used to diagnose evidence of learning. 	<ul style="list-style-type: none"> • Assessment is fully integrated into instruction through extensive use of formative assessment. • Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria • Students self-assess and monitor their progress. • A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning. • Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> • The teacher gives no indication of what high-quality work looks like. • The teacher makes no effort to determine whether students understand the lesson. • Feedback is only global. • The teacher does not ask students to evaluate their own classmates work. 	<ul style="list-style-type: none"> • There is little evidence that the students understand how their work will be evaluated. • Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students. • Teacher requests global indications of student understanding. • Feedback to students is not uniformly specific and not oriented towards future improvement of the work. • The teacher makes only minor attempts to engage students in self-assessment or peer assessment. 	<ul style="list-style-type: none"> • Students indicate that they clearly understand the characteristics of high-quality work. • The teacher elicits evidence of student understanding during the lesson. Students are invited to assess their own work and make improvements. • Feedback includes specific and timely guidance, at least for groups of students. • The teacher attempts to engage students in self-assessment or peer assessment. 	<p>In addition to the characteristics of “accomplished”:</p> <ul style="list-style-type: none"> • There is evidence that students have helped establish the evaluation criteria. • Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly “taking the pulse” of the class. • Teacher makes frequent use of strategies to elicit information about individual student understanding. • Feedback to students is specific and timely, and is provided from many sources including other students. • Students monitor their own understanding, either on their own initiative or as a result of tasks set by their teacher.

<p>Possible Examples</p>	<ul style="list-style-type: none"> • A student asks: “How is this assignment going to be graded?” • A student asks, “Does this quiz count towards my grade?” • The teacher forges ahead with a presentation without checking for understanding. • The teacher says: “Good job, everyone.” 	<ul style="list-style-type: none"> • Teacher asks: “Does anyone have a question?” • When a student completes a problem on the board, the teacher corrects the student’s work without explaining why. • The teacher, after receiving a correct response from one student, continues without ascertaining whether all students understand the concept. 	<ul style="list-style-type: none"> • The teacher circulates during small group or independent work, offering suggestions to groups of students. • The teacher uses a specifically formulated question to elicit evidence of student understanding. • The teacher asks student to look over their papers to correct their errors 	<ul style="list-style-type: none"> • The teacher reminds students of the characteristics of high-quality work (the assessment criteria), suggesting that the students themselves helped develop them. • While students are working, the teacher circulates, providing substantive feedback to individual students. • The teacher uses exit tickets to elicit evidence of individual student understanding. • Students offer feedback to their classmates on their work. • Students evaluate a piece of their writing rubric and confer with the teacher about how it could be improved.
<p>3E - Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> • Lesson Adjustment • Response to Students • Persistence 	<p>“Flexibility and responsiveness” refers to a teacher’s skill in making adjustments in a lesson to respond to changing conditions. When a lesson is well planned, there may be no need for changes during the course of the lesson itself. Shifting the approach in midstream is not always necessary; in fact, with experience comes skill in accurately predicting how a lesson will go and readiness for different possible scenarios. But even the most-skilled and best-prepared teachers will on occasion find that either a lesson is not going as they would like or that a teachable moment has presented itself. They are ready to respond to such situations. Furthermore, teachers who are committed to the learning of all students persist in their attempts to engage each student in learning, even when confronted with initial setbacks.</p>			
	<p>Ineffective</p>	<p>Developing (Target Performance Level)</p>	<p>Accomplished</p>	<p>Exemplary</p>
	<ul style="list-style-type: none"> • Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest. • Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment. 	<ul style="list-style-type: none"> • Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. • Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon. 	<ul style="list-style-type: none"> • Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests. • Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. 	<ul style="list-style-type: none"> • Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. • Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.

<p><i>Critical Attributes</i></p>	<ul style="list-style-type: none"> • Teacher ignores indications of student boredom or lack of understanding. • Teacher brushes aside student questions • Teacher makes no attempt to incorporate student interests into the lesson. • The teacher conveys to students that when they have difficulty learning it is their fault. • In reflecting on practice, the teacher does not indicate that it is important to reach all students. 	<ul style="list-style-type: none"> • Teacher’s efforts to modify the lesson are only partially successful. • Teacher makes perfunctory attempts to incorporate student questions and interests in the lesson. • The teacher conveys a sense to students of their own responsibility for their learning but is uncertain about how to assist them. • In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies to do so. 	<ul style="list-style-type: none"> • When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students. • Teacher incorporates students’ interests and questions into the heart of the lesson. • The teacher conveys to students that he has other approaches to try when the students experience difficulty. • In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty. 	<p>In addition to the characteristics of “accomplished”:</p> <ul style="list-style-type: none"> • The teacher’s adjustments to the lesson are designed to assist individual students. • The teacher seizes on a teachable moment to enhance a lesson. • The teacher conveys to students that she won’t consider a lesson “finished” until every student understands and that she has a broad range of approaches to use. • In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students.
<p><i>Possible Examples</i></p>	<ul style="list-style-type: none"> • The teacher says, “We don’t have time for that today.” • The teacher makes no attempt to adjust the lesson when students appear confused. • The teacher says, “If you’d just pay attention, you could understand this.” 	<ul style="list-style-type: none"> • The teacher says, “I’ll try to think of another way to come at this and get back to you.” • The teacher says, “I realize not everyone understands this, but we can’t spend any more time on it.” • The teacher rearranges the way the students are grouped in an attempt to help students understand the lesson. 	<ul style="list-style-type: none"> • The teacher says, “That’s an interesting idea; let’s see how it fits.” • The teacher illustrates a principle of good writing to a student using his interest in basketball as context. • The teacher says, “Let’s try this way and then uses another approach.” 	<ul style="list-style-type: none"> • The teacher stops midstream in a lesson, and says, “This activity doesn’t seem to be working! Here’s another way I’d like you to try it.” • The teacher incorporates the school’s upcoming championship game into an explanation of averages. • The teacher says, “If we have to come back to this tomorrow, we will; it’s really important that you understand it.”

Source of Evidence: Lesson Plan	
This evidence will be used to evaluate your performance on the following:	
Kentucky Framework for Teaching Components 1A – Demonstrating Knowledge of Content and Pedagogy 1B – Demonstrating Knowledge of Students 1C – Setting Instructional Outcomes 1D – Demonstrating Knowledge of Resources 1E – Developing Coherent Instruction 1F – Designing Student Assessment	Kentucky Teacher Performance Standards 1 – Learner Development 2 – Learning Differences 4 – Content Knowledge 6 – Assessment 7 – Planning for Instruction

Guidelines for Developing the Source of Evidence: Lesson Plan

Adapted from KTIP Handbook, Fall 2017 Edition, p. 8

Effectively planning and implementing instruction requires that you first have knowledge of the content to be addressed and the appropriate strategies for presenting the content. Second, you must have a clear knowledge/understanding of your students and what they bring to the learning environment. Finally, you must have knowledge of the resources available to support instruction and facilitate student learning.

The development of your lesson plans should allow you to demonstrate your knowledge of your students, subject matter, and resources. Your lesson plan will provide the foundation upon which you will create the classroom environment and implement instruction. The lesson plan template should be used in planning all lessons to be observed by your ***University Supervisor**. Each lesson plan should be sent to the ***University Supervisor** 2 -3 days before the scheduled observation to allow for review and feedback.

2. Describe the Students for which this Lesson is Designed

Identify your students' backgrounds, special needs, cultural differences, interests, and language proficiencies that were considered in designing this lesson.

2. Lesson Learning Target(s)/Objectives

To establish the context for the lesson to be observed, list the previous lesson's learning targets/objectives, the current lesson's learning targets/objectives and the next lesson's learning targets/objectives. The connections to the state curriculum/content area standards should be focused on the knowledge, skills, and/or processes identified in the learning targets/objectives. Be sure that all learning targets/objectives are student-centered, observable, and measurable.

3. Students' Baseline Knowledge and Skills

Briefly describe the pre-assessment(s) you used to identify your students' baseline knowledge and skills relative to the learning targets/objectives for this lesson. Attach copies of baseline data and all assessments used.

4. Formative Assessment(s)

Identify the type of formative assessments and data that will be used to determine student progress in achieving the learning targets/objectives. If needed, identify how these assessments will be differentiated to address the needs of your students. In addition to the formative assessments you will use, describe how you will provide opportunities for your students to self-assess their learning progress. Attach copies of the formative assessments and student self-assessments to be used.

5. Resources

Identify the resources and assistance that will be needed for the lesson. During the course of your internship you should make use of available technology when the technology will facilitate planning, implementing, assessing of instruction, and facilitating your students' learning.

6. Lesson Procedures

Describe the sequence of strategies, activities, and assessments you will use to engage students and accomplish your learning targets/objectives. Within this sequence be sure to:

- Describe how your instruction will be differentiated to meet the needs, interests, and abilities of your students.
- Identify the questions you will use to promote higher order thinking and encourage discussion.

7. Watch For-----

Are there specific indicators for the components of Domain 2 - Classroom Environment and/or Domain 3 - Instruction that you would like specifically observed during this lesson? If there are, please note these on your plan to alert the observer.

Adapted from KTIP Handbook, Fall 2017 Edition, p. 8

Source of Evidence: Lesson Plan

Name: _____ **Date of Observation:** _____ **Cycle:** _____

Ages/Grades of Students _____ **# of Students in Class** _____

of Students having IEP/504 _____ **# of Gifted Students** _____ **# of Students having LEP** _____

Lesson Title: _____

8. Context: Describe the Students for which this Lesson is Designed (1B):

Identify your students' backgrounds, special needs, cultural differences, interests, and language proficiencies. *Use student initials for specific information about students in terms of learning strategies, behavior strategies. Give examples of what you know about student's interests, outside activities, etc., which could be incorporated into lesson plan. Also, be specific about student skills and knowledge. Describe racial, socioeconomic diversity in class.*

9. Lesson Learning Targets/Objectives (1A) (1C)

- g. Previous lesson's learning targets/objectives (Connect each target/objective to the appropriate state curriculum/content area standards.)
- h. Current lesson's learning targets/objectives (Connect each target/objective to the appropriate state curriculum/content area standards.)
- i. Next lesson's learning targets/objectives (Connect each target/objective to the appropriate state curriculum/content area standards.)

10. Students' Baseline Knowledge and Skills (1B)(1F)

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

11. Formative Assessment (1F)

Describe and include the formative assessment(s) and the criteria/rubric for expected outcomes to be used to measure student progress during this lesson.

12. Resources (1D)

Identify the resources and assistance available to support your instruction and facilitate students' learning for this lesson. This includes links to technology, homework, exit or bell ringer slips, readings, etc. Be specific if there is an aide in the classroom and their role.

13. Lesson Procedures (1E)

Describe the sequence of strategies/activities/assessments that will be used to scaffold instruction, engage your students, facilitate attainment of the lesson objectives(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.

14. Watch For-----

Identify anything that you would like specifically observed during this lesson.

Teacher Education Candidate's Target Performance Level: Developing

No changes have been made to the scoring rubric below.

Task E (continued)

Lesson Planning/Designing Coherent Instruction Rubric

Kentucky Framework for Teaching (p. 6-15)

Charlotte Danielson's Framework for Teaching, 2011

Adapted for Kentucky Department of Education

- **Kentucky Teacher Performance Standards/InTASC- Learner and Learning: Learning Development Standard 1, Learning Differences Standard 2; Content Knowledge Standard 4; Instructional Practice Assessment Standard 6 and Planning for Instruction Standard 7**
(Important Document Crosswalk from the Kentucky Framework for Teaching, 2011)
- **Also supports Kentucky Teacher Performance/InTASC Standards – Learner and Learning: Learning Environment Standard 3 (resources)**
- **Kentucky Framework for Teaching – Domain 1: Planning and Preparation 1A,1E**

***1A -
Knowledge of
Content and
Pedagogy***

In order to guide student learning, accomplished teachers have command of the subjects they teach. They must know how the discipline has evolved into the 21st century, incorporating such issues as global awareness and cultural diversity, as appropriate. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. However, knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the particular pedagogical approaches best suited to each discipline.

- Knowledge of Content and the Structure of the Discipline
- Knowledge of Prerequisite Relationships
- Knowledge of Content-Related Pedagogy

<i>Ineffective</i>	<i>Developing (Target Performance Level)</i>	<i>Accomplished</i>	<i>Exemplary</i>
<ul style="list-style-type: none"> • In planning and practice, teacher makes content errors or does not correct errors made by students. • Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content. • Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content. 	<ul style="list-style-type: none"> • Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. • Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. • Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students. 	<ul style="list-style-type: none"> • Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another. • Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. • Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches to the discipline. 	<ul style="list-style-type: none"> • Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines. • Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding. • Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.

<p><i>Critical Attributes</i></p>	<ul style="list-style-type: none"> • Teacher makes content errors. • Teacher does not consider prerequisite relationships when planning. • Teacher's plans use inappropriate strategies for the discipline. 	<ul style="list-style-type: none"> • Teacher is familiar with the discipline but does not see conceptual relationships. • Teacher's knowledge of prerequisite relationships is inaccurate or incomplete. • Lesson and unit plans use limited instructional strategies, and some may not be suitable to the content. 	<ul style="list-style-type: none"> • The teacher can identify important concepts of the discipline and their relationships to one another. • The teacher consistently provides clear explanations of the content. • The teacher answers student questions accurately and provides feedback that furthers their learning. • The teacher seeks out content-related professional development. 	<p>In addition to the characteristics of "accomplished":</p> <ul style="list-style-type: none"> • Teacher cites intra- and interdisciplinary content relationships. • Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.
<p><i>Possible Examples</i></p>	<ul style="list-style-type: none"> • The teacher says, "The official language of Brazil is Spanish, just like other South American countries." • The teacher says, "I don't understand why the math book has decimals in the same unit as fractions." • The teacher has students copy dictionary definitions each week to help his students learn to spell difficult words. 	<ul style="list-style-type: none"> • The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together. • The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value. • The teacher always plans the same routine to study spelling: pretest on Monday, copy the words 5 times each on Tuesday and Wednesday, and test on Friday. 	<ul style="list-style-type: none"> • The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter. • The teacher realizes her students are not sure how to use a compass, so she plans to practice that before introducing the activity on angle measurement. • The teacher plans to expand a unit on civics by having students simulate a court trial. 	<ul style="list-style-type: none"> • In a unit on 19th century literature, the teacher incorporates information about the history of the same period. • Before beginning a unit on the solar system, the teacher surveys the class on their beliefs about why it is hotter in the summer than in the winter.

<p>1B - Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> • Knowledge of Child and Adolescent Development • Knowledge of the Learning Process • Knowledge of Students' Skills, Knowledge, and Language Proficiency • Knowledge of Students' Interests and Cultural Heritage • Knowledge of Students' Special Needs 	<p>Teachers don't teach content in the abstract; they teach it to students. In order to ensure student learning, therefore, teachers must know not only their subject content and its related pedagogy, but also the students to whom they wish to teach that content. In ensuring student learning, teachers must appreciate what recent research in cognitive psychology has confirmed: namely, that students learn through active intellectual engagement with content. While there are patterns in cognitive, social and emotional developmental stages typical of different age groups, students learn in their individual ways and may come with gaps or misconceptions that the teacher needs to uncover in order to plan appropriate learning activities. In addition, students have lives beyond school – lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other special needs, must be considered when planning lessons and identifying resources that will ensure their understanding.</p>			
	<i>Ineffective</i>	<i>Developing (Target Performance Level)</i>	<i>Accomplished</i>	<i>Exemplary</i>
	<ul style="list-style-type: none"> • Teacher demonstrates little or no understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding. 	<ul style="list-style-type: none"> • Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole. 	<ul style="list-style-type: none"> • Teacher understands the active nature of student learning and attains information about levels of development for groups of students. • The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students. 	<ul style="list-style-type: none"> • Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.

<p><i>Critical Attributes</i></p>	<ul style="list-style-type: none"> • Teacher does not understand child development characteristics and has unrealistic expectations for students. • Teacher does not try to ascertain varied ability levels among students in the class. • Teacher is not aware of student interests or cultural heritages. • Teacher takes no responsibility to learn about students' medical or learning disabilities. 	<ul style="list-style-type: none"> • Teacher cites developmental theory but does not seek to integrate it into lesson planning. • Teacher is aware of the different ability levels in the class but tends to teach to the "whole group". • The teacher recognizes that children have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences. • The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge. 	<ul style="list-style-type: none"> • The teacher knows, for groups of students, their levels of cognitive development. • The teacher is aware of the different cultural groups in the class. • The teacher has a good idea of the range of interests of students in the class. • The teacher has identified "high", "medium", and "low" groups of students within the class. • The teacher is well informed about students' cultural heritage and incorporates this knowledge into lesson planning. • The teacher is aware of the special needs represented by students in the class. 	<p>In addition to the characteristics of "accomplished":</p> <ul style="list-style-type: none"> • The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly. • The teacher seeks out information about their cultural heritage from all students. • The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.
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<p>Possible Examples</p>	<ul style="list-style-type: none"> • The lesson plan includes a teacher presentation for an entire 30-minute period to a group of 7-year-olds. • The teacher plans to give her ELL students the same writing assignment she gives the rest of the class. • The teacher plans to teach his class Christmas carols, despite the fact that he has four religions represented among his students. 	<ul style="list-style-type: none"> • The teacher's lesson plan has the same assignment for the entire class, in spite of the fact that one activity is beyond the reach of some students. • In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican-American children in the class. • Lesson plans make only peripheral reference to students' interests. • The teacher knows that some of her students have IEPs, but they're so long that she hasn't read them yet. 	<ul style="list-style-type: none"> • The teacher creates an assessment of students' levels of cognitive development. • The teacher examines previous year's cumulative folders to ascertain the proficiency levels of groups of students in the class. • The teacher administers a student interest survey at the beginning of the school year. • The teacher plans activities based on student-interest. • The teacher knows that five of her students are in the Garden Club; she plans to have them discuss horticulture as part of the next biology lesson. • The teacher realizes that not all of his students are Christian and so he plans to read a Hanukkah story in December. • The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their social studies unit on South America. 	<ul style="list-style-type: none"> • The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students. • The teacher plans to provide multiple project options; students will self-select the project that best meets their individual approach to learning. • The teacher encourages students to be aware of their individual reading levels and make independent reading choices that will be challenging but not too difficult. • The teacher attends the local Mexican heritage day, meeting several of his students' extended families. • The teacher regularly creates adapted assessment materials for several students with learning disabilities.
<p>IC - Setting Instructional Outcomes</p> <ul style="list-style-type: none"> • Value, Sequence and Alignment • Clarity • Balance • Suitability for Diverse Learners 	<p>Teaching is a purposeful activity; even the most imaginative activities are directed towards certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes describe not what students will do but what they will learn. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment so that all students are able to demonstrate their understanding of the content. Insofar as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners and the methods of assessment employed, they hold a central place in Domain 1.</p> <p>Learning outcomes are of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. In addition, some learning outcomes refer to dispositions; not only is it important for students to learn to read, but educators also hope that they will like to read. In addition, experienced teachers are able to link their learning outcomes with others both within their discipline and in other disciplines.</p>			
	<p>Ineffective</p>	<p>Developing (Target Performance Level)</p>	<p>Accomplished</p>	<p>Exemplary</p>

	<ul style="list-style-type: none"> • Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline. • Outcomes are stated as activities rather than as student learning. • Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students. 	<ul style="list-style-type: none"> • Outcomes represent moderately high expectations and rigor. • Some outcomes reflect important learning in the discipline and consist of a combination of outcomes and activities. • Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. • Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning. 	<ul style="list-style-type: none"> • Most outcomes represent rigorous and important learning in the discipline. • All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment. • Outcomes reflect several different types of learning and opportunities for coordination. • Outcomes take into account the varying needs of groups of students. 	<ul style="list-style-type: none"> • All outcomes represent rigorous and important learning in the discipline. • The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment. • Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. • Outcomes take into account the varying needs of individual students.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> • Outcomes lack rigor. • Outcomes do not represent important learning in the discipline. • Outcomes are not clear or are stated as activities. • Outcomes are not suitable for many students in the class. 	<ul style="list-style-type: none"> • Outcomes represent a mixture of low expectations and rigor. • Some outcomes reflect important learning in the discipline. • Outcomes are suitable for most of the class. 	<ul style="list-style-type: none"> • Outcomes represent high expectations and rigor. • Outcomes are related to the “big ideas” of the discipline. • Outcomes are written in terms of what students will learn rather than do. • Outcomes represent a range: factual, conceptual understanding, reasoning, social, management, and communication. • Outcomes are suitable to groups of students in the class and are differentiated where necessary. 	<p>In addition to the characteristics of “accomplished”:</p> <ul style="list-style-type: none"> • Teacher plans make reference to curricular frameworks or blueprints to ensure accurate sequencing. • Teacher connects outcomes to previous and future learning. • Outcomes are differentiated to encourage individual students to take educational risks.

<p>Possible Examples</p>	<ul style="list-style-type: none"> • A learning outcome for a fourth-grade class is to make a poster illustrating a poem. • All the outcomes for a ninth-grade history class are factual knowledge. • The topic of the social studies unit involves the concept of revolutions, but the teacher expects his students to remember only the important dates of battles. • Though there are a number of ELL students in the class, the outcomes state that all writing must be grammatically correct. 	<ul style="list-style-type: none"> • Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts. • The outcomes are written with the needs of the “middle” group in mind; however, the advanced students are bored, and some lower-level students are struggling. 	<ul style="list-style-type: none"> • One of the learning outcomes is for students to appreciate the aesthetics of 18th century English poetry. • The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the events leading to the Revolutionary War. • The teacher reviews the project expectations and modifies some goals to be in line with students’ IEP objectives. 	<ul style="list-style-type: none"> • The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive for higher expectations. • Students will develop a concept map that links previous learning goals to those they are currently working on. • Some students identify additional learning.
<p>ID - Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> • Resources for Classroom Use • Resources to Extend Content Knowledge and Pedagogy • Resources for Students 	<p>Student learning is enhanced by a teacher’s skillful use of resources; some of these are provided by the school as “official” materials; others are secured by teachers through their own initiative. Resources fall into several different categories: those used in the classroom by students, those available beyond the classroom walls to enhance student learning, those for teachers to further their own professional knowledge and skill and those that can provide non-instructional assistance to students. Teachers recognize the importance of discretion in the selection of resources, choosing those that align directly with the learning outcomes and that will be of most use to the students. Accomplished teachers also ensure that the selection of materials and resources is appropriately challenging for every student; texts, for example, are available at various reading levels to guarantee all students access to the content and successfully demonstrate understanding of the learning outcomes. Furthermore, expert teachers look beyond the school for resources to bring their subjects to life and to assist students who need help in both their academic and nonacademic lives.</p>			
	<p>Ineffective</p>	<p>Developing (Target Performance Level)</p>	<p>Accomplished</p>	<p>Exemplary</p>
	<ul style="list-style-type: none"> • Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students. 	<ul style="list-style-type: none"> • Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly. 	<ul style="list-style-type: none"> • Teacher displays awareness of resources – not only through the school and district but also through sources external to the school and on the Internet – available for classroom use, for the expansion of his or her own knowledge, and for students. 	<ul style="list-style-type: none"> • Teacher displays extensive knowledge of resources – not only through the school and district but also in the community, through professional organizations and universities, and on the Internet—for classroom use, for the expansion of his or her own knowledge, and for students.

<p><i>Critical Attributes</i></p>	<ul style="list-style-type: none"> • The teacher uses only district-provided materials, even when more variety would assist some students. • The teacher does not seek out resources available to expand his or her own skill. • Although aware of some student needs, the teacher does not inquire about possible resources. 	<ul style="list-style-type: none"> • The teacher uses materials in the school library but does not search beyond the school for resources. • The teacher participates in content-area workshops offered by the school but does not pursue other professional development. • The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues. 	<ul style="list-style-type: none"> • Texts are at varied levels. • Texts are supplemented by guest speakers and field experiences. • Teacher facilitates Internet resources. • Resources are multidisciplinary. • Teacher expands knowledge with professional learning groups and organizations. • Teacher pursues options offered by universities. • Teacher provides lists of resources outside the class for students to draw on. 	<p>In addition to the characteristics of “accomplished”:</p> <ul style="list-style-type: none"> • Texts are matched to student skill level. • The teacher has ongoing relationship with colleges and universities that support student learning. • The teacher maintains log of resources for student reference. • The teacher pursues apprenticeships to increase discipline knowledge. • The teacher facilitates student contact with resources outside the classroom.
<p><i>Possible Examples</i></p>	<ul style="list-style-type: none"> • For their unit on China, the students acquired all of their information from the district-supplied textbook. • Mr. J is not sure how to teach fractions but doesn’t know how he’s expected to learn it by himself. • A student says, “It’s too bad we can’t go to the nature center when we’re doing our unit on environment.” 	<ul style="list-style-type: none"> • For a unit on ocean life, the teacher really needs more books, but the school library has only three for him to borrow. • The teacher knows she should learn more about teaching literacy, but the school offered only one professional development day last year. • The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom. 	<ul style="list-style-type: none"> • The teacher provides her 5th graders a range of nonfiction texts about the American Revolution; no matter their reading level, all students can participate in the discussion of important concepts. • The teacher took an online course on literature to expand her knowledge of great American writers. • The teacher distributes a list of summer reading materials that would help prepare his 8th graders’ transition to high school. 	<ul style="list-style-type: none"> • The teacher is not happy with the out-of-date textbook; his students will critique it and write their own text for social studies. • The teacher spends the summer at Dow Chemical learning about current research so that she can expand her knowledge base for teaching chemistry. • The teacher matches students in her Family and Consumer Science class with local businesses; the students spend time shadowing employees to understand how their classroom skills might be used on the job.

IE - Designing Coherent Instruction <ul style="list-style-type: none"> • Learning Activities • Instructional Materials and Resources • Instructional Groups • Lesson and Unit Structure 	<p>Designing coherent instruction is the heart of planning, reflecting the teacher’s knowledge of content and the students in the class, the intended outcomes of instruction and the available resources. Such planning requires that educators have a clear understanding of the state, district and school expectations for student learning, and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. It further requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Proficient practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the distinguished level the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning.</p>			
	<p>Ineffective</p> <ul style="list-style-type: none"> • The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. • The activities are not designed to engage students in active intellectual activity and have unrealistic time allocation. Instructional groups do not support the instructional outcomes and offer no variety. 	<p>Developing (Target Performance Level)</p> <ul style="list-style-type: none"> • Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety. • The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable. 	<p>Accomplished</p> <ul style="list-style-type: none"> • Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. • The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. • The lesson or unit has a clear structure, with appropriate and varied use of instructional groups. 	<p>Exemplary</p> <ul style="list-style-type: none"> • Plans represent the coordination of in-depth content knowledge, understanding of different students’ needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. • Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice. • The lesson’s or unit’s structure is clear and allows for different pathways according to diverse student needs.
<p>Critical Attributes</p>	<ul style="list-style-type: none"> • Learning activities are boring and/or not well aligned to the instructional goals. • Materials are not engaging or do not meet instructional outcomes. • Instructional groups do not support learning. 	<ul style="list-style-type: none"> • Learning activities are moderately challenging. • Learning resources are suitable, but there is limited variety. • Instructional groups are random or only partially support objectives. 	<ul style="list-style-type: none"> • Learning activities are matched to instructional outcomes. • Activities provide opportunity for higher-level thinking. • Teacher provides a variety of appropriately challenging materials and resources. 	<p>In addition to the characteristics of “accomplished”:</p> <ul style="list-style-type: none"> • Activities permit student choice. • Learning experiences connect to other disciplines. • Teacher provides a variety of appropriately challenging resources that are

	<ul style="list-style-type: none"> Lesson plans are not structured or sequenced and are unrealistic in their expectations. 	<ul style="list-style-type: none"> Lesson structure is uneven or may be unrealistic in terms of time expectations. 	<ul style="list-style-type: none"> Instructional student groups are organized thoughtfully to maximize learning and build on student strengths. The plan for the lesson or unit is well structured, with reasonable time allocations. 	<p>differentiated for students in the class.</p> <ul style="list-style-type: none"> Lesson plans differentiate for individual student needs.
Possible Examples	<ul style="list-style-type: none"> The teacher plans to have his 9th graders color in the worksheet after memorizing the parts of a microscope. Despite having a textbook that is 15 years old, the teacher plans to use that as the sole resource for his communism unit. The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups of four selected on the basis of where they are sitting. The teacher's lesson plans are written on sticky notes in his grade book; they indicate lecture, activity, or test. 	<ul style="list-style-type: none"> After the mini-lesson the teacher plans to have the whole class play a game to reinforce the skills she taught. The teacher has found an atlas to use as a supplemental resource during the geography unit. The teacher always lets students select their own working groups because they behave better when they can choose with whom they wish to sit. The teacher's lesson plans are nicely formatted, but the timing for many activities is too short to actually cover the concepts thoroughly. 	<ul style="list-style-type: none"> The teacher reviews her learning activities with a reference to high-level "action verbs" and rewrites some of the activities to increase the challenge level. The teacher creates a list of historical fiction titles that will expand her students' knowledge of the age of exploration. The teacher plans for students to complete projects in small groups; he carefully selects group members based on their ability level and learning style. The teacher reviews lesson plans with her principal; they are well structured with pacing times and activities clearly indicated. 	<ul style="list-style-type: none"> The teacher's unit on ecosystems lists a variety of high level activities in a menu; students choose those that suit their approach to learning. While completing their projects, the teacher's students will have access to a wide variety of resources that she has coded by reading level so they can make the best selections. After the cooperative group lesson, students will reflect on their participation and make suggestions for new group arrangements in the future. The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson's outcomes to those they previously learned.

<p>1F - Designing Student Assessments</p> <ul style="list-style-type: none"> • Congruence with Instructional Outcomes • Criteria and Standards • Design of Formative Assessments • Use for Planning 	<p>Good teaching requires both assessment of learning and assessment for learning. Assessments of learning ensure that teachers know that students have learned the intended outcomes. These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes; that is, to assess reasoning skills and factual knowledge, different methods are needed. Furthermore, such assessments may need to be adapted to the particular needs of individual students; an ESL student, for example, may need an alternative method of assessment to allow demonstration of understanding. Assessment for learning enables a teacher to incorporate assessments directly into the instructional processes, and to modify or adapt instruction as needed to ensure student understanding. Such assessments, although used during instruction, must be designed as part of the planning process. Such formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress towards the understanding of the learning outcomes.</p>			
	<p><i>Ineffective</i></p> <ul style="list-style-type: none"> • Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. • Teacher has no plan to incorporate formative assessment in the lesson or unit, or any plan to use assessment results in designing future instruction. 	<p><i>Developing (Target Performance Level)</i></p> <ul style="list-style-type: none"> • Some of the instructional outcomes are assessed through the proposed approach, but others are not. • Assessment criteria and standards have been developed, but they are not clear. • Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. • Teacher intends to use assessment results to plan for future instruction for the class as a whole. 	<p><i>Accomplished</i></p> <ul style="list-style-type: none"> • Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. • Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. • Teacher intends to use assessment results to plan for future instruction for groups of students. 	<p><i>Exemplary</i></p> <ul style="list-style-type: none"> • Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development. • Assessment methodologies have been adapted for individual students, as needed. • The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.

<p><i>Critical Attributes</i></p>	<ul style="list-style-type: none"> Assessments do not match instructional outcomes. Assessments have no criteria. No formative assessments have been designed. Assessment results do not affect future plans. 	<ul style="list-style-type: none"> Only some of the instructional outcomes are addressed in the planned assessments. Assessment criteria are vague. Plans refer to the use of formative assessments, but they are not fully developed. Assessment results are used to design lesson plans for the whole class, not individual students. 	<ul style="list-style-type: none"> All the learning outcomes have a method for assessment. Assessment types match learning expectations. Plans indicate modified assessments for some students as needed. Assessment criteria are clearly written. Plans include formative assessments to use during instruction. Lesson plans indicate possible adjustments based on formative assessment data. 	<p>In addition to the characteristics of "accomplished":</p> <ul style="list-style-type: none"> Assessments provide opportunities for student choice. Students participate in designing assessments for their own work. Teacher-designed assessments are authentic with real-world application, as appropriate. Students develop rubrics according to teacher-specified learning objectives. Students are actively involved in collecting information from formative assessments and provide input.
<p><i>Possible Examples</i></p>	<ul style="list-style-type: none"> The teacher marks papers on the foundation of the U.S. constitution on the basis of grammar and punctuation; for every mistake, the grade drops from an A to a B, a B to a C, etc. After the students present their research on globalization, the teacher tells them their letter grade. When students ask how he has arrived at the grade, he responds, "After all these years in education, I just know what grade to give." The teacher says, "What's the difference between formative assessment and the test I give at the end of the unit?" The teacher says, "The district gave me this entire curriculum to teach, so I just have to keep moving." 	<ul style="list-style-type: none"> The district goal for the Europe unit is for students to understand geopolitical relationships. The teacher plans to have the students memorize all the country capitals and rivers. The teacher's students receive their tests back; each one is simply marked with a letter grade at the top. The plan indicates that the teacher will pause to "check for understanding" but without a clear indication of how that is to be done. A student says, "If half the class passed the test, why are we all reviewing the material again?" 	<ul style="list-style-type: none"> Mr. K knows that his students will write a persuasive essay on the state assessment; he plans to have them write a variety of persuasive essays as preparation. Ms. M has worked on a writing rubric for her research assessment; she has drawn on multiple sources to be sure the levels of expectation are clearly defined. Mr. C creates a short questionnaire to distribute to his students at the end of class; on the basis of their responses, he will organize them into different groups during the next lesson's activities. Based on the previous morning's formative assessment, Ms. D plans to have 5 students work on a more challenging project while she works with 6 other students to reinforce the concept. 	<ul style="list-style-type: none"> To teach persuasive writing, Ms. H plans to have her class research and write to the principal on an issue that is important to the students - the use of cell phones in class. Mr. J's students will write a rubric for their final project on the benefits of solar energy; Mr. J has shown them several sample rubrics, and they will refer to those as they create a rubric of their own. After the lesson Mr. L asks students to rate their understanding on a scale of 1 to 5; the students know that their rating will indicate their activity for the next lesson. Mrs. T has developed a routine for her class: students know that if they are struggling with a math concept, they will sit in a small group with her during workshop time.

Kentucky Framework for Teaching (p. 6-15)

Charlotte Danielson's Framework for Teaching, 2011

Adapted for Kentucky Department of Education

Task F: Lesson Reflection

Source of Evidence: Post-Observation Reflection	
This evidence will be used to evaluate your performance on the following:	
<u>Kentucky Framework for Teaching Components</u> 3E – Demonstrating Flexibility and Responsiveness 4A – Reflecting on Teaching	<u>Kentucky Teacher Performance Standards</u> 9 – Professional Learning and Ethical Practice

Guidelines for Developing the Source of Evidence: Post-Observation Reflection

Teaching is a purposeful act, involving many decisions in both the planning and implementation of instruction. Reflection is the thoughtful consideration of those decisions in light of their impact on student learning to determine what aspects of instruction need to be changed and what aspects should be continued. The accuracy and specificity of your reflection and the validity of actions based on the reflection will depend on the extent to which the reflection is based on accurate performance data. During your student teaching, your cooperating teacher and University Supervisor will help you refine your skill of reflection. Accurate reflection is the basis for planning and implementing both instruction that is responsive to your students' needs and professional learning that is responsive to your needs.

This Source of Evidence asks you to reflect on the impact of the decisions you made in planning, implementing, and assessing an observed lesson and describe the actions taken based on your reflection.

1. While the directions on the template state this Source of Evidence should be completed within two days of each observation, it is recommended that your analysis of the lesson's formative assessment data be done as soon as possible after the lesson to ensure that the data is used to inform ongoing instruction in a timely fashion.
2. Your response to these questions should be based on an analysis of the formative assessment data from the lesson. Actual data should be incorporated into the response and/or provided as an attachment.
3. Identify any other student evidence or artifacts that informed your determination of student achievement and describe their influence on your determination.
4. If classroom procedures, student conduct, and/or physical space contributed to or hindered student learning, describe the specific contribution or hindrance.
5. If you departed from your plan, be specific as to how and why you changed your plan.
6. If you were to teach this lesson again, explain what you would do differently and why you would make the change(s).
7. What professional growth needs have you identified based on your reflections as you planned, taught, and assessed your lessons? How do you plan to address these needs?

Adapted from KTIP Handbook, Fall 2017 Edition, p. 8

TPA Goals:

Goal 1) The teacher education candidate will engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner. (KTPS/InTASC Standard 9)

Goal 2) The teacher education candidate shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (KTPS/InTASC Standard 5)

Source of Evidence: Post-Observation Reflection									
Name:	Observation:								
This Source of Evidence must be completed within two days after each observed lesson.									
<p>1. Use the formative assessment data for each lesson objective/learning target to sort the students' performance into three categories:</p> <table style="width: 100%; border: none;"> <thead> <tr> <th style="text-align: left; width: 50%;">Objective / Learning Target 1</th> <th style="text-align: left; width: 50%;">Objective / Learning Target 2</th> </tr> </thead> <tbody> <tr> <td>a) Below criteria _____ # of students</td> <td>_____ # of students</td> </tr> <tr> <td>b) Meets criteria _____ # of students</td> <td>_____ # of students</td> </tr> <tr> <td>c) Exceeds criteria _____ # of students</td> <td>_____ # of students</td> </tr> </tbody> </table> <p>Attach a copy of the formative assessment with the criteria or rubric used to determine students' performance on each of the lesson's learning targets/objectives.</p>		Objective / Learning Target 1	Objective / Learning Target 2	a) Below criteria _____ # of students	_____ # of students	b) Meets criteria _____ # of students	_____ # of students	c) Exceeds criteria _____ # of students	_____ # of students
Objective / Learning Target 1	Objective / Learning Target 2								
a) Below criteria _____ # of students	_____ # of students								
b) Meets criteria _____ # of students	_____ # of students								
c) Exceeds criteria _____ # of students	_____ # of students								
<p>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? (4A)</p>									
<p>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. (4A)</p>									
<p>4. To what extent did classroom procedures, student conduct, and/or physical space contribute to or hinder student learning? (4A)</p>									
<p>5. Did you depart from your plan? If so, how and why? (3E)</p>									
<p>6. What changes would you make if you were to teach this lesson again? What evidence informed the changes? (4A)</p>									
<p>7. What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection? (4A) (4E)</p>									

Teacher Education Candidate's Target Performance Level: <u>Developing</u> <i>No changes have been made to the scoring rubric below.</i>				
Task : F Lesson Reflection Rubric Kentucky Framework for Teaching (p. 34-35) <i>Charlotte Danielson's Framework for Teaching, 2011</i> Adapted for Kentucky Department of Education				
<p>➤ Kentucky Teacher Performance /InTASC Standards – Professional Responsibility: Professional Learning and Ethical Practice Standard 9 and Content Knowledge: Application of Content Standard 5</p> <p>➤ Kentucky Framework for Teaching – Demonstrating Flexibility and Responsiveness 3E; Professional Responsibilities 4A</p>				
3E - Demonstrating Flexibility and Responsiveness <ul style="list-style-type: none"> Lesson Adjustment Response to Students Persistence 	<p>“Flexibility and responsiveness” refers to a teacher’s skill in making adjustments in a lesson to respond to changing conditions. When a lesson is well planned, there may be no need for changes during the course of the lesson itself. Shifting the approach in midstream is not always necessary; in fact, with experience comes skill in accurately predicting how a lesson will go and readiness for different possible scenarios. But even the most-skilled and best-prepared teachers will on occasion find that either a lesson is not going as they would like or that a teachable moment has presented itself. They are ready to respond to such situations. Furthermore, teachers who are committed to the learning of all students persist in their attempts to engage each student in learning, even when confronted with initial setbacks.</p>			
	Ineffective	Developing (Target Performance Level)	Accomplished	Exemplary
	<ul style="list-style-type: none"> Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment. 	<ul style="list-style-type: none"> Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon. 	<ul style="list-style-type: none"> Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. 	<ul style="list-style-type: none"> Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.

<p><i>Critical Attributes</i></p>	<ul style="list-style-type: none"> Teacher ignores indications of student boredom or lack of understanding. Teacher brushes aside student questions Teacher makes no attempt to incorporate student interests into the lesson. The teacher conveys to students that when they have difficulty learning it is their fault. In reflecting on practice, the teacher does not indicate that it is important to reach all students. 	<ul style="list-style-type: none"> Teacher's efforts to modify the lesson are only partially successful. Teacher makes perfunctory attempts to incorporate student questions and interests in the lesson. The teacher conveys a sense to students of their own responsibility for their learning but is uncertain about how to assist them. In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies to do so. 	<ul style="list-style-type: none"> When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students. Teacher incorporates students' interests and questions into the heart of the lesson. The teacher conveys to students that he has other approaches to try when the students experience difficulty. In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty. 	<p>In addition to the characteristics of "accomplished":</p> <ul style="list-style-type: none"> The teacher's adjustments to the lesson are designed to assist individual students. The teacher seizes on a teachable moment to enhance a lesson. The teacher conveys to students that she won't consider a lesson "finished" until every student understands and that she has a broad range of approaches to use. In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students.
<p><i>Possible Examples</i></p>	<ul style="list-style-type: none"> The teacher says, "We don't have time for that today." The teacher makes no attempt to adjust the lesson when students appear confused. The teacher says, "If you'd just pay attention, you could understand this." 	<ul style="list-style-type: none"> The teacher says, "I'll try to think of another way to come at this and get back to you." The teacher says, "I realize not everyone understands this, but we can't spend any more time on it." The teacher rearranges the way the students are grouped in an attempt to help students understand the lesson. 	<ul style="list-style-type: none"> The teacher says, "That's an interesting idea; let's see how it fits." The teacher illustrates a principle of good writing to a student using his interest in basketball as context. The teacher says, "Let's try this way and then uses another approach." 	<ul style="list-style-type: none"> The teacher stops midstream in a lesson, and says, "This activity doesn't seem to be working! Here's another way I'd like you to try it." The teacher incorporates the school's upcoming championship game into an explanation of averages. The teacher says, "If we have to come back to this tomorrow, we will; it's really important that you understand it."
<p><i>4A - Reflecting on Teaching</i></p> <ul style="list-style-type: none"> Accuracy Use in Future Teaching 	<p>Reflecting on teaching encompasses the teacher's thinking that follows any instructional event – an analysis of the many decisions made both in planning and implementation of a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions and what aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, informal observations and conversations with students or simply thinking about their teaching. Reflecting with accuracy, specificity and the ability to use what has been learned in future teaching is a learned skill; mentors, coaches, and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking and analyzing instruction through the lens of student learning becomes a habit of mind, leading to improvement in teaching and learning.</p>			

	<i>Ineffective</i>	<i>Developing (Target Performance Level)</i>	<i>Accomplished</i>	<i>Exemplary</i>
	<ul style="list-style-type: none"> Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson Teacher has no suggestions for how a lesson could be improved. 	<ul style="list-style-type: none"> Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved. 	<ul style="list-style-type: none"> Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught. 	<ul style="list-style-type: none"> Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> The teacher considers the lesson but draws incorrect conclusions about its effectiveness. The teacher makes no suggestions for improvement. 	<ul style="list-style-type: none"> The teacher has a general sense of whether or not instructional practices were effective. The teacher offers general modifications for future instruction. 	<ul style="list-style-type: none"> The teacher accurately assesses the effectiveness of instructional activities used. The teacher identifies specific ways in which a lesson might be improved. 	<p>In addition to the characteristics of "accomplished":</p> <ul style="list-style-type: none"> Teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness. Teacher's suggestions for improvement draw on an extensive repertoire.
<i>Possible Examples</i>	<ul style="list-style-type: none"> Despite evidence to the contrary, the teacher says, "My students did great on that lesson!" The teacher says, "That was awful; I wish I knew what to do!" 	<ul style="list-style-type: none"> At the end of the lesson the teacher says, "I guess that went okay." The teacher says, "I guess I'll try X next time." 	<ul style="list-style-type: none"> The teacher says, "I wasn't pleased with the level of engagement of the students." The teacher's journal indicates several possible lesson improvements. 	<ul style="list-style-type: none"> The teacher says, "I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed." In conversation with colleagues, the teacher considers different group strategies for improving a lesson.

Kentucky Framework for Teaching (p. 34-35)
Charlotte Danielson's Framework for Teaching, 2011
 Adapted for Kentucky Department of Education

Analysis of student learning must be completed after student assessment data is collected resulting from teaching the learning sequence (unit) completed in Clinical I.

Task G: Assessment and Analysis of Student Learning

Source of Evidence: Analysis & Reflection of Assessment Data	
This evidence will be used to evaluate your performance on the following:	
<u>Kentucky Framework for Teaching Components</u> 3D – Using Assessment in Instruction	<u>Kentucky Teacher Performance Standards</u> 6 – Assessment
<p>The purpose of analysis and reflection of assessment data is to demonstrate that the teacher education candidate is able to analyze assessment data to monitor learner progress and to guide the educator's and learner's decision making.</p> <p>Tasks:</p> <ul style="list-style-type: none"> ➤ Complete the template provided on the next page to record assessment data of the class to check for mastery of learning targets for each student. ➤ Reflect on the data you collected after the pre-assessment and the continuous assessment data you collected during the unit. After the data analysis, discuss how changes to instruction were made during the unit and how this impacted student learning. Describe the explicit feedback that you provided students. Use specific student data as evidence to demonstrate student learning. ➤ Develop next steps for instruction. 	

TPA Goal:

Goal 1) The teacher education candidate will understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making. (KTPS/InTASC Standard 6)

Whole Group Assessment Results

This form will be completed during Clinical II based on student assessment data resulting from the instruction of the unit completed in Clinical I.

Rows may be added as needed. This table will assist the teacher education candidate in analyzing student learning. However, this table is designed for measuring student growth on pre and post assessments; continuous assessment is required to monitor student learner progress.

Student	Pre-Assessment Learning Targets					Post-Assessment Learning Targets					Student Growth Use positive or negative values			
	1	2	3	4		1	2	3	4		1	2	3	4
1														
2														
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20														
21														
22														
23														
24														
# of Students Meeting Learning Target														
Reflection:														
Next Steps:														

Teacher Education Candidate's Target Performance Level: Developing

No changes have been made to the scoring rubric below.

Task G

Assessment and Analysis of Student Learning

Rubric: 3D Using Assessment in Instruction

Kentucky Framework for Teaching (p. 29-31)

Charlotte Danielson's Framework for Teaching, 2011

Adapted for Kentucky Department of Education

➤ **Kentucky Teacher Performance /InTASC Standards – Instructional Practice: Assessment Standard 6**

➤ **Kentucky Framework for Teaching – Instruction: Using Assessment in Instruction 3D**

**3D - Using
Assessment in
Instruction**

- Assessment Criteria
- Monitoring of Student Learning
- Feedback to Students
- Student Self-Assessment and Monitoring of Progress

Assessment of student learning plays an important role in instruction; no longer does it signal the end of instruction; it is now recognized to be an integral part of instruction. While assessment for learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether students have learned what was intended), assessment for learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have their "fingers on the pulse" of a lesson, monitoring student understanding and, where appropriate, offering feedback to students. Of course, a teacher's monitoring of student learning, though the action may superficially appear to be the same as that of monitoring student behavior, has a fundamentally different purpose in each case. When teachers are monitoring behavior, they are alert to students who may be passing notes, or bothering their neighbors; when teachers are monitoring student learning, they look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation in order to grasp the content. In each case, the teacher may be circulating in the room, but his/her purpose in doing so is quite different in the two situations. Similarly, on the surface, questions asked of students for the purpose of monitoring learning are fundamentally different from those used to build understanding; in the former, teachers are alert to students' revealed misconceptions, whereas in the latter the questions are designed to explore relationships or deepen understanding. For the purpose of monitoring, many teachers create questions specifically to determine the extent of student understanding and use techniques (such as exit tickets) to ascertain the degree of understanding of every student in the class. Indeed, encouraging students (and actually teaching them the necessary skills) of monitoring their own learning against clear standards is demonstrated by teachers at high levels of performance.

Ineffective

- There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality.
- Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.

***Developing
(Target Level)***

- Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning.
- Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work.

Accomplished

- **Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning.**
- **Students appear to be aware of the assessment criteria; some of them engage in self-assessment**

Exemplary

- Assessment is fully integrated into instruction through extensive use of formative assessment.
- Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria
- Students self-assess and monitor their progress.

		<ul style="list-style-type: none"> Questions, prompts, and assessments are rarely used to diagnose evidence of learning. 	<ul style="list-style-type: none"> Questions, prompts, assessments are used to diagnose evidence of learning. 	<ul style="list-style-type: none"> A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning. Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> The teacher gives no indication of what high-quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Feedback is only global. The teacher does not ask students to evaluate their own classmates work. 	<ul style="list-style-type: none"> There is little evidence that the students understand how their work will be evaluated. Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students. Teacher requests global indications of student understanding. Feedback to students is not uniformly specific and not oriented towards future improvement of the work. The teacher makes only minor attempts to engage students in self-assessment or peer assessment. 	<ul style="list-style-type: none"> Students indicate that they clearly understand the characteristics of high-quality work. The teacher elicits evidence of student understanding during the lesson. Students are invited to assess their own work and make improvements. Feedback includes specific and timely guidance, at least for groups of students. The teacher attempts to engage students in self-assessment or peer assessment. 	<p>In addition to the characteristics of “accomplished”:</p> <ul style="list-style-type: none"> There is evidence that students have helped establish the evaluation criteria. Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly “taking the pulse” of the class. Teacher makes frequent use of strategies to elicit information about individual student understanding. Feedback to students is specific and timely, and is provided from many sources including other students. Students monitor their own understanding, either on their own initiative or as a result of tasks set by their teacher.
<i>Possible Examples</i>	<ul style="list-style-type: none"> A student asks: “How is this assignment going to be graded?” A student asks, “Does this quiz count towards my grade?” The teacher forges ahead with a presentation without checking for understanding. The teacher says: “Good job, everyone.” 	<ul style="list-style-type: none"> Teacher asks: “Does anyone have a question?” When a student completes a problem on the board, the teacher corrects the student’s work without explaining why. The teacher, after receiving a correct response from one student, continues without ascertaining whether all students understand the concept. 	<ul style="list-style-type: none"> The teacher circulates during small group or independent work, offering suggestions to groups of students. The teacher uses a specifically formulated question to elicit evidence of student understanding. The teacher asks student to look over their papers to correct their errors 	<ul style="list-style-type: none"> The teacher reminds students of the characteristics of high-quality work (the assessment criteria), suggesting that the students themselves helped develop them. While students are working, the teacher circulates, providing substantive feedback to individual students. The teacher uses exit tickets to elicit evidence of individual student understanding. Students offer feedback to their classmates on their work. Students evaluate a piece of their writing rubric and confer with the teacher about how it could be improved.

Task H: Records and Communication

(Adapted from KTIP Handbook, Fall 2017 Edition, p. 12)

Source of Evidence: Records and Communication	
Your committee will use this evidence to evaluate your performance on the following:	
<u>Kentucky Framework for Teaching Components</u> 4B – Maintaining Accurate Records 4C – Communicating with Families	<u>Kentucky Teacher Performance Standards</u> 10 – Leadership and Collaboration

Guidelines for Developing the Source of Evidence: Records and Communication

An essential responsibility of teachers is to keep accurate records of both instructional and non-instructional events. Accurate records are vital because they inform the teacher's interactions with colleagues, students, and families. The methods for keeping these records will vary depending on the type of information being recorded and the requirements of the school district.

Another responsibility of teachers is to establish relationships with families by communicating with them about the instructional program and their child's progress and providing opportunities for them to be involved in the educational process. A teacher's efforts to communicate with students' families conveys a message of caring on the part of the teacher.

This Source of Evidence should be initiated during Cycle 1 to inform discussions during the post-observation conferences and the Cycle 1 Committee Meeting regarding Components (4B) and (4C). If Component 4B – Maintaining Accurate Records and/or Component 4C- Communicating with Families are scored as ineffective by one or more committee members during Cycle 1, this Source of Evidence must be further developed and submitted for reevaluation during Cycle 2. If Component 4B and 4C are scored as Developing or higher by all committee members during Cycle 1, no additional write-up is required during Cycle 2 or Cycle 3 unless the committee requests more information or you wish to improve your documentation. You should, however, be prepared to share any changes made or insights gained regarding the two components during post-observation conferences and committee meetings.

There are not guiding questions for developing this Source of Evidence, as the prompts are simple and straightforward.

TPA Goals:

Goal 1) The teacher education candidate will seek appropriate leadership roles and opportunities to:

- a) **Take responsibility for student learning;**
- b) **Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and**
- c) **Advance the profession. (KTPS/InTASC Standard 10)**

Source of Evidence: Records and Communication	
Name:	Date:
This Source of Evidence will be initiated during the first informal meeting with the University Supervisor and Cooperating Teacher	
<p>1. Records (4B) Briefly describe and show evidence of :</p> <ul style="list-style-type: none"> a. Routine classroom events (e.g. attendance, completion of assignments, etc.) b. Individual student learning/progress c. Non-instructional matters (e.g. permission slips, picture money, equipment inventories, etc.) 	
<p>2. Communication (4C) Describe ways that you communicate with students and families regarding:</p> <ul style="list-style-type: none"> a. The learning of the student. b. The instructional program in which the student is involved. c. The ways that families could become involved in the student's learning. <p style="margin-top: 20px;">Reflect on how your efforts to communicate with students and families had a positive impact on the environment in your classroom and how they could be improved.</p>	

From KTIP Handbook, Fall 2017 Edition, p. 13

Teacher Education Candidate's Target Performance Level: Developing

No changes have been made to the scoring rubric below.

Task H

Records and Communication Rubric

Kentucky Framework for Teaching (p. 38-39)

Charlotte Danielson's Framework for Teaching, 2011

Adapted for Kentucky Department of Education

- **Kentucky Teacher Performance /InTASC Standards – Professional Responsibility: Leadership and Collaboration Standard 10**
- **Kentucky Framework for Teaching – Professional Responsibilities: Maintaining Accurate Records 4B; Communicating with Families 4C**

**4B -
Maintaining
Accurate
Records**

- Student Completion of Assignments
- Student Progress in Learning
- Non-Instructional Records

An essential responsibility of professional educators is keeping accurate records of both instructional and non-instructional events. This record keeping includes student completion of assignments, student progress in learning and records of non-instructional activities that are part of the day-to-day functions in a school setting, including such things as the return of signed permission slips for a field trip and money for school pictures. Proficiency in this component is vital because these records inform interactions with students and parents and allow teachers to monitor learning and adjust instruction accordingly. The methods of keeping records vary as much as the type of information that is being recorded. For example, records of formal assessments may be recorded electronically with the use of spreadsheets and databases that allow for item analysis and individualized instruction. A less formal means of keeping track of student progress may include anecdotal notes that are kept in student folders.

Ineffective

- Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray.
- Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.

***Developing
(Target Performance Level)***

- Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective.
- Teacher's records for non-instructional activities are adequate but require frequent monitoring to avoid errors.

Accomplished

Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.

Exemplary

- Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.
- Students contribute information and participate in maintaining the records.

***Critical
Attributes***

- There is no system for either instructional or non-instructional records.
- The record-keeping systems are in disarray so as to provide incorrect or confusing information.

- The teacher has a process for recording completion of student work. However, it is out of date or does not permit students to gain access to the information.
- The teacher's process for tracking student progress is cumbersome to use.

- The teacher's process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments.
- The teacher has an efficient and effective process for recording student attainment of learning

- In addition to the characteristics of "accomplished":
- Students contribute to and maintain records indicating completed and overdue work assignments.
 - Students both contribute and maintain data files

		<ul style="list-style-type: none"> The teacher has a process for tracking, but not all non-instructional information, and it may contain some errors. 	<ul style="list-style-type: none"> goals; student able to see how they're progressing. The teacher's process for recording non-instructional information is both efficient and effective. 	<ul style="list-style-type: none"> indicating their own progress in learning. Students contribute to maintaining non-instructional records for the class.
Possible Examples	<ul style="list-style-type: none"> A student says, "I'm sure I turned in that assignment, but the teacher lost it!" The teacher says, "I misplaced the writing samples for my class, but it doesn't matter—I know what the students would have scored." On the morning of the field trip, the teacher discovers that five students have never turned in their permission slips. 	<ul style="list-style-type: none"> A student says, "I wasn't in school today, and my teacher's website is out of date, so I don't know what the assignments are." The teacher says, "I've got all these notes about how kids are doing; I should put them into the system, but I don't have time." On the morning of the field trip, the teacher frantically searches all the drawers in the desk for permission slips and finds them just before the bell rings. 	<ul style="list-style-type: none"> The teacher creates a link on the class website that students can access to check on any missing assignment. The teacher's grade book records student progress toward learning goals. The teacher creates a spreadsheet for tracking which students have paid for their school pictures. 	<ul style="list-style-type: none"> A student from each team maintains the database of current and missing assignments for the team. When asked about their progress in class, a student proudly shows her data file and can explain how the documents indicate her progress toward learning goals. When they bring in their permission slips for a field trip, students add their own information to the database.
4C - Communicating with Families <ul style="list-style-type: none"> Information About the Instructional Program Information About Individual Students Engagement of Families in the Instructional Program 	Although the ability of families to participate in their child's learning varies widely due to other family or job obligations, it is the responsibility of teachers to provide opportunities for them to both understand the instructional program and their child's progress. Teachers establish relationships with families by communicating to them about both the instructional program and about individual students, and they invite families to be part of the educational process itself. The level of family participation and involvement tends to be greater at the elementary level when young children are just beginning school. However, the importance of regular communication with families of adolescence cannot be overstated. A teacher's effort to communicate with families conveys an essential caring on the part of the teacher, a quality valued by families of students of all ages.			
	Ineffective	Developing (Target Performance Level)	Accomplished	Exemplary
	<ul style="list-style-type: none"> Teacher communication with families—about the instructional program, about individual students—is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program. 	<ul style="list-style-type: none"> Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Communications are one-way and not always appropriate to the cultural norms of those families. 	<ul style="list-style-type: none"> Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program. Information to families is conveyed in a culturally appropriate manner. 	<ul style="list-style-type: none"> Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.

<p><i>Critical Attributes</i></p>	<ul style="list-style-type: none"> • Little or no information regarding the instructional program is available to parents. • Families are unaware of their children’s progress. • Family engagement activities are lacking. • Communication is culturally inappropriate. 	<ul style="list-style-type: none"> • School or district-created materials about the instructional program are sent home. • Infrequent or incomplete information is sent home by teachers about the instructional program. • Teacher maintains school-required grade book but does little else to inform families about student progress. • Teacher communications are sometimes inappropriate to families’ cultural norms. 	<ul style="list-style-type: none"> • Information about the instructional program is available on a regular basis. • The teacher sends information about student progress home on a regular basis. • Teacher develops activities designed to successfully engage families in their children’s learning, as appropriate. 	<p>In addition to the characteristics of “accomplished”:</p> <ul style="list-style-type: none"> • On a regular basis, students develop materials to inform their families about the instructional program. • Students maintain accurate records about their individual learning progress and frequently share this information with families. • Students contribute to regular and ongoing projects designed to engage families in the learning process.
<p><i>Possible Examples</i></p>	<ul style="list-style-type: none"> • A parent says, “I’d like to know what my kid is working on at school.” • A parent says, “I wish I knew something about my child’s progress before the report card comes out.” • A parent says, “I wonder why we never see any school work come home.” 	<ul style="list-style-type: none"> • A parent says, “I received the district pamphlet on the reading program, but I wonder how it’s being taught in my child’s class.” • A parent says, “I emailed the teacher about my child’s struggles with math, but all I got back was a note saying that he’s doing fine.” • Weekly quizzes are sent home for parent/guardian signature. 	<ul style="list-style-type: none"> • The teacher sends weekly newsletter home to families, including advance notice about homework assignments, current class activities, community and/or school projects, field trips, etc. • The teacher creates a monthly progress report, which is sent home for each student. • The teacher sends home a project that asks students to interview a family member about growing up during the 1970s. 	<ul style="list-style-type: none"> • Students create materials for back-to-school night that outline the approach for learning science. • Student daily reflection log describes learning and goes home each week for a response from a parent or guardian. • Students design a project on charting family use of plastics.

Kentucky Framework for Teaching (p. 38-39)
Charlotte Danielson’s Framework for Teaching, 2011
Adapted for Kentucky Department of Education

Task I: Professional Involvement Log

(Adapted from KTIP Handbook, Fall 2017 Edition, p. 14)

Source of Evidence: Professional Involvement	
Your committee will use this evidence to evaluate your performance on the following:	
<u>Kentucky Framework for Teaching Components</u> 4A – Reflecting on Teaching 4B – Maintaining Accurate Records 4D – Participating in a Professional Community 4E – Growing and Developing Professionally 4F – Showing Professionalism	<u>Kentucky Teacher Performance Standards</u> 9 – Professional Learning and Ethical Practice 10 – Leadership and Collaboration

Guidelines for Developing the Source of Evidence: Professional Involvement

Effective schools are more than aggregations of effective classrooms. They are professional communities in which teachers are actively involved in collaborations with colleagues and others to improve instruction and student learning and seek ways to contribute to the quality of life for both students and teachers in the school and district. As an student teacher, you will have the opportunity to identify ways in which you can become actively involved in your school's professional community.

Your initial involvement in the professional community of your school should be discussed with the university supervisor and cooperating teacher at your first informal meeting. The Professional Involvement Log should then be used to document your professional involvement activities during the course of your student teaching, providing a brief description of your contributions to/involvement in each activity noted. Your log should be updated and reviewed at each meeting with your university supervisor as your involvement in some activities ends, involvement in other activities continues, and involvement in new activities is initiated.

Your professional involvement will be evaluated on the extent to which you have actively participated in a range of activities and have, over time, made a contribution to the professional community of your school.

During the first informal meeting, discuss with your committee ways you can be actively involved in the professional life of your school and district (e.g. involvement in instructional collaborations with colleagues such as PLCs or departmental/grade level groups to identify and address student needs, participation in school events/activities and student clubs or groups, service on school and/or district committees and projects, involvement in a professional book study, engagement with parent and community groups, etc.). Agree on your initial professional involvement activities.

After the first informal meeting, use the Professional Involvement Log to document the ways you are currently involved in the professional life of your school and district, providing a description of your contributions to/involvement in each activity noted. This log should be updated during each cycle to reflect continued and new involvement.

1. After your first formal observation, review your professional involvement log, reflecting on your contributions to/involvement in the activities and the impact of your involvement on you, the students, and the school community. Identify activities that will be continued and any possible new opportunities.
3. After your second formal observation, review your professional involvement log, reflecting on your contributions to/involvement in the activities and the impact of your involvement on you, the students, and the school community. Identify activities that will be continued and any possible new opportunities for involvement.
4. After your third observation, reflect on the impact of your professional involvement during the semester on you, the students, and the school community. What experiences were most beneficial? Identify any activities in which you would like to continue to be involved when you have your own classroom.

TPA Goals:

Goal 1) The teacher education candidate will engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner. (KTPS/InTASC Standard 9)

Goal 2) The teacher education candidate will seek appropriate leadership roles and opportunities to:

- a) Take responsibility for student learning;**
- b) Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and**
- c) Advance the profession. (KTPS/InTASC Standard 10)**

Source of Evidence: Professional Involvement (4D)	
Name:	
This log should be updated before each formal observation Your updated Professional Involvement Log should be available for review during each observation post conference	
Activity	Description of Your Contributions/Involvement
	Before Observation 1: Before Observation 2: Before Observation 3: Before Observation 4:
	Before Observation 1: Before Observation 2: Before Observation 3: Before Observation 4:
	Before Observation 1: Before Observation 2: Before Observation 3: Before Observation 4:
	Before Observation 1: Before Observation 2: Before Observation 3: Before Observation 4:
	Before Observation 1: Before Observation 2: Before Observation 3: Before Observation 4:
	Before Observation 1: Before Observation 2: Before Observation 3: Before Observation 4:
Involvement Review and Reflection 1	
Involvement Review and Reflection 2	
Involvement Review and Reflection 3	
Involvement Review and Reflection 4	
Final Involvement Review and Reflection	

Teacher Education Candidate's Target Performance Level: Developing

No changes have been made to the scoring rubric below.

Task : I**Professional Involvement Rubric****Kentucky Framework for Teaching (p. 40-43)**

Charlotte Danielson's Framework for Teaching, 2011

Adapted for Kentucky Department of Education

- **Kentucky Teacher Performance /InTASC Standards – *Professional Responsibility*: Professional Learning and Ethical Practice Standard 9 and Leadership and Collaboration Standard 10**
- **Kentucky Framework for Teaching – Professional Responsibilities: Reflecting on Teaching 4A; Maintaining Accurate Records 4B; Participating in a Professional Community 4D; Growing and Developing Professionally 4E; Showing Professionalism 4F**

4A - Reflecting on Teaching

- Accuracy
- Use in Future Teaching

Reflecting on teaching encompasses the teacher's thinking that follows any instructional event – an analysis of the many decisions made both in planning and implementation of a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions and what aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, informal observations and conversations with students or simply thinking about their teaching. Reflecting with accuracy, specificity and the ability to use what has been learned in future teaching is a learned skill; mentors, coaches, and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking and analyzing instruction through the lens of student learning becomes a habit of mind, leading to improvement in teaching and learning.

<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
<ul style="list-style-type: none"> • Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson • Teacher has no suggestions for how a lesson could be improved. 	<ul style="list-style-type: none"> • Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. • Teacher makes general suggestions about how a lesson could be improved. 	<ul style="list-style-type: none"> • Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. • Teacher makes a few specific suggestions of what could be tried another time the lesson is taught. 	<ul style="list-style-type: none"> • Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. • Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.

<i>Critical Attributes</i>	<ul style="list-style-type: none"> The teacher considers the lesson but draws incorrect conclusions about its effectiveness. The teacher makes no suggestions for improvement. 	<ul style="list-style-type: none"> The teacher has a general sense of whether or not instructional practices were effective. The teacher offers general modifications for future instruction. 	<ul style="list-style-type: none"> The teacher accurately assesses the effectiveness of instructional activities used. The teacher identifies specific ways in which a lesson might be improved. 	<p>In addition to the characteristics of “accomplished”:</p> <ul style="list-style-type: none"> Teacher’s assessment of the lesson is thoughtful and includes specific indicators of effectiveness. Teacher’s suggestions for improvement draw on an extensive repertoire.
<i>Possible Examples</i>	<ul style="list-style-type: none"> Despite evidence to the contrary, the teacher says, “My students did great on that lesson!” The teacher says, “That was awful; I wish I knew what to do!” 	<ul style="list-style-type: none"> At the end of the lesson the teacher says, “I guess that went okay.” The teacher says, “I guess I’ll try X next time.” 	<ul style="list-style-type: none"> The teacher says, “I wasn’t pleased with the level of engagement of the students.” The teacher’s journal indicates several possible lesson improvements. 	<ul style="list-style-type: none"> The teacher says, “I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed.” In conversation with colleagues, the teacher considers different group strategies for improving a lesson.
<i>4B - Maintaining Accurate Records</i> <ul style="list-style-type: none"> Student Completion of Assignments Student Progress in Learning Non-Instructional Records 	<p>An essential responsibility of professional educators is keeping accurate records of both instructional and non-instructional events. This record keeping includes student completion of assignments, student progress in learning and records of non-instructional activities that are part of the day-to-day functions in a school setting, including such things as the return of signed permission slips for a field trip and money for school pictures. Proficiency in this component is vital because these records inform interactions with students and parents and allow teachers to monitor learning and adjust instruction accordingly. The methods of keeping records vary as much as the type of information that is being recorded. For example, records of formal assessments may be recorded electronically with the use of spreadsheets and databases that allow for item analysis and individualized instruction. A less formal means of keeping track of student progress may include anecdotal notes that are kept in student folders.</p>			
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	<ul style="list-style-type: none"> Teacher’s system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher’s records for non-instructional activities are in disarray, resulting in errors and confusion. 	<ul style="list-style-type: none"> Teacher’s system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher’s records for non-instructional activities are adequate but require frequent monitoring to avoid errors. 	<ul style="list-style-type: none"> Teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. 	<ul style="list-style-type: none"> Teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Students contribute information and participate in maintaining the records.

<p>Critical Attributes</p>	<ul style="list-style-type: none"> There is no system for either instructional or non-instructional records. The record-keeping systems are in disarray so as to provide incorrect or confusing information. 	<ul style="list-style-type: none"> The teacher has a process for recording completion of student work. However, it is out of date or does not permit students to gain access to the information. The teacher's process for tracking student progress is cumbersome to use. The teacher has a process for tracking, but not all non-instructional information, and it may contain some errors. 	<ul style="list-style-type: none"> The teacher's process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments. The teacher has an efficient and effective process for recording student attainment of learning goals; student able to see how they're progressing. The teacher's process for recording non-instructional information is both efficient and effective. 	<p>In addition to the characteristics of "accomplished":</p> <ul style="list-style-type: none"> Students contribute to and maintain records indicating completed and overdue work assignments. Students both contribute and maintain data files indicating their own progress in learning. Students contribute to maintaining non-instructional records for the class.
<p>Possible Examples</p>	<ul style="list-style-type: none"> A student says, "I'm sure I turned in that assignment, but the teacher lost it!" The teacher says, "I misplaced the writing samples for my class, but it doesn't matter—I know what the students would have scored." On the morning of the field trip, the teacher discovers that five students have never turned in their permission slips. 	<ul style="list-style-type: none"> A student says, "I wasn't in school today, and my teacher's website is out of date, so I don't know what the assignments are." The teacher says, "I've got all these notes about how kids are doing; I should put them into the system, but I don't have time." On the morning of the field trip, the teacher frantically searches all the drawers in the desk for permission slips and finds them just before the bell rings. 	<ul style="list-style-type: none"> The teacher creates a link on the class website that students can access to check on any missing assignment. The teacher's grade book records student progress toward learning goals. The teacher creates a spreadsheet for tracking which students have paid for their school pictures. 	<ul style="list-style-type: none"> A student from each team maintains the database of current and missing assignments for the team. When asked about their progress in class, a student proudly shows her data file and can explain how the documents indicate her progress toward learning goals. When they bring in their permission slips for a field trip, students add their own information to the database.
<p>4D - Participating in a Professional Community</p> <ul style="list-style-type: none"> Relationships with Colleagues Involvement in a Culture of Professional Inquiry 	<p>Schools are, first of all, environments to promote the learning of students. But in promoting student learning, teachers must work with colleagues to share strategies, plan joint efforts and plan for the success of individual students. Schools are, in other words, professional organizations for teachers – organizations whose full potential is realized only when teachers regard themselves as members of a professional community. This community is characterized by mutual support and respect and by recognition of the responsibility of all teachers to be constantly seeking ways to improve their practice and to contribute to the life of the school. Inevitably, teachers' duties extend beyond the doors of their classrooms and include activities related to the entire school and/or larger district. These activities include such things as school and district curriculum committees or engagement with the parent-teacher organization. With experience, teachers assume leadership roles in these activities.</p>			
	<p>Ineffective</p> <ul style="list-style-type: none"> Teacher's relationships with colleagues are negative or self-serving. 	<p>Developing (Target Performance Level)</p> <ul style="list-style-type: none"> Teacher maintains cordial relationships with colleagues 	<p>Accomplished</p> <ul style="list-style-type: none"> Teacher's relationships with colleagues are characterized by mutual 	<p>Exemplary</p> <ul style="list-style-type: none"> Teacher's relationships with colleagues are characterized by mutual support and cooperation,

<ul style="list-style-type: none"> • Service to the School • Participation in School and District Projects 	<ul style="list-style-type: none"> • Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. • Teacher avoids becoming involved in school events or school and district projects 	<p>to fulfill duties that the school or district requires.</p> <ul style="list-style-type: none"> • Teacher becomes involved in the school's culture of professional inquiry when invited to do so. • Teacher participates in school events and school and district projects when specifically asked to do so. 	<p>support and cooperation; teacher actively participates in a culture of professional inquiry.</p> <ul style="list-style-type: none"> • Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution. 	<p>with the teacher taking initiative in assuming leadership among the faculty.</p> <ul style="list-style-type: none"> • Teacher takes a leadership role in promoting a culture of professional inquiry. • Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.
<p><i>Critical Attributes</i></p>	<ul style="list-style-type: none"> • The teacher's relationship with colleagues is characterized by negativity or combativeness. • The teacher purposefully avoids contributing to activities promoting professional inquiry. • The teacher avoids involvement in school activities and school, district and community projects. 	<ul style="list-style-type: none"> • The teacher has pleasant relationships with colleagues. • When invited, the teacher participates in activities related to professional inquiry. • When asked, the teacher participates in school activities, as well as school, district and community projects. 	<ul style="list-style-type: none"> • The teacher has supportive and collaborative relationships with colleagues. • The teacher regularly participates in activities related to professional inquiry. • The teacher frequently volunteers to participate in school activities, as well as school, district and community projects. 	<p>In addition to the characteristics of "accomplished":</p> <ul style="list-style-type: none"> • The teacher takes a leadership role in promoting activities related to professional inquiry. • The teacher regularly contributes to and oversees events that positively impact school life. • The teacher regularly contributes to and serves as head of significant school, district and community projects.
<p><i>Possible Examples</i></p>	<ul style="list-style-type: none"> • The teacher doesn't share test-taking strategies with his colleagues. He figures that if his students do well, it will make him look good. • The teacher does not attend PLC meetings. • The teacher does not attend any school function after the dismissal bell. • The teacher says, "I work from 8:30-3:30 and not a minute more. I won't serve on any district committee unless they get a substitute to cover my class". 	<ul style="list-style-type: none"> • The teacher is polite but never shares any instructional materials with his grade partners. • The teacher attends PLC meetings only when reminded by her supervisor. • The principal says, "I wish I didn't have to ask the teacher to 'volunteer' every time we need someone to chaperone the dance." • The teacher contributes to the district literacy committee only when requested to do so by the principal. 	<ul style="list-style-type: none"> • The principal remarks that the teacher's students have been noticeably successful since her team has been focused on instructional strategies during their team meetings. • The teacher has decided to take some of the free MIT courses online and to share his learning with colleagues. • The basketball coach is usually willing to chaperone the 9th grade dance because she knows all of her players will be there. 	<ul style="list-style-type: none"> • The teacher leads the "mentor" group, devoted to supporting teachers during their first years in the profession. • The teacher hosts a book study group that meets monthly; he guides the book choices so that the group can focus on topics that will enhance their skills. • The teacher leads the school's annual "Olympics" day, which involves all students and faculty in athletic events. • The teacher leads the school district's wellness committee, which involves health-care and

			<ul style="list-style-type: none"> The teacher enthusiastically represents the school during the district social studies review and brings her substantial knowledge of U.S. history to the course-writing team. 	nutrition specialists from the community.
<p>4E - Growing and Developing Professionally</p> <ul style="list-style-type: none"> Enhancement of Content Knowledge and Pedagogical Skill Receptivity to Feedback from Colleagues Service to the Profession 	<p>As in other professions, the complexity of teaching requires continued growth and development in order to remain current. Conscientiousness about continuing to stay informed and increasing their skills allows teachers to become ever more effective and to exercise leadership among their colleagues. The academic disciplines themselves evolve and educators constantly refine their understanding of how to engage students in learning; thus growth in content, pedagogy and information technology are essential to good teaching. Networking with colleagues through such activities such as joint planning, study groups and lesson study provides opportunities for teachers to learn from one another. These activities allow for job-embedded professional development. In addition, professional educators increase their effectiveness in the classroom by belonging to professional organizations, reading professional journals, attending educational conferences, and taking university classes. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession.</p>			
	Ineffective	Developing	Accomplished	Exemplary
	<ul style="list-style-type: none"> Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibility. 	<ul style="list-style-type: none"> Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues. Teacher finds limited ways to contribute to the profession. 	<ul style="list-style-type: none"> Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators. 	<ul style="list-style-type: none"> Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.
Critical Attributes	<ul style="list-style-type: none"> The teacher is not involved in any activity that might enhance knowledge or skill. The teacher purposefully resists discussing performance with supervisors or colleagues. The teacher ignores invitations to join professional organizations or attend conferences. 	<ul style="list-style-type: none"> The teacher participates in professional activities when they are required or when provided by the school district. The teacher reluctantly accepts feedback from supervisors and colleagues. The teacher contributes in a limited fashion to educational professional organizations. 	<ul style="list-style-type: none"> The teacher seeks regular opportunities for continued professional development. The teacher welcomes colleagues and supervisors into the classroom for the purpose of gaining insight from their feedback. The teacher actively participates in professional organizations designed to contribute to the profession. 	<p>In addition to the characteristics of “accomplished”:</p> <ul style="list-style-type: none"> The teacher seeks regular opportunities for continued professional development, including initiating action research. The teacher actively seeks feedback from supervisors and colleagues. The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.

<p><i>Possible Examples</i></p>	<ul style="list-style-type: none">• The teacher never takes continuing education courses, even though the credits would increase his salary.• The teacher endures the principal’s annual observations in her classroom, knowing that if she waits long enough, the principal will eventually leave and she will simply discard the feedback form.• Despite teaching high school honors mathematics, the teacher declines to join NCTM because it costs too much and makes too many demands on members’ time.	<ul style="list-style-type: none">• The teacher politely attends district workshops and professional development days but doesn’t make much use of the materials received.• The teacher listens to his principal’s feedback after a lesson but isn’t sure that the recommendations really apply to his situation.• The teacher joins the local chapter of the American Library Association because she feels she might benefit from the free book—but otherwise doesn’t feel it worth much of her time.	<ul style="list-style-type: none">• The teacher eagerly attends the school district optional summer workshops, finding them to be a wealth of instructional strategies he can use during the school year.• The teacher enjoys her principal’s weekly walk-through visits because they always lead to a valuable informal discussion during lunch the next day.• The teacher joins a science education partnership and finds that it provides him access to resources that truly benefit his students’ conceptual understanding.	<ul style="list-style-type: none">• The teacher’s principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project in order to improve her own instruction.• The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress.• The teacher founds a local organization devoted to literacy education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects.
<p><i>4F - Showing Professionalism</i></p> <ul style="list-style-type: none">• Integrity and Ethical Conduct• Service to Students• Advocacy• Decision Making• Compliance with School and District Regulations	<p>Expert teachers demonstrate professionalism in service both to students and to the profession. Teaching at the highest levels of performance in this component is student focused, putting students first, regardless of how this sense of priority might challenge long-held assumptions, past practices, or simply what is easier or more convenient for teachers. Accomplished teachers have a strong moral compass and are guided by what is the best interest of students. Such educators display professionalism in a number of ways. For example, they conduct their interactions with colleagues with honesty and integrity. They know their students’ needs and seek out resources in order to step in and provide help that may extend beyond the classroom. Teachers advocate for their students in ways that might challenge traditional views and the educational establishment, seeking greater flexibility in the ways school rules and policies are applied. These dedicated educators also display their professionalism in the ways they approach problem solving and decision making, with student needs in mind. Finally, teachers consistently adhere to school and district policies and procedures but are willing to work to improve those that may be outdated or ineffective.</p>			
	<p><i>Ineffective</i></p>	<p><i>Developing (Target Performance Level)</i></p>	<p><i>Accomplished</i></p>	<p><i>Exemplary</i></p>
	<ul style="list-style-type: none">• Teacher displays dishonesty in interactions with colleagues, students and the public.• Teacher is not alert to students’ needs and contributes to school practices that result in some students being ill-served by the school.• Teacher makes decisions and recommendations based on self-serving interests. Teacher	<ul style="list-style-type: none">• Teacher is honest in interactions with colleagues, students and the public.• Teacher attempts, though inconsistently, to serve students. Teacher does not knowingly contribute to some students being ill-served by the school.• Teacher’s decisions and recommendations are based	<ul style="list-style-type: none">• Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and the public.• Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed.• Teacher maintains an open mind in team or departmental decision-making.	<ul style="list-style-type: none">• Teacher takes a leadership role with colleagues and can be counted on to hold the highest standards of honesty, integrity and confidentiality.• Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitude or practices to ensure that all students, particularly

	does not comply with school and district regulations.	on limited but genuinely professional considerations. <ul style="list-style-type: none">Teacher complies minimally with school and district regulations, doing just enough to get by	<ul style="list-style-type: none">Teacher complies fully with school and district regulation.	those traditionally underserved, are honored in the school. <ul style="list-style-type: none">Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards.Teacher complies fully with school and district regulations, taking a leadership role with colleagues.
<i>Critical Attributes</i>	<ul style="list-style-type: none">Teacher is dishonest.Teacher does not notice the needs of students.The teacher engages in practices that are self-serving.The teacher willfully rejects school district regulations.	<ul style="list-style-type: none">Teacher is honest.Teacher notices the needs of students but is inconsistent in addressing them.Teacher does not notice that some school practices result in poor conditions for students.Teacher makes decisions professionally but on a limited basis.Teacher complies with school district regulations.	<ul style="list-style-type: none">Teacher is honest and known for having high standards of integrity.Teacher actively addresses student needs.Teacher actively works to provide opportunities for student success.Teacher willingly participates in team and departmental decision-making.Teacher complies completely with school district regulations.	In addition to the characteristics of “accomplished”: <ul style="list-style-type: none">Teacher is considered a leader in terms of honesty, integrity, and confidentiality.Teacher is highly proactive in serving students.Teacher makes a concerted effort to ensure that opportunities are available for all students to be successful.Teacher makes a leadership role in team and departmental decision-making.Teacher takes a leadership role regarding school district regulations.
<i>Possible Examples</i>	<ul style="list-style-type: none">The teacher makes some errors when marking the last common assessment but doesn’t tell his colleagues.The teacher does not realize that three of her neediest students arrive at school an hour early every morning because their mother can’t afford day care.The teacher fails to notice that one of her kindergartners is	<ul style="list-style-type: none">The teacher says, “I have always known my grade partner to be truthful. If she called in sick, then I believe her.”The teacher, considering staying late to help some of her students in after-school day care, realizes doing so would conflict with her gym class and decides against staying.	<ul style="list-style-type: none">The teacher is trusted by his grade partners; they share information with him, confident it will not be repeated inappropriately.Despite her lack of knowledge about dance, the teacher forms a dance club at her high school to meet the high interest level of her minority students who cannot afford lessons.	<ul style="list-style-type: none">When the new teacher has trouble understanding directions from the principal, she immediately goes to the colleague who she can rely on for expert advice and complete discretion.After the school’s intramural basketball program is discontinued, the teacher finds some former student-athletes to come in and work

	<p>often ill, looks malnourished, and frequently has bruises on her arms and legs.</p> <ul style="list-style-type: none"> • When one of his colleagues goes home suddenly because of illness, the teacher pretends to have a meeting so that he won't have to share in the coverage responsibilities. • The teacher does not file her students' writing samples in their cumulative folders; doing so is time consuming, and she wants to leave early for summer break. 	<ul style="list-style-type: none"> • The teacher notices a student struggling in his class and sends a quick e-mail to the counselor. When he doesn't get a response, he assumes the problem has been taken care of. • When her grade partner goes out on maternity leave, the teacher says, "Hello" and "Welcome" to the substitute but does not offer any further assistance. • The teacher keeps his district-required grade book up to date, but enters exactly the minimum number of assignments specified by his department chair. 	<ul style="list-style-type: none"> • The teacher notices some speech delays in a few of her young students; she calls in the speech therapist to do a few sessions in her classroom and provide feedback on further steps. • The English department chair says, "I appreciate when Jim attends our after-school meetings; he always contributes something meaningful to the discussion." • The teacher learns the district's new online curriculum mapping system and enters all of her courses. 	<p>with his students, who have come to love the after-school sessions.</p> <ul style="list-style-type: none"> • The teacher enlists the help of her principal when she realizes that a colleague has been making disparaging comments about some disadvantaged students. • The math department looks forward to their weekly meetings; their leader, the teacher is always seeking new instructional strategies and resources for them to discuss. • When the district adopts a new Web-based grading program, the teacher learns it inside and out so that she can assist her colleagues with its implementation.
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Kentucky Framework for Teaching (p. 40-43)
Charlotte Danielson's Framework for Teaching, 2011
 Adapted for Kentucky Department of Education

Task J: Professional Growth Plan

(From KTIP Handbook, Fall 2017 Edition, p. 16-19)

Source of Evidence: Professional Growth	
This evidence will be used to evaluate your performance on the following:	
<u>Kentucky Framework for Teaching Components</u>	<u>Kentucky Teacher Performance Standards</u>
4A – Reflecting on Teaching 4E – Growing and Developing Professionally	9 – Professional Learning and Ethical Practice 10 – Leadership and Collaboration

Guidelines for Developing the Source of Evidence: Professional Growth

As noted in the overview of this handbook, the KTIP approach is grounded in a developmental view of teaching, recognizing that the complex, demanding work of the profession is mastered over the course of several years of study, consultation, and reflective practice. In developing this Source of Evidence, you will have the opportunity to assess your present level of performance on the components of the Kentucky Framework for Teaching to begin to identify your strengths and areas for growth. Working with your university supervisor and collaborating teacher, you will identify the focus for your PGP.

The PGP is the Source of Evidence that documents that you have been afforded due process. The areas for growth to be addressed on your PGP will be identified after your first formal observation when you and your collaborating teacher and university supervisor discuss your strengths and possible priority areas for growth. The PGP must first focus on documenting that you have been provided reasonable assistance to improve your performance on any components rated as Ineffective. If all components are rated as Developing or higher, the focus of the PGP can be on components which, if refined, would have the greatest impact on your instruction and your students' learning.

- After the first informal meeting with your university supervisor and collaborating teacher, you should assess your present level of performance on the components of the Kentucky Framework for Teaching by completing the following steps:
 - You will need your copy of the Kentucky Framework for Teaching.
 - For each component, carefully read the indicators for the four levels of performance and **mark with a highlighter the indicators that best describe your current performance for that component.**
 - For each component, the performance level with the most highlighted indicators best describes your assessment of your level of performance for the component.
 - In the Self-Assessment of Performance matrix on the template, click on the appropriate performance level to the right of each component.
- During your meeting with your collaborating teacher and university supervisor after your first formal observation, review your ratings for the components of the Kentucky Framework for Teaching to identify those components that represent possible priority growth needs (needs which, if addressed by professional learning, would have a positive impact on your instruction and your students' learning). To get started, consider those components that you rated as either (I) Ineffective or (D) Developing. From these components, select the four components you believe would have the greatest impact on your instruction and student learning if addressed by professional learning. Identify these components, in the Possible Professional Growth Priority Components section of the template.

Consider the components you identified as possible priorities for professional growth. Other Sources of Evidence such as observations and student assessment data should also be considered to reach agreement on the priority component that will be your focus for professional growth goal. In the Priority Component for Professional Growth Plan Development section of the template, enter the number and name of the selected component and the current level of performance below the component(s).

- After the meeting, work with your collaborating teacher to develop your plan for professional learning/development that will effectively address your identified priority growth need, specific goal, and actions. Your answers to the following questions will be the basis for developing your PGP and should be entered in the PGP template.
 - What is your professional growth goal? What do you want to improve about your instruction that will effectively impact student learning?
 - What professional growth activities will help you develop the new knowledge/skills you need to make that improvement?
 - What resources and support will you need to develop the new knowledge/skills?
 - When do you anticipate completing each of the professional growth activities?
 - How will you assess any progress/success with your improvement goal(s)?
 - What is the expected impact on student growth?

1. As you progress throughout the semester, evidence that your professional growth activities are having a positive impact on your instructional effectiveness and student learning. If it is too early for your growth activities to yield evidence of impact on student learning, provide evidence of how the activities have had an impact on your instruction.
2. During the meeting after your second observation, you will review your progress and identified evidence in meeting your professional growth goal with the university supervisor.
3. In preparation for the meeting after your third observation:
 - a. Complete another Self-Assessment of your performance level related to each component of the Kentucky Framework for Teaching and compare the results to the Self-Assessment that you completed when starting your student teaching.
 - b. Analysis of Professional Growth: Discuss the progress made in addressing your professional growth needs. Did you achieve your professional growth goal(s)?
 - c. Summative Reflection:
Reflect on your professional learning activities and how they impacted your instructional effectiveness and student learning. Did you achieve the expected student growth impact from these activities? What components of the Framework would you want to be the focus of your professional learning/development next year?

To be completed in collaboration with Cooperating Teacher before the first formal observation.

Source of Evidence: Professional Growth										
1. Self-Assessment of Performance (4A)										
Rating Scale to be used: (I) Ineffective, (D) Developing, (A) Accomplished, (E) Exemplary										
	Component	Initial				3rd Cycle				
		I	D	A	E	I	D	A	E	
DOMAIN 1 Planning and Preparation	1A – Demonstrating Knowledge of Content and Pedagogy									
	1B – Demonstrating Knowledge of Students									
	1C – Selecting Instructional Outcomes									
	1D – Demonstrating Knowledge of Resources									
	1E – Designing Coherent Instruction									
	1F – Designing Student Assessment									
DOMAIN 2 Classroom Environment	2A – Creating an Environment of Respect and Rapport									
	2B – Establishing a Culture of Learning									
	2C – Managing Classroom Procedures									
	2D – Managing Student Behavior									
	2E – Organizing Physical Space									
DOMAIN 3 Instruction	3A – Communicating with Students									
	3B – Using Questioning and Discussion Techniques									
	3C – Engaging Students in Learning									
	3D – Using Assessment in Instruction									
	3E – Demonstrating Flexibility and Responsiveness									
DOMAIN 4 Professional Responsibilities	4A – Reflecting on Teaching									
	4B – Maintaining Accurate Records									
	4C – Communicating with Families									
	4D – Participating in a Professional Community									
	4E – Growing and Developing Professionally									
	4F – Demonstrating Professionalism									
2. Possible Professional Growth Priority Components					3. Priority Component for Professional Growth Plan Development					
Planning and Preparation	1A	1B	1C	1D	1E	1F				
The Classroom Environment	2A	2B	2C	2D	2E					
Instruction	3A	3B	3C	3D	3E					
Professional Responsibility	4A	4B	4C	4D	4E	4F				
							Current Level of Performance			
							I	D	A	E

4. Professional Growth Plan (4E)

This PGP must be completed and submitted electronically.

Name:

Date:

a. Professional Growth Goal:

b. Professional Growth Activities

c. Needed Resources/Support

**d. Anticipated
Completion Date**

e. How will you assess your progress/success in addressing your Professional Growth Goal?

f. What is the expected impact on student learning of your professional growth activities?

5. Progress Updates (4E)

a. Observation 2 Update:

b. Observation 3 Update:

c. Observation 4 Update:

6. Final Report

a. Analysis of Self-Assessments: (4E)

b. Analysis of Professional Growth: (4E)

c. Summative Reflection: (4A)

Teacher Education Candidate's Target Performance Level: Developing

No changes have been made to the scoring rubric below.

Task : J**Professional Growth Plan Rubric****Kentucky Framework for Teaching (p. 37; 42-43)**

Charlotte Danielson's Framework for Teaching, 2011

Adapted for Kentucky Department of Education

- **Kentucky Teacher Performance /InTASC Standards – Professional Responsibilities: Professional Learning and Ethical Practice Standard 9 and Leadership and Collaboration Standard 10**
- **Kentucky Framework for Teaching – Professional Responsibilities: Reflecting on Teaching 4A; Growing and Developing Professionally 4E**

4A - Reflecting on Teaching

- Accuracy
- Use in Future Teaching

Reflecting on teaching encompasses the teacher's thinking that follows any instructional event – an analysis of the many decisions made both in planning and implementation of a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions and what aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, informal observations and conversations with students or simply thinking about their teaching. Reflecting with accuracy, specificity and the ability to use what has been learned in future teaching is a learned skill; mentors, coaches, and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking and analyzing instruction through the lens of student learning becomes a habit of mind, leading to improvement in teaching and learning.

	<i>Ineffective</i>	<i>Developing (Target Performance Level)</i>	<i>Accomplished</i>	<i>Exemplary</i>
	<ul style="list-style-type: none"> Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson Teacher has no suggestions for how a lesson could be improved. 	<ul style="list-style-type: none"> Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved. 	<ul style="list-style-type: none"> Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught. 	<ul style="list-style-type: none"> Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
Critical Attributes	<ul style="list-style-type: none"> The teacher considers the lesson but draws incorrect conclusions about its effectiveness. 	<ul style="list-style-type: none"> The teacher has a general sense of whether or not instructional practices were effective. 	<ul style="list-style-type: none"> The teacher accurately assesses the effectiveness of instructional activities used. 	<p>In addition to the characteristics of "accomplished":</p> <ul style="list-style-type: none"> Teacher's assessment of the lesson is thoughtful and includes

	<ul style="list-style-type: none"> The teacher makes no suggestions for improvement. 	<ul style="list-style-type: none"> The teacher offers general modifications for future instruction. 	<ul style="list-style-type: none"> The teacher identifies specific ways in which a lesson might be improved. 	<p>specific indicators of effectiveness.</p> <ul style="list-style-type: none"> Teacher's suggestions for improvement draw on an extensive repertoire.
Possible Examples	<ul style="list-style-type: none"> Despite evidence to the contrary, the teacher says, "My students did great on that lesson!" The teacher says, "That was awful; I wish I knew what to do!" 	<ul style="list-style-type: none"> At the end of the lesson the teacher says, "I guess that went okay." The teacher says, "I guess I'll try X next time." 	<ul style="list-style-type: none"> The teacher says, "I wasn't pleased with the level of engagement of the students." The teacher's journal indicates several possible lesson improvements. 	<ul style="list-style-type: none"> The teacher says, "I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed." In conversation with colleagues, the teacher considers different group strategies for improving a lesson.
4E - Growing and Developing Professionally <ul style="list-style-type: none"> Enhancement of Content Knowledge and Pedagogical Skill Receptivity to Feedback from Colleagues Service to the Profession 	<p>As in other professions, the complexity of teaching requires continued growth and development in order to remain current. Conscientiousness about continuing to stay informed and increasing their skills allows teachers to become ever more effective and to exercise leadership among their colleagues. The academic disciplines themselves evolve and educators constantly refine their understanding of how to engage students in learning; thus growth in content, pedagogy and information technology are essential to good teaching. Networking with colleagues through such activities such as joint planning, study groups and lesson study provides opportunities for teachers to learn from one another. These activities allow for job-embedded professional development. In addition, professional educators increase their effectiveness in the classroom by belonging to professional organizations, reading professional journals, attending educational conferences, and taking university classes. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession.</p>			
	Ineffective	Developing (Target Performance Level)	Accomplished	Exemplary
	<ul style="list-style-type: none"> Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibility. 	<ul style="list-style-type: none"> Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues. Teacher finds limited ways to contribute to the profession. 	<ul style="list-style-type: none"> Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators. 	<ul style="list-style-type: none"> Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.
Critical Attributes	<ul style="list-style-type: none"> The teacher is not involved in any activity that might enhance knowledge or skill. 	<ul style="list-style-type: none"> The teacher participates in professional activities when they are required or when provided by the school district. 	<ul style="list-style-type: none"> The teacher seeks regular opportunities for continued professional development. The teacher welcomes colleagues and supervisors into 	<p>In addition to the characteristics of "accomplished":</p> <ul style="list-style-type: none"> The teacher seeks regular opportunities for continued professional development,

	<ul style="list-style-type: none"> The teacher purposefully resists discussing performance with supervisors or colleagues. The teacher ignores invitations to join professional organizations or attend conferences. 	<ul style="list-style-type: none"> The teacher reluctantly accepts feedback from supervisors and colleagues. The teacher contributes in a limited fashion to educational professional organizations. 	<p>the classroom for the purpose of gaining insight from their feedback.</p> <ul style="list-style-type: none"> The teacher actively participates in professional organizations designed to contribute to the profession. 	<p>including initiating action research.</p> <ul style="list-style-type: none"> The teacher actively seeks feedback from supervisors and colleagues. The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.
Possible Examples	<ul style="list-style-type: none"> The teacher never takes continuing education courses, even though the credits would increase his salary. The teacher endures the principal's annual observations in her classroom, knowing that if she waits long enough, the principal will eventually leave and she will simply discard the feedback form. Despite teaching high school honors mathematics, the teacher declines to join NCTM because it costs too much and makes too many demands on members' time. 	<ul style="list-style-type: none"> The teacher politely attends district workshops and professional development days but doesn't make much use of the materials received. The teacher listens to his principal's feedback after a lesson but isn't sure that the recommendations really apply to his situation. The teacher joins the local chapter of the American Library Association because she feels she might benefit from the free book—but otherwise doesn't feel it worth much of her time. 	<ul style="list-style-type: none"> The teacher eagerly attends the school district optional summer workshops, finding them to be a wealth of instructional strategies he can use during the school year. The teacher enjoys her principal's weekly walk-through visits because they always lead to a valuable informal discussion during lunch the next day. The teacher joins a science education partnership and finds that it provides him access to resources that truly benefit his students' conceptual understanding. 	<ul style="list-style-type: none"> The teacher's principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project in order to improve her own instruction. The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress. The teacher founds a local organization devoted to literacy education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects.

Kentucky Framework for Teaching (p. 37; 42-43)
Charlotte Danielson's Framework for Teaching, 2011
Adapted for Kentucky Department of Education

Clinical II Teacher Performance Assessment (TPA) Candidate Record
(Based on the KTIP Intern Performance Record)
Observation Evidence and Ratings for Domains 1, 2, 3, AND 4

Student Teacher _____
School _____ District _____
University Supervisor _____
Collaborating Teacher _____

Formal Observation 1 (Formative)

Date of Observation _____				
Subject Area Observed _____			Type of Classroom _____	
Ages/Grades of Students _____	Number of Students in Class _____	Number of Students having IEP _____	Number of Students having GSSP _____	Number of Students having LEP _____

Co-teaching strategy observed: _____

The signatures below verify that the rating and related evidence for each Component have been discussed with the student teacher.

University Supervisor's Signature _____

Cooperating Teacher's Signature _____

Student Teacher's Signature _____

Formal Observation 2 (Formative)

Date of Observation _____				
Subject Area Observed _____			Type of Classroom _____	
Ages/Grades of Students _____	Number of Students in Class _____	Number of Students having IEP _____	Number of Students having GSSP _____	Number of Students having LEP _____

Co-teaching strategy observed: _____

The signatures below verify that the rating and related evidence for each Component have been discussed with the student teacher.

University Supervisor's Signature _____

Cooperating Teacher's Signature _____

Student Teacher's Signature _____

Formal Observation 3 (Formative)

Date of Observation _____				
Subject Area Observed _____			Type of Classroom _____	
Ages/Grades of Students _____	Number of Students in Class _____	Number of Students having IEP _____	Number of Students having GSSP _____	Number of Students having LEP _____

Co-teaching strategy observed: _____

The signatures below verify that the rating and related evidence for each Component have been discussed with the student teacher.

University Supervisor's Signature _____

Cooperating Teacher's Signature _____

Student Teacher's Signature _____

Formal Observation 4 (Summative)

Date of Observation _____				
Subject Area Observed _____			Type of Classroom _____	
Ages/Grades of Students _____	Number of Students in Class _____	Number of Students having IEP _____	Number of Students having GSSP _____	Number of Students having LEP _____

Co-teaching strategy observed: _____

The signatures below verify that the rating and related evidence for each Component have been discussed with the student teacher.

University Supervisor's Signature _____

Cooperating Teacher's Signature _____

Student Teacher's Signature _____

Clinical II Teacher Performance Assessment (TPA) Candidate Record (Based on the KTIP Intern Performance Record)

1. **Using the Clinical II Teacher Performance Assessment (TPA) Candidate Record**
Scoring for each of the Domains of the Kentucky Framework will be done in Foliotek. The Kentucky Framework is aligned with the KTPS/InTASC Standards.

2. **Recording Evidence and Ratings**
Each Component on the **Clinical II Teacher Performance Assessment (TPA) Candidate Record** identifies the Source or Sources of Evidence to be used to establish the level of performance for the Component. The Sources of Evidence for the Components of Domain 1 and Domain 4 require written documentation by the student teacher. The Source of Evidence for the Components of Domain 2 and Domain 3 is the performance observed in the classroom during a scheduled observation.
 - a. **Recording Evidence and Ratings for Domains 1 and 4**
Using the student teacher's responses to the appropriate Sources of Evidence, record the evidence for the Components of Domains 1 and 4. Once you have finished recording the evidence, compare the evidence for each Component with the indicators for the four levels of performance for the Component and assign a performance-level rating for the Component. Enter the rating on the **Clinical II Teacher Performance Assessment (TPA) Candidate Record**.

 - b. **Recording Evidence and Ratings for Domains 2 and 3**
During an observation of the student teacher, record what the student teacher and students say and do during the lesson. When the observation is completed, match each piece of evidence to a Component of Domain 2 or 3, recording the Component number [e.g. (2A)] in the "Related Components" column. When the matching of the evidence and Components is completed, compare the evidence for each Component with the indicators for the four levels of performance for the Component and assign a performance-level rating for the Component. Enter the rating on the **Clinical II Teacher Performance Assessment (TPA) Candidate Record**.

3. **Sharing the Completed IPR**
The Component ratings and the supporting evidence on completed **Clinical II Teacher Performance Assessment (TPA) Candidate Record** should be discussed with the student teacher during each of the four post-observation conferences.

DOMAIN 1: PLANNING AND PREPARATION

Component: 1A – Demonstrating Knowledge of Content and Pedagogy (KTPS/InTASC Standard 4)

Source(s) of Evidence:

Lesson Plan
Observations of Teaching

Ineffective	Developing	Accomplished	Exemplary
Observation 1 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 1 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 1 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 1 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 2 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 2 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 2 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 2 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 3 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 3 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 3 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 3 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 4 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 4 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 4 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 4 <input type="checkbox"/> E- <input type="checkbox"/> E

Observation 1 Evidence

Observation 2 Evidence

Observation 3 Evidence

Observation 4 Evidence

Component: 1B – Demonstrating Knowledge of Students (KTPS/InTASC Standards 1, 2, 7)

Source(s) of Evidence:

Lesson Plan
Observation of Teaching

Ineffective	Developing	Accomplished	Exemplary
Observation 1 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 1 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 1 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 1 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 2 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 2 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 2 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 2 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 3 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 3 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 3 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 3 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 4 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 4 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 4 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 4 <input type="checkbox"/> E- <input type="checkbox"/> E

Observation 1 Evidence

Observation 2 Evidence

Observation 3 Evidence

Observation 4 Evidence

DOMAIN 1: PLANNING AND PREPARATION

Component: 1C – Setting Instructional Outcomes
(KTPS/InTASC Standard 1)

Source(s) of Evidence: Lesson Plan

Ineffective	Developing	Accomplished	Exemplary
Observation 1 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 1 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 1 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 1 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 2 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 2 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 2 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 2 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 3 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 3 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 3 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 3 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 4 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 4 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 4 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 4 <input type="checkbox"/> E- <input type="checkbox"/> E

Observation 1 Evidence

Observation 2 Evidence

Observation 3 Evidence

Observation 4 Evidence

Component: 1D – Demonstrating Knowledge of Resources
(KTPS/InTASC Standards 3, 7)

Source(s) of Evidence:
Lesson Plan

Ineffective	Developing	Accomplished	Exemplary
Observation 1 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 1 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 1 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 1 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 2 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 2 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 2 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 2 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 3 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 3 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 3 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 3 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 4 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 4 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 4 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 4 <input type="checkbox"/> E- <input type="checkbox"/> E

Observation 1 Evidence

Observation 2 Evidence

Observation 3 Evidence

Observation 4 Evidence

DOMAIN 1: PLANNING AND PREPARATION

Component: 1E – Designing Coherent Instruction
(KTPS/InTASC Standards 1, 4, 7)

Source(s) of Evidence: Lesson Plan

Ineffective	Developing	Accomplished	Exemplary
Observation 1 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 1 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 1 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 1 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 2 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 2 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 2 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 2 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 3 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 3 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 3 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 3 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 4 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 4 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 4 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 4 <input type="checkbox"/> E- <input type="checkbox"/> E

Observation 1 Evidence

Observation 2 Evidence

Observation 3 Evidence

Observation 4 Evidence

Component: 1F – Designing Student Assessments
(KTPS/InTASC Standard 6)

Source(s) of Evidence: Lesson Plan

Ineffective	Developing	Accomplished	Exemplary
Observation 1 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 1 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 1 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 1 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 2 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 2 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 2 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 2 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 3 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 3 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 3 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 3 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 4 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 4 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 4 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 4 <input type="checkbox"/> E- <input type="checkbox"/> E

Observation 1 Evidence

Observation 2 Evidence

Observation 3 Evidence

Observation 4 Evidence

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component: 2A – Creating an Environment of Respect and Rapport (KTPS/InTASC Standard 3)

Source(s) of Evidence: Observations of Teaching

Ineffective	Developing	Accomplished	Exemplary
Observation 1 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 1 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 1 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 1 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 2 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 2 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 2 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 2 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 3 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 3 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 3 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 3 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 4 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 4 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 4 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 4 <input type="checkbox"/> E- <input type="checkbox"/> E

Component: 2B – Establishing a Culture for Learning (KTPS/InTASC Standard 3)

Source(s) of Evidence: Observations of Teaching

Ineffective	Developing	Accomplished	Exemplary
Observation 1 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 1 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 1 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 1 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 2 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 2 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 2 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 2 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 3 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 3 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 3 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 3 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 4 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 4 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 4 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 4 <input type="checkbox"/> E- <input type="checkbox"/> E

Component: 2C – Managing Classroom Procedures (KTPS/InTASC Standard 3)

Source(s) of Evidence: Observations of Teaching

Ineffective	Developing	Accomplished	Exemplary
Observation 1 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 1 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 1 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 1 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 2 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 2 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 2 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 2 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 3 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 3 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 3 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 3 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 4 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 4 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 4 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 4 <input type="checkbox"/> E- <input type="checkbox"/> E

Component: 2D – Managing Student Behavior (KTPS/InTASC Standard 3)

Source(s) of Evidence: Observations of Teaching

Ineffective	Developing	Accomplished	Exemplary
Observation 1 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 1 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 1 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 1 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 2 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 2 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 2 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 2 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 3 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 3 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 3 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 3 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 4 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 4 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 4 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 4 <input type="checkbox"/> E- <input type="checkbox"/> E

Component: 2E – Organizing Physical Space (KTPS/InTASC Standard 3)

Source(s) of Evidence: Observations of Teaching

Ineffective	Developing	Accomplished	Exemplary
Observation 1 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 1 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 1 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 1 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 2 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 2 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 2 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 2 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 3 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 3 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 3 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 3 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 4 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 4 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 4 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 4 <input type="checkbox"/> E- <input type="checkbox"/> E

DOMAIN 3: INSTRUCTION

Component: 3A – Communicating with Students (KTPS/InTASC Standard 5)

Source(s) of Evidence: Observations of Teaching

Ineffective	Developing	Accomplished	Exemplary
Observation 1 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 1 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 1 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 1 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 2 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 2 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 2 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 2 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 3 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 3 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 3 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 3 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 4 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 4 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 4 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 4 <input type="checkbox"/> E- <input type="checkbox"/> E

Component: 3B – Questioning and Discussion Techniques (KTPS/InTASC Standard 8)

Source(s) of Evidence: Observations of Teaching

Ineffective	Developing	Accomplished	Exemplary
Observation 1 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 1 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 1 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 1 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 2 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 2 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 2 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 2 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 3 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 3 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 3 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 3 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 4 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 4 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 4 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 4 <input type="checkbox"/> E- <input type="checkbox"/> E

Component: 3C – Engaging Students in Learning (KTPS/InTASC Standards 1, 3, 4, 5, 8)

Source(s) of Evidence: Observations of Teaching

Ineffective	Developing	Accomplished	Exemplary
Observation 1 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 1 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 1 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 1 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 2 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 2 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 2 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 2 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 3 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 3 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 3 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 3 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 4 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 4 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 4 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 4 <input type="checkbox"/> E- <input type="checkbox"/> E

Component: 3D – Using Assessment in Instruction (KTPS/InTASC Standard 6)

Source(s) of Evidence: Observations of Teaching

Ineffective	Developing	Accomplished	Exemplary
Observation 1 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 1 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 1 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 1 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 2 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 2 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 2 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 2 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 3 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 3 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 3 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 3 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 4 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 4 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 4 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 4 <input type="checkbox"/> E- <input type="checkbox"/> E

Component: 3E – Demonstrating Flexibility and Responsiveness (KTPS/InTASC Standard 5)

Source(s) of Evidence: Observations of Teaching

Ineffective	Developing	Accomplished	Exemplary
Observation 1 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 1 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 1 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 1 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 2 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 2 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 2 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 2 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 3 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 3 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 3 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 3 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 4 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 4 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 4 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 4 <input type="checkbox"/> E- <input type="checkbox"/> E

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component: 4A – Reflecting on Teaching
(KTPS/InTASC Standard 9)

Source(s) of Evidence: Post-Observation Reflections
Professional Growth

Ineffective	Developing	Accomplished	Exemplary
Observation 1 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 1 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 1 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 1 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 2 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 2 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 2 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 2 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 3 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 3 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 3 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 3 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 4 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 4 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 4 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 4 <input type="checkbox"/> E- <input type="checkbox"/> E

Observation 1 Evidence

Observation 2 Evidence

Observation 3 Evidence

Observation 4 Evidence

Component: 4B – Maintaining Accurate Records
(KTPS/InTASC Standard 10)

Source(s) of Evidence: Records and Communication

Ineffective	Developing	Accomplished	Exemplary
Observation 1 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 1 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 1 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 1 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 2 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 2 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 2 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 2 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 3 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 3 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 3 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 3 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 4 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 4 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 4 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 4 <input type="checkbox"/> E- <input type="checkbox"/> E

Observation 1 Evidence

Observation 2 Evidence

Observation 3 Evidence

Observation 4 Evidence

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component: 4C – Communicating with Families
(KTPS/InTASC Standard 10)

Source(s) of Evidence: Records and Communication

Ineffective	Developing	Accomplished	Exemplary
Observation 1 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 1 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 1 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 1 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 2 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 2 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 2 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 2 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 3 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 3 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 3 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 3 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 4 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 4 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 4 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 4 <input type="checkbox"/> E- <input type="checkbox"/> E

Observation 1 Evidence

Observation 2 Evidence

Observation 3 Evidence

Observation 4 Evidence

Component: 4D – Participating in a Professional Community
(KTPS/InTASC Standard 10)

Source(s) of Evidence: Professional Involvement Log

Ineffective	Developing	Accomplished	Exemplary
Observation 1 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 1 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 1 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 1 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 2 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 2 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 2 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 2 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 3 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 3 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 3 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 3 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 4 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 4 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 4 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 4 <input type="checkbox"/> E- <input type="checkbox"/> E

Observation 1 Evidence

Observation 2 Evidence

Observation 3 Evidence

Observation 4 Evidence

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component: 4E – Growing and Developing Professionally
(KTPS/InTASC Standard 9)

Source(s) of Evidence: Professional Growth
Post-Observation Reflections

Ineffective	Developing	Accomplished	Exemplary
Observation 1 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 1 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 1 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 1 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 2 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 2 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 2 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 2 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 3 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 3 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 3 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 3 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 4 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 4 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 4 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 4 <input type="checkbox"/> E- <input type="checkbox"/> E

Observation 1 Evidence

Observation 2 Evidence

Observation 3 Evidence

Observation 4 Evidence

Component: 4F – Showing Professionalism
(KTPS/InTASC Standards 9, 10)

Source(s) of Evidence: Professional Involvement Log

Ineffective	Developing	Accomplished	Exemplary
Observation 1 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 1 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 1 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 1 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 2 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 2 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 2 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 2 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 3 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 3 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 3 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 3 <input type="checkbox"/> E- <input type="checkbox"/> E
Observation 4 <input type="checkbox"/> I <input type="checkbox"/> I+	Observation 4 <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Observation 4 <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Observation 4 <input type="checkbox"/> E- <input type="checkbox"/> E

Observation 1 Evidence

Observation 2 Evidence

Observation 3 Evidence

Observation 4 Evidence

OBSERVATION _____ OBSERVATION EVIDENCE TO SUPPORT RATINGS FOR DOMAINS 2 AND 3	RELATED COMPONENTS

OBSERVER’S SIGNATURE _____ **DATE _____**

INTERN’S SIGNATURE _____ **DATE _____**

Undergraduate Teacher Education Program Exit Conference and Summative Evaluation for Kentucky Teacher Performance/InTASC Standards

Revised 2018
Step 3

Candidate's Name _____

Cooperating Teacher's Name _____

Cooperating Teacher's Signature _____

University Supervisor's Name _____

University Supervisor's Signature _____

School Administrator's Name _____

School Administrator's Signature _____

School _____

Grade Level and Content _____

Date _____

Based on evidence from the TPA, ongoing observations by the University Supervisor and Cooperating Teacher, and the information on the Pre-Conference KTPS/InTASC Activity Form completed by the teacher candidate:

Standard 1. *Learner development*

- | | | |
|---|---------------------|--------------------------|
| 4 | <i>Exemplary</i> | <input type="checkbox"/> |
| 3 | <i>Accomplished</i> | <input type="checkbox"/> |
| 2 | <i>Developing</i> | <input type="checkbox"/> |
| 1 | <i>Ineffective</i> | <input type="checkbox"/> |

Standard 2. *Learning differences*

- | | | |
|---|---------------------|--------------------------|
| 4 | <i>Exemplary</i> | <input type="checkbox"/> |
| 3 | <i>Accomplished</i> | <input type="checkbox"/> |
| 2 | <i>Developing</i> | <input type="checkbox"/> |
| 1 | <i>Ineffective</i> | <input type="checkbox"/> |

Standard 3. *Learning environments*

- | | | |
|---|---------------------|--------------------------|
| 4 | <i>Exemplary</i> | <input type="checkbox"/> |
| 3 | <i>Accomplished</i> | <input type="checkbox"/> |
| 2 | <i>Developing</i> | <input type="checkbox"/> |
| 1 | <i>Ineffective</i> | <input type="checkbox"/> |

Standard 4. *Content knowledge*

- | | | |
|---|---------------------|--------------------------|
| 4 | <i>Exemplary</i> | <input type="checkbox"/> |
| 3 | <i>Accomplished</i> | <input type="checkbox"/> |
| 2 | <i>Developing</i> | <input type="checkbox"/> |
| 1 | <i>Ineffective</i> | <input type="checkbox"/> |

Standard 5. *Application of content*

- | | | |
|---|---------------------|--------------------------|
| 4 | <i>Exemplary</i> | <input type="checkbox"/> |
| 3 | <i>Accomplished</i> | <input type="checkbox"/> |
| 2 | <i>Developing</i> | <input type="checkbox"/> |
| 1 | <i>Ineffective</i> | <input type="checkbox"/> |

Standard 6. *Assessment was*

- | | | |
|---|---------------------|--------------------------|
| 4 | <i>Exemplary</i> | <input type="checkbox"/> |
| 3 | <i>Accomplished</i> | <input type="checkbox"/> |
| 2 | <i>Developing</i> | <input type="checkbox"/> |
| 1 | <i>Ineffective</i> | <input type="checkbox"/> |

Standard 7. *Planning for instruction was*

- | | | |
|---|---------------------|--------------------------|
| 4 | <i>Exemplary</i> | <input type="checkbox"/> |
| 3 | <i>Accomplished</i> | <input type="checkbox"/> |
| 2 | <i>Developing</i> | <input type="checkbox"/> |
| 1 | <i>Ineffective</i> | <input type="checkbox"/> |

Standard 8. *Instructional strategies were*

- | | | |
|---|---------------------|--------------------------|
| 4 | <i>Exemplary</i> | <input type="checkbox"/> |
| 3 | <i>Accomplished</i> | <input type="checkbox"/> |
| 2 | <i>Developing</i> | <input type="checkbox"/> |
| 1 | <i>Ineffective</i> | <input type="checkbox"/> |

Standard 9. *Professional learning and ethical practice*

- | | | |
|---|---------------------|--------------------------|
| 4 | <i>Exemplary</i> | <input type="checkbox"/> |
| 3 | <i>Accomplished</i> | <input type="checkbox"/> |
| 2 | <i>Developing</i> | <input type="checkbox"/> |
| 1 | <i>Ineffective</i> | <input type="checkbox"/> |

Standard 10. *Leadership and Collaboration*

- | | | |
|---|---------------------|--------------------------|
| 4 | <i>Exemplary</i> | <input type="checkbox"/> |
| 3 | <i>Accomplished</i> | <input type="checkbox"/> |
| 2 | <i>Developing</i> | <input type="checkbox"/> |
| 1 | <i>Ineffective</i> | <input type="checkbox"/> |

Teacher education candidates must score at the *developing* level or above on **all** standards.

Exit Conference and Summative Evaluation – Preconference KTPS/InTASC Activity

(to be completed by candidate before the Exit Conference)

Standard 1: Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Performances

1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/ her learning.

1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

Essential Knowledge

1(d) The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.

1(e) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

1(f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.

1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

In your own words, what are the key elements of Standard 1?

What evidence do you have that shows you have met this standard?

Standard 2. Learning differences. The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Performances

2(a) *The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.*

2(b) *The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.*

2(c) *The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.*

2(d) *The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.*

2(e) *The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.*

2(f) *The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.*

Essential Knowledge

2(g) *The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.*

2(h) *The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.*

2(i) *The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.*

2(j) *The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.*

2(k) *The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.*

In your own words, what are the key elements of Standard 2?

What evidence do you have that shows you have met this standard?

Standard 3. Learning environments. The teacher shall work with others to create environments that:

- a) **Support individual and collaborative learning; and**
- b) **Encourage positive social interaction, active engagement in learning, and self-motivation.**

Performances

- 3(a) *The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.*
- 3(b) *The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.*
- 3(c) *The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.*
- 3(d) *The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.*
- 3(e) *The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.*
- 3(f) *The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.*
- 3(g) *The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.*
- 3(h) *The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.*

Essential Knowledge

- 3(i) *The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.*
- 3(j) *The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.*
- 3(k) *The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.*
- 3(l) *The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.*
- 3(m) *The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.*

In your own words, what are the key elements?

What evidence do you have that shows you have met this standard?

Standard 4. Content knowledge. The teacher shall:

- a) **Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and**
- b) **Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.**

Performances

4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.

4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.

4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.

4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.

4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.

4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.

4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.

4(i) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

Essential Knowledge

4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

4(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.

4(m) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.

4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

In your own words, what are the key elements?

What evidence do you have that shows you have met this standard?

Standard 5. Application of content. The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Performances

5(a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).

5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).

5(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.

5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

5(e) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

5(g) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

5(h) The teacher develops and implements supports for learner literacy development across content areas.

Essential Knowledge

5(i) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.

5(j) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

5(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.

5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

5(m) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.

5(n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.

5(o) The teacher understands creative thinking processes and how to engage learners in producing original work.

5(p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

In your own words, what are the key elements?

What evidence do you have that shows you have met this standard?

Standard 6. Assessment. The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making.

Performances

6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.

6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.

6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

Essential Knowledge

6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.

6(k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

6(m) *The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.*

6(n) *The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.*

6(o) *The teacher knows when and how to evaluate and report learner progress against standards.*

6(p) *The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs*

In your own words, what are the key elements?

What evidence do you have that shows you have met this standard?

Standard 7. Planning for instruction. The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Performances

7(a) *The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners*

7(b) *The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.*

7(c) *The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.*

7(d) *The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.*

7(e) *The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs.*

7(f) *The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.*

Essential Knowledge

7(g) *The teacher understands content and content standards and how these are organized in the curriculum.*

7(h) *The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.*

7(i) *The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.*

7(j) *The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.*

7(k) *The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.*

7(l) *The teacher knows when and how to adjust plans based on assessment information and learner responses.*

7(m) *The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).*

In your own words, what are the key elements?

What evidence do you have that shows you have met this standard?

Standard 8. Instructional strategies. The teacher shall understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

Performances

8(a) *The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.*

8(b) *The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.*

8(c) *The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.*

8(d) *The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.*

8(e) *The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.*

8(f) *The teacher engages all learners in developing higher order questioning skills and metacognitive processes.*

8(g) *The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.*

8(h) *The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.*

8(i) *The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).*

Essential Knowledge

8(j) *The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.*

8(k) *The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.*

8(l) *The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.*

8(m) *The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.*

8(n) *The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.*

8(o) *The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.*

In your own words, what are the key elements?

What evidence do you have that shows you have met this standard?

Standard 9. Professional learning and ethical practice. The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.

Performances

9(a) *The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.*

9(b) *The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.*

9(c) *Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.*

9(d) *The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.*

9(e) *The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.*

9(f) *The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.*

Essential Knowledge

9(g) *The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.*

9(h) *The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.*

9(i) *The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.*

9(j) *The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).*

9(k) *The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and systemwide priorities.*

In your own words, what are the key elements?

What evidence do you have that shows you have met this standard?

Standard 10. Leadership and collaboration. The teacher shall seek appropriate leadership roles and opportunities to:

- a) **Take responsibility for student learning;**
- b) **Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and**
- c) **Advance the profession.**

Performances

10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.

10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

10(c) The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being.

10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

10(h) The teacher uses and generates meaningful research on education issues and policies.

10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

10(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

Essential Knowledge

10(l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

10(m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

10(n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

10(o) The teacher knows how to contribute to a common culture that supports high expectations for student learning.

In your own words, what are the key elements?

What evidence do you have that shows you have met this standard?

Exit Evaluations/Survey

Completed by Teacher Education Candidate

Teacher Candidate's Evaluation of Cooperating Teacher

Revised 2018

Cooperating Teacher's Name _____ **Date** _____

Identify your area of education by checking the appropriate box(es) below:

☐ Elementary

☐ Middle: ☐ English ☐ Math ☐ Science ☐ Social Studies

☐ Secondary: ☐ Biology ☐ Chemistry ☐ English ☐ Math ☐ Social Studies

I) My Cooperating Teacher helped me to:

- 1. Design instruction to achieve Kentucky's Learning Goals and Academic Expectations. (KTPS/InTASC 7, 4, 5)**

1 strongly agree <input type="checkbox"/>	2 agree <input type="checkbox"/>	3 disagree <input type="checkbox"/>	4 strongly disagree <input type="checkbox"/>
--	-------------------------------------	--	---

- 2. Design instruction aligned with Kentucky Core Academic Standards, Learning Goals, and Academic Expectations. (KTPS/InTASC 7, 4, 5)**

1 strongly agree <input type="checkbox"/>	2 agree <input type="checkbox"/>	3 disagree <input type="checkbox"/>	4 strongly disagree <input type="checkbox"/>
--	-------------------------------------	--	---

- 3. Design instruction that is developmentally appropriate for the students taught. (KTPS/InTASC 1, 7)**

1 strongly agree <input type="checkbox"/>	2 agree <input type="checkbox"/>	3 disagree <input type="checkbox"/>	4 strongly disagree <input type="checkbox"/>
--	-------------------------------------	--	---

- 4. Design instruction for students of diverse ethnic and cultural backgrounds. (KTPS/InTASC 2, 7)**

1 strongly agree <input type="checkbox"/>	2 agree <input type="checkbox"/>	3 disagree <input type="checkbox"/>	4 strongly disagree <input type="checkbox"/>
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- 5. Design instruction to teach thinking and problem-solving skills. (KTPS/InTASC 8)**

1 strongly agree <input type="checkbox"/>	2 agree <input type="checkbox"/>	3 disagree <input type="checkbox"/>	4 strongly disagree <input type="checkbox"/>
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- 6. Establish a positive classroom learning climate. (KTPS/InTASC 3)**

1 strongly agree <input type="checkbox"/>	2 agree <input type="checkbox"/>	3 disagree <input type="checkbox"/>	4 strongly disagree <input type="checkbox"/>
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7. Modify classroom processes and procedures as the situation demands. (KTPS/InTASC 1, 2, 3)

1 strongly agree <input type="checkbox"/>	2 agree <input type="checkbox"/>	3 disagree <input type="checkbox"/>	4 strongly disagree <input type="checkbox"/>
--	-------------------------------------	--	---

8. Address student discipline problems. (KTPS/InTASC 1, 2, 3)

1 strongly agree <input type="checkbox"/>	2 agree <input type="checkbox"/>	3 disagree <input type="checkbox"/>	4 strongly disagree <input type="checkbox"/>
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9. Motivate, encourage, and support student learning. (KTPS/InTASC 1, 2, 3)

1 strongly agree <input type="checkbox"/>	2 agree <input type="checkbox"/>	3 disagree <input type="checkbox"/>	4 strongly disagree <input type="checkbox"/>
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10. Communicate high expectations to students. (KTPS/InTASC 1, 2)

1 strongly agree <input type="checkbox"/>	2 agree <input type="checkbox"/>	3 disagree <input type="checkbox"/>	4 strongly disagree <input type="checkbox"/>
--	-------------------------------------	--	---

11. Use different teaching strategies for different instructional purposes. (KTPS/InTASC 1, 2, 3, 8)

1 strongly agree <input type="checkbox"/>	2 agree <input type="checkbox"/>	3 disagree <input type="checkbox"/>	4 strongly disagree <input type="checkbox"/>
--	-------------------------------------	--	---

12. Provide instruction for a wide range of abilities. (KTPS/InTASC 1, 2)

1 strongly agree <input type="checkbox"/>	2 agree <input type="checkbox"/>	3 disagree <input type="checkbox"/>	4 strongly disagree <input type="checkbox"/>
--	-------------------------------------	--	---

13. Use a variety of assessments. (KTPS/InTASC 6)

1 strongly agree <input type="checkbox"/>	2 agree <input type="checkbox"/>	3 disagree <input type="checkbox"/>	4 strongly disagree <input type="checkbox"/>
--	-------------------------------------	--	---

14. Evaluate own teaching and plan ways to improve effectiveness. (KTPS/InTASC 9)

1 strongly agree <input type="checkbox"/>	2 agree <input type="checkbox"/>	3 disagree <input type="checkbox"/>	4 strongly disagree <input type="checkbox"/>
--	-------------------------------------	--	---

15. Collaborate with other teachers in planning instruction. (KTPS/InTASC 10)

1 strongly agree <input type="checkbox"/>	2 agree <input type="checkbox"/>	3 disagree <input type="checkbox"/>	4 strongly disagree <input type="checkbox"/>
--	-------------------------------------	--	---

- 16. Identify professional development options and plan a program for professional growth. (KTPS/InTASC 9)**

1 strongly agree <input type="checkbox"/>	2 agree <input type="checkbox"/>	3 disagree <input type="checkbox"/>	4 strongly disagree <input type="checkbox"/>
--	-------------------------------------	--	---

- 17. Communicate knowledge and core concepts of content areas taught. (KTPS/InTASC 4,5)**

1 strongly agree <input type="checkbox"/>	2 agree <input type="checkbox"/>	3 disagree <input type="checkbox"/>	4 strongly disagree <input type="checkbox"/>
--	-------------------------------------	--	---

- 18. Use technology as an integral part of instruction. (KTPS/InTASC 8)**

1 strongly agree <input type="checkbox"/>	2 agree <input type="checkbox"/>	3 disagree <input type="checkbox"/>	4 strongly disagree <input type="checkbox"/>
--	-------------------------------------	--	---

Comments:

II. My Cooperating Teacher:

- 1. Prepared the class for my arrival as a fellow teacher. (KTPS/InTASC 10)**

1 strongly agree <input type="checkbox"/>	2 agree <input type="checkbox"/>	3 disagree <input type="checkbox"/>	4 strongly disagree <input type="checkbox"/>
--	-------------------------------------	--	---

- 2. Introduced me to school personnel. (KTPS/InTASC 10)**

1 strongly agree <input type="checkbox"/>	2 agree <input type="checkbox"/>	3 disagree <input type="checkbox"/>	4 strongly disagree <input type="checkbox"/>
--	-------------------------------------	--	---

- 3. Invited me to faculty meetings and school activities. (KTPS/InTASC 9, 10)**

1 strongly agree <input type="checkbox"/>	2 agree <input type="checkbox"/>	3 disagree <input type="checkbox"/>	4 strongly disagree <input type="checkbox"/>
--	-------------------------------------	--	---

- 4. Informed me of school policies, practices, procedures, and other regulations pertaining to my work. (KTPS/InTASC 9)**

1 strongly agree <input type="checkbox"/>	2 agree <input type="checkbox"/>	3 disagree <input type="checkbox"/>	4 strongly disagree <input type="checkbox"/>
--	-------------------------------------	--	---

- 5. Inducted me gradually into teaching through progressive involvement as I demonstrated capability. (KTPS/InTASC 9, 10)**

1 strongly agree <input type="checkbox"/>	2 agree <input type="checkbox"/>	3 disagree <input type="checkbox"/>	4 strongly disagree <input type="checkbox"/>
--	-------------------------------------	--	---

6. Guided me through conferences and daily planning. (KTPS/InTASC 7, 9, 10)

1 strongly agree <input type="checkbox"/>	2 agree <input type="checkbox"/>	3 disagree <input type="checkbox"/>	4 strongly disagree <input type="checkbox"/>
--	-------------------------------------	--	---

7. Prepared me to meet all the Kentucky Teacher Performance/InTASC Standards in my future classroom and school. (KTPS/InTASC 1-10; CAEP 1)

1 strongly agree <input type="checkbox"/>	2 agree <input type="checkbox"/>	3 disagree <input type="checkbox"/>	4 strongly disagree <input type="checkbox"/>
--	-------------------------------------	--	---

Comments:

Teacher Candidate's Evaluation of University Supervisor

Revised 2018

University Supervisor's Name _____ Date _____

Identify your area of education by checking the appropriate box(es) below:

☐ Elementary

☐ Middle: ☐ English ☐ Math ☐ Science ☐ Social Studies

☐ Secondary: ☐ Biology ☐ Chemistry ☐ English ☐ Math ☐ Social Studies

I) My University Supervisor helped me to:

- 1. Design instruction to achieve Kentucky's Learning Goals and Academic Expectations.**
(KTPS/InTASC 7, 4, 5)

1 strongly agree <input type="checkbox"/>	2 agree <input type="checkbox"/>	3 disagree <input type="checkbox"/>	4 strongly disagree <input type="checkbox"/>
--	-------------------------------------	--	---

- 2. Design instruction aligned with Kentucky Core Academic Standards.**
(KTPS/InTASC 7, 4, 5)

1 strongly agree <input type="checkbox"/>	2 agree <input type="checkbox"/>	3 disagree <input type="checkbox"/>	4 strongly disagree <input type="checkbox"/>
--	-------------------------------------	--	---

- 3. Design instruction that is developmentally appropriate for the students taught.**
(KTPS/InTASC 1, 7)

1 strongly agree <input type="checkbox"/>	2 agree <input type="checkbox"/>	3 disagree <input type="checkbox"/>	4 strongly disagree <input type="checkbox"/>
--	-------------------------------------	--	---

- 4. Design instruction for students of diverse ethnic and cultural backgrounds.**
(KTPS/InTASC 2, 7)

1 strongly agree <input type="checkbox"/>	2 agree <input type="checkbox"/>	3 disagree <input type="checkbox"/>	4 strongly disagree <input type="checkbox"/>
--	-------------------------------------	--	---

- 5. Design instruction to teach thinking and problem-solving skills. (KTPS/InTASC 8)**

1 strongly agree <input type="checkbox"/>	2 agree <input type="checkbox"/>	3 disagree <input type="checkbox"/>	4 strongly disagree <input type="checkbox"/>
--	-------------------------------------	--	---

- 6. Establish a positive classroom learning climate. (KTPS/InTASC 3)**

1 strongly agree <input type="checkbox"/>	2 agree <input type="checkbox"/>	3 disagree <input type="checkbox"/>	4 strongly disagree <input type="checkbox"/>
--	-------------------------------------	--	---

- 7. Modify classroom processes and procedures as the situation demands. (KTPS/InTASC 1, 2, 3)**

1 strongly agree <input type="checkbox"/>	2 agree <input type="checkbox"/>	3 disagree <input type="checkbox"/>	4 strongly disagree <input type="checkbox"/>
--	-------------------------------------	--	---

- 8. Address student discipline problems. (KTPS/InTASC 1, 2, 3)**

1 strongly agree <input type="checkbox"/>	2 agree <input type="checkbox"/>	3 disagree <input type="checkbox"/>	4 strongly disagree <input type="checkbox"/>
--	-------------------------------------	--	---

- 9. Motivate, encourage, and support student learning. (KTPS/InTASC 1, 2, 3)**

1 strongly agree <input type="checkbox"/>	2 agree <input type="checkbox"/>	3 disagree <input type="checkbox"/>	4 strongly disagree <input type="checkbox"/>
--	-------------------------------------	--	---

- 10. Communicate high expectations to students. (KTPS/InTASC 1, 2)**

1 strongly agree <input type="checkbox"/>	2 agree <input type="checkbox"/>	3 disagree <input type="checkbox"/>	4 strongly disagree <input type="checkbox"/>
--	-------------------------------------	--	---

- 11. Use different teaching strategies for different instructional purposes. (KTPS/InTASC 1, 2, 3, 8)**

1 strongly agree <input type="checkbox"/>	2 agree <input type="checkbox"/>	3 disagree <input type="checkbox"/>	4 strongly disagree <input type="checkbox"/>
--	-------------------------------------	--	---

- 12. Provide instruction for a wide range of abilities. (KTPS/InTASC 1, 2)**

1 strongly agree <input type="checkbox"/>	2 agree <input type="checkbox"/>	3 disagree <input type="checkbox"/>	4 strongly disagree <input type="checkbox"/>
--	-------------------------------------	--	---

- 13. Use a variety of assessments. (KTPS/InTASC 6)**

1 strongly agree <input type="checkbox"/>	2 agree <input type="checkbox"/>	3 disagree <input type="checkbox"/>	4 strongly disagree <input type="checkbox"/>
--	-------------------------------------	--	---

- 14. Evaluate own teaching and plan ways to improve effectiveness. (KTPS/InTASC 9)**

1 strongly agree <input type="checkbox"/>	2 agree <input type="checkbox"/>	3 disagree <input type="checkbox"/>	4 strongly disagree <input type="checkbox"/>
--	-------------------------------------	--	---

- 15. Collaborate with other teachers in planning instruction. (KTPS/InTASC 10)**

1 strongly agree <input type="checkbox"/>	2 agree <input type="checkbox"/>	3 disagree <input type="checkbox"/>	4 strongly disagree <input type="checkbox"/>
--	-------------------------------------	--	---

- 16. Identify professional development options and plan a program for professional growth. (KTPS/InTASC 9)**

1 strongly agree <input type="checkbox"/>	2 agree <input type="checkbox"/>	3 disagree <input type="checkbox"/>	4 strongly disagree <input type="checkbox"/>
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- 17. Communicate knowledge and core concepts of content areas taught. (KTPS/InTASC 4,5)**

1 strongly agree <input type="checkbox"/>	2 agree <input type="checkbox"/>	3 disagree <input type="checkbox"/>	4 strongly disagree <input type="checkbox"/>
--	-------------------------------------	--	---

- 18. Use technology as an integral part of instruction. (KTPS/InTASC 8)**

1 strongly agree <input type="checkbox"/>	2 agree <input type="checkbox"/>	3 disagree <input type="checkbox"/>	4 strongly disagree <input type="checkbox"/>
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Comments:

II) My University Supervisor:

- 19. Informed me of university policies, practices, procedures, and other regulations pertaining to my clinical experiences. (KTPS/InTASC 9)**

1 strongly agree <input type="checkbox"/>	2 agree <input type="checkbox"/>	3 disagree <input type="checkbox"/>	4 strongly disagree <input type="checkbox"/>
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- 20. Facilitated the process of inducting me gradually into teaching through progressive involvement as I demonstrated capability. (KTPS/InTASC 9, 10)**

1 strongly agree <input type="checkbox"/>	2 agree <input type="checkbox"/>	3 disagree <input type="checkbox"/>	4 strongly disagree <input type="checkbox"/>
--	-------------------------------------	--	---

- 21. Prepared me to meet all the Kentucky Teacher Performance/InTASC Standards in my future classroom and school. (KTPS/InTASC 1-10; CAEP 1)**

1 strongly agree <input type="checkbox"/>	2 agree <input type="checkbox"/>	3 disagree <input type="checkbox"/>	4 strongly disagree <input type="checkbox"/>
--	-------------------------------------	--	---

Comments:

Teacher Candidate's Evaluation of the University of Pikeville Undergraduate Teacher Education Program

I) Please identify your area of education by checking the appropriate box(es) below:

☐ Elementary

☐ Middle: ☐ English ☐ Math ☐ Science ☐ Social Studies

☐ Secondary: ☐ Biology ☐ Chemistry ☐ English ☐ Math ☐ Social Studies

II) Using the following scale, please rate the University of Pikeville's Undergraduate Teacher Education Program related to how the program prepared you to meet the Kentucky Teacher Performance/InTASC Standards in your future classroom and school.

1 Unprepared	2 Partially Prepared	3 Fully Prepared	4 Exceptionally Prepared
UPIKE's Undergraduate Teacher Education Program did not prepare me to meet the KTPS/InTASC Standards in my future classroom and school.	UPIKE's Undergraduate Teacher Education Program partially prepared me to meet the KTPS/InTASC Standards in my future classroom and school.	UPIKE's Undergraduate Teacher Education Program fully prepared me to meet the KTPS/InTASC Standards in my future classroom and school.	UPIKE's Undergraduate Teacher Education Program exceptionally prepared me to meet the KTPS/InTASC Standards in my future classroom and school.

Please indicate your rating by checking the appropriate box beside each standard in the table below:

KTPS/InTASC Standards	1 Unprepared	2 Partially Prepared	3 Fully Prepared	4 Exceptionally Prepared
The Learner and Learning				
Standard 1. Learner development. The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Comments:			
Standard 2. Learning differences. The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Comments:			

<p>Standard 3. Learning environments. The teacher shall work with others to create environments that:</p> <ul style="list-style-type: none"> a) Support individual and collaborative learning; and b) Encourage positive social interaction, active engagement in learning, and self-motivation. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>				
<p>Content Knowledge</p>				
<p>Standard 4. Content knowledge. The teacher shall:</p> <ul style="list-style-type: none"> a) Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and b) Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>				
<p>Standard 5. Application of content. The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>				
<p>Instructional Practice</p>				
<p>Standard 6. Assessment. The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>				
<p>Standard 7. Planning for instruction. The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>				
<p>Standard 8. Instructional strategies. The teacher shall understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>				

build skills to apply knowledge in meaningful ways.				
Professional Responsibility				
Standard 9. Professional learning and ethical practice. The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Comments:			
Standard 10. Leadership and collaboration. The teacher shall seek appropriate leadership roles and opportunities to:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> a) Take responsibility for student learning; b) Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and c) Advance the profession. 	Comments:			

**Patton College of Education
University of Pikeville
Undergraduate Unit Operations Survey**

The College of Education surveys all education candidates, education faculty, education program coordinators, education staff, and education administrators to collect information on the efficiency of the College's overall operations.

I) Please indicate by checking the title(s) that best describes your position in the role within the Patton College of Education.

_____ education candidate (admitted student)

_____ education faculty/cooperating teacher

_____ education program coordinator

_____ education staff

_____ education administrator

II.) Please respond to all statements in reference to the Patton College of Education at the University of Pikeville. Check the box beside each statement that best describes your opinion using the following scale:

5 = Strongly Agree

4 = Agree

3 = No Opinion

2 = Disagree

1 = Strongly Disagree

Admission Process	5 Strongly Agree	4 Agree	3 No Opinion	2 Disagree	1 Strongly Disagree
The admission process is logical and sequential.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The admission criteria is a good predictor of success in the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The admission criteria and process is understood by students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advising Process	5 Strongly Agree	4 Agree	3 No Opinion	2 Disagree	1 Strongly Disagree
Education advisors explain admission criteria and process to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Education advisors help students to select courses in a logical sequence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Education advisors are knowledgeable about graduation and certification requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Courses	5 Strongly Agree	4 Agree	3 No Opinion	2 Disagree	1 Strongly Disagree
Education courses and courses in specialization knowledge help students to prepare for Praxis exams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Education courses and courses in specialization knowledge help students to develop competency in the New Teacher Standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Education courses and courses in specialization knowledge are sequenced in the best possible way to help students acquire needed knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exit Process	5 Strongly Agree	4 Agree	3 No Opinion	2 Disagree	1 Strongly Disagree
Students know and understand criteria required for exit from any undergraduate teacher education program at the University of Pikeville.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The exit process is logical and sequential.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exit criteria is a good predictor of success during Kentucky Teacher Internship Program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clinical Experiences	5 Strongly Agree	4 Agree	3 No Opinion	2 Disagree	1 Strongly Disagree
Clinical experiences play a significant role in the preparation of an effective teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clinical experiences are well structured and sequenced to improve teacher preparation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clinical experiences enhance what occurs in the university classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College of Education Leadership	5 Strongly Agree	4 Agree	3 No Opinion	2 Disagree	1 Strongly Disagree
All teacher education majors are under the leadership and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

authority of the College of Education.					
College of Education faculty collaborate with faculty from other divisions on campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College of Education faculty collaborate with P-12 teachers and administrators.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College of Education Budget	5 Strongly Agree	4 Agree	3 No Opinion	2 Disagree	1 Strongly Disagree
The College of Education receives sufficient funding at least proportional to other divisions on campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The funding for the College of Education adequately supports the curriculum, instruction, faculty and faculty development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The funding for the College of Education provides sufficient support for clinical experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College of Education Resources	5 Strongly Agree	4 Agree	3 No Opinion	2 Disagree	1 Strongly Disagree
Faculty and students have access to both sufficient and current library and curricular resources and electronic information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The College of Education has adequate resources to develop and implement its assessment plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The College of Education has adequate information technology resources to support faculty and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Exit Evaluations/Survey Completed by Cooperating Teachers

Evaluation of University Supervisor by Cooperating Teacher

Revised 2018

I) The University Supervisor explained:

- All my responsibilities as a cooperating teacher during the first visit and gave me a copy of the Cooperating Teacher Handbook and answered all my questions.**

1 Very Well <input type="checkbox"/>	2 Well <input type="checkbox"/>	3 Poorly <input type="checkbox"/>	4 Not at all <input type="checkbox"/>
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- The Kentucky Teacher Performance/InTASC Standards**

1 Very Well <input type="checkbox"/>	2 Well <input type="checkbox"/>	3 Poorly <input type="checkbox"/>	4 Not at all <input type="checkbox"/>
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- The Teacher Performance Assessment (TPA) process**

1 Very Well <input type="checkbox"/>	2 Well <input type="checkbox"/>	3 Poorly <input type="checkbox"/>	4 Not at all <input type="checkbox"/>
---	------------------------------------	--------------------------------------	--

- The instructional planning process**

1 Very Well <input type="checkbox"/>	2 Well <input type="checkbox"/>	3 Poorly <input type="checkbox"/>	4 Not at all <input type="checkbox"/>
---	------------------------------------	--------------------------------------	--

- The suggested schedule**

1 Very Well <input type="checkbox"/>	2 Well <input type="checkbox"/>	3 Poorly <input type="checkbox"/>	4 Not at all <input type="checkbox"/>
---	------------------------------------	--------------------------------------	--

- The assessment process**

1 Very Well <input type="checkbox"/>	2 Well <input type="checkbox"/>	3 Poorly <input type="checkbox"/>	4 Not at all <input type="checkbox"/>
---	------------------------------------	--------------------------------------	--

II) The University Supervisor included me in the meetings after his/her assessment of the student teacher.

1 Always <input type="checkbox"/>	2 Sometimes <input type="checkbox"/>	3 Rarely <input type="checkbox"/>	4 Never <input type="checkbox"/>
--------------------------------------	---	--------------------------------------	-------------------------------------

In my opinion, the University Supervisor visited my student teacher and me an appropriate number of times.

Yes <input type="checkbox"/>	No <input type="checkbox"/>
------------------------------	-----------------------------

I felt comfortable in my role as a cooperating teacher.

Yes <input type="checkbox"/>	No <input type="checkbox"/>
------------------------------	-----------------------------

I will be happy to have another student teacher from the University of Pikeville in my classroom.

Yes <input type="checkbox"/>	No <input type="checkbox"/>
------------------------------	-----------------------------

Comments:

Cooperating Teacher's Evaluation of the University of Pikeville Undergraduate Teacher Education Program

I) Please identify your area of education by checking the appropriate box(es) below:

☐ Elementary

☐ Middle: ☐ English ☐ Math ☐ Science ☐ Social Studies

☐ Secondary: ☐ Biology ☐ Chemistry ☐ English ☐ Math ☐ Social Studies

Other _____

II) Using the following scale, please rate the University of Pikeville's Undergraduate Teacher Education Program related to how well you feel the program prepared your student teacher to meet the Kentucky Teacher Performance/InTASC Standards in his/her future classroom and school.

1 Unprepared	2 Partially Prepared	3 Fully Prepared	4 Exceptionally Prepared
UPIKE's Undergraduate Teacher Education Program did not prepare my student teacher to meet the KTPS/InTASC Standards in my future classroom and school.	UPIKE's Undergraduate Teacher Education Program partially prepared my student teacher to meet the KTPS/InTASC Standards in my future classroom and school.	UPIKE's Undergraduate Teacher Education Program fully prepared my student teacher to meet the KTPS/InTASC Standards in my future classroom and school.	UPIKE's Undergraduate Teacher Education Program exceptionally prepared my student teacher to meet the KTPS/InTASC Standards in my future classroom and school.

Please indicate your rating by checking the appropriate box beside each standard in the table below:

KTPS/InTASC Standards	1 Unprepared	2 Partially Prepared	3 Fully Prepared	4 Exceptionally Prepared
The Learner and Learning				
Standard 1. Learner development. The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

and challenging learning experiences.				
Standard 2. Learning differences. The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Comments:			
Standard 3. Learning environments. The teacher shall work with others to create environments that: <ul style="list-style-type: none"> c) Support individual and collaborative learning; and d) Encourage positive social interaction, active engagement in learning, and self-motivation. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Comments:			
Content Knowledge				
Standard 4. Content knowledge. The teacher shall: <ul style="list-style-type: none"> c) Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and d) Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Comments:			
Standard 5. Application of content. The teacher shall understand how to connect concepts and use differing perspectives to engage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Comments:			

learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.				
Instructional Practice				
Standard 6. Assessment . The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Comments:			
Standard 7. Planning for instruction . The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Comments:			
Standard 8. Instructional strategies . The teacher shall understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Comments:			
Professional Responsibility				
Standard 9. Professional learning and ethical practice . The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Comments:			

<p>learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.</p>				
<p>Standard 10. Leadership and collaboration. The teacher shall seek appropriate leadership roles and opportunities to:</p> <ul style="list-style-type: none"> d) Take responsibility for student learning; e) Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and f) Advance the profession. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>Comments:</p>			

**Patton College of Education
University of Pikeville
Undergraduate Unit Operations Survey**

The College of Education surveys all education candidates, education faculty, education program coordinators, education staff, and education administrators to collect information on the efficiency of the College's overall operations.

I) Please indicate by checking the title(s) that best describes your position in the role within the Patton College of Education.

_____ education candidate (admitted student)

_____ education faculty/cooperating teacher

_____ education program coordinator

_____ education staff

_____ education administrator

II.) Please respond to all statements in reference to the Patton College of Education at the University of Pikeville. Check the box beside each statement that best describes your opinion using the following scale:

5 = Strongly Agree

4 = Agree

3 = No Opinion

2 = Disagree

1 = Strongly Disagree

Admission Process	5 Strongly Agree	4 Agree	3 No Opinion	2 Disagree	1 Strongly Disagree
The admission process is logical and sequential.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The admission criteria is a good predictor of success in the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The admission criteria and process is understood by students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advising Process	5 Strongly Agree	4 Agree	3 No Opinion	2 Disagree	1 Strongly Disagree
Education advisors explain admission criteria and process to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Education advisors help students to select courses in a logical sequence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Education advisors are knowledgeable about graduation and certification requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Courses	5 Strongly Agree	4 Agree	3 No Opinion	2 Disagree	1 Strongly Disagree
Education courses and courses in specialization knowledge help students to prepare for Praxis exams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Education courses and courses in specialization knowledge help students to develop competency in the Kentucky Teacher Performance Standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Education courses and courses in specialization knowledge are sequenced in the best possible way to help students acquire needed knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exit Process	5 Strongly Agree	4 Agree	3 No Opinion	2 Disagree	1 Strongly Disagree
Students know and understand criteria required for exit from any undergraduate teacher education program at the University of Pikeville.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The exit process is logical and sequential.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exit criteria is a good predictor of success during first year of teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clinical Experiences	5 Strongly Agree	4 Agree	3 No Opinion	2 Disagree	1 Strongly Disagree
Clinical experiences play a significant role in the preparation of an effective teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clinical experiences are well structured and sequenced to improve teacher preparation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clinical experiences enhance what occurs in the university classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

College of Education Leadership	5 Strongly Agree	4 Agree	3 No Opinion	2 Disagree	1 Strongly Disagree
All teacher education majors are under the leadership and authority of the College of Education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College of Education faculty collaborate with faculty from other divisions on campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College of Education faculty collaborate with P-12 teachers and administrators.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College of Education Budget	5 Strongly Agree	4 Agree	3 No Opinion	2 Disagree	1 Strongly Disagree
The College of Education receives sufficient funding at least proportional to other divisions on campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The funding for the College of Education adequately supports the curriculum, instruction, faculty and faculty development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The funding for the College of Education provides sufficient support for clinical experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College of Education Resources	5 Strongly Agree	4 Agree	3 No Opinion	2 Disagree	1 Strongly Disagree
Faculty and students have access to both sufficient and current library and curricular resources and electronic information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The College of Education has adequate resources to develop and implement its assessment plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The College of Education has adequate information technology resources to support faculty and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

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Addendum A

Will be completed during the fourth formal observation for Task E as part of the Clinical II TPA

Technology Assessment Rubric for Clinical II TPA (Task E)

Ineffective	Developing	Accomplished	Exemplary	Evidence
1. Uses technology to design/plan instruction. InTASC/KTPS: 1,4,7; Ky Teacher Framework: 1D, 2D, 4A				
Fails to use appropriate technological resources to design and plan instruction.	Uses appropriate technological resources to design and plan instruction.	Uses appropriate technological resources to design and plan instruction for all students.	Uses multiple, appropriate technological resources to efficiently design and plan instruction for all students	
2. Uses technology to implement instruction that facilitates student learning and engagement. InTASC/KTPS: 1,4,7; Ky Teacher Framework: 1D, 1E, 2E, 3C				
Fails to use appropriate technological resources to implement instruction	Uses appropriate technological resources to implement instruction.	Uses appropriate technological resources to implement effective instruction for all students.	Uses multiple, appropriate technological resources to implement effective instruction for all students	
3. Student use of technology integrated into instruction/lesson. InTASC 5, 8; Ky Teacher Framework: 1D, 2E, 3C				
Fails to integrate student use of available technology into instruction.	Integrates student use of technology into instruction to meet learning outcomes.	Integrates student use of technology into instruction to meet learning outcomes and diverse student needs.	Integrates varied and authentic opportunities for student use of technology into instruction to meet learning outcomes and diverse student needs	
4. Technology used to assess and communicate student learning. InTASC 6; Ky Teacher Framework: 1D, 1F, 2E, 3A, 3D, 4B, 4C				
Fails to use technology for assessment and/or communication of learning results.	Uses available technology for assessment and the communication of student learning results.	Uses available technology to facilitate assessment, manage assessment data and communicate results to students.	Uses available technology to facilitate assessment, manage assessment data and communicate results to students and other stakeholders.	
5. Ethical and legal use of technology. InTASC 9; Ky Teacher Framework: 2A				
Fails to demonstrate ethical and/or legal use of technology.	Demonstrates ethical and legal use of technology to maintain a safe and equitable classroom.	Demonstrates ethical and legal use of technology to maintain a safe and equitable classroom and promotes student ethical and legal use of technology.	Demonstrates ethical and legal use of technology to maintain a safe and equitable classroom and explicitly instructs students on ethical and legal use of technology.	

Addendum B

Regulations Related to Admission to Student Teaching

16 KAR 5:040. Admission, placement, and supervision in student teaching.

RELATES TO: KRS 161.020, 161.028, 161.030, 161.042 STATUTORY AUTHORITY: KRS 161.028, 161.030, 161.042
NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028 requires that an educator preparation institution be approved for offering the preparation program corresponding to a particular certificate on the basis of standards and procedures established by the Education Professional Standards Board. KRS 161.030 requires that a certificate be issued to a person who has completed a program approved by the Education Professional Standards Board. KRS 161.042 requires the Education Professional Standards Board to promulgate an administrative regulation relating to student teachers, including the qualifications for cooperating teachers. This administrative regulation establishes the standards for admission, placement, and supervision in student teaching.

Section 1. Cooperating Teacher Eligibility Requirements. (1) The cooperating teacher, whether serving in a public or nonpublic school, shall have: (a) A valid teaching certificate or license for each grade and subject taught; and (b) At least three (3) years of teaching experience as a certified educator. (2) A teacher assigned to a teaching position on the basis of a provisional or emergency certificate issued by the Education Professional Standards Board shall not be eligible for serving as a cooperating teacher. (3) Prior to student teacher placement, a cooperating teacher shall receive training approved by the Education Professional Standards Board and provided at no cost to the cooperating teacher by the educator preparation institution which shall include the following components: (a) Basic responsibilities of a cooperating teacher; (b) Best practice in supporting the student teacher; and (c) Effective assessment of the student teacher. (4) Each educator preparation institution shall file an electronic report with the Education Professional Standards Board every semester which identifies the following: (a) Each candidate at the educator preparation institution enrolled in student teaching; (b) The candidate's assigned school; (c) The cooperating teacher assigned to each candidate; (d) The cooperating teacher's area of certification; (e) The cooperating teacher's years of experience as a certified or licensed educator; and (f) The number of days the cooperating teacher supervised the student teacher during the semester.

Section 2. Admission to Student Teaching. Admission to student teaching shall include a formal application procedure for each teacher candidate. (1) Prior to and during the student teaching experience, the teacher candidate shall adhere to the Professional Code of Ethics for Kentucky School Personnel established in 16 KAR 1:020. (2) Prior to admission to student teaching, each teacher candidate shall complete a minimum of 200 clock hours of field experiences in a variety of primary through grade 12 (P-12) school settings which allow the candidate to participate in the following: (a) Engagement with diverse populations of students which include: 1. Students from a minimum of two (2) different ethnic or cultural groups of which the candidate would not be considered a member; 2. Students from different socioeconomic groups;

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3. English language learners; 4. Students with disabilities; and 5. Students from across elementary, middle school, and secondary grade levels; (b) Observation in schools and related agencies, including: 1. Family Resource Centers; or 2. Youth Service Centers; (c) Student tutoring; (d) Interaction with families of students; (e) Attendance at school board and school-based council meetings; (f) Participation in a school-based professional learning community; and (g) Opportunities to assist teachers or other school professionals. (3) The educator preparation institution shall maintain electronic records that confirm all candidates enrolled in student teaching have fulfilled the field experiences required in subsection (2) of this section.

Beginning July 1, 2019, the educator preparation institution shall maintain electronic records in the Kentucky Field Experience Tracking System (KFETS) that confirm all candidates enrolled in student teaching have fulfilled the field experiences required in subsection (2) of this section.

Section 3. Cooperating Teacher to Student Teacher Ratio. The ratio of student teachers to cooperating teachers shall be one-to-one.

Section 4. University Supervisor. (1) The university supervisor shall conduct a minimum of four (4) observations of the student teacher in the actual teaching situation, a portion of which may be remote. Requests for remote observation(s) shall be submitted to and approved by EPSB prior to observation(s). (2) The observation reports shall be filed as a part of the student teacher record and used as a validation of the supervisory function. (3) The university supervisors shall be available to work with the student teacher and personnel in the cooperating school regarding any problems that may arise relating to the student teaching situation. (4) University supervisors shall receive training approved by the Education Professional Standards Board and provided at no cost to the university supervisor by the educator preparation institution which shall include the following

components: (a) Basic responsibilities of a university supervisor; (b) Best practice in supporting the student teacher; and (c) Effective assessment of the student teacher.

Section 5. Professional Experience. (1) The educator preparation institution shall provide opportunities for the student teacher to assume major responsibility for the full range of teaching duties, including extended co-teaching experiences, in a real school situation under the guidance of qualified personnel from the educator preparation institution and the cooperating elementary, middle, or high school. The educator preparation institution and the school district shall make reasonable efforts to place student teachers in settings that provide opportunities for the student teacher to develop and demonstrate the practical skills, knowledge, and professional dispositions essential to help all P-12 students learn and develop. (2) A student teacher shall not be placed in a setting that is not consistent with his or her planned certification content and grade range. (3) The student teacher placement shall provide the student teacher with the opportunity to engage with diverse populations of students.

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(4) Each educator preparation institution shall provide a full professional semester to include a period of student teaching for a minimum of seventy (70) full days, or its equivalent, in instructional settings that correspond to the grade levels and content areas of the student teacher's certification program. Institutions unable to locate a placement aligned with grade level requirements in this section shall submit an alternative placement request to EPSB staff. EPSB staff may pre-approve the alternative placement request if the alternative placement request includes: (a) A description of the efforts of the institution to locate a placement aligned with grade level requirements in this section; (b) The rationale for the choice of the identified alternative placement; (c) Statements of support for the alternative placement from the principal and the cooperating teacher; and (d) Evidence of the candidate's variety of field experiences prior to student teaching. All alternative placement requests shall be placed on the consent agenda for the next regularly scheduled meeting of the board and shall be contingent upon board approval. The EPSB waiver committee may review submissions prior to the board meeting and recommend that the board move items from the consent items to the action or waiver items on the agenda. Preapproval shall not be granted if the alternative placement does not meet the criteria set forth in this subsection. All alternative placements that are not eligible for pre-approval shall be placed on the agenda of the next regularly scheduled meeting of the board as a waiver item for consideration. 1. Candidates pursuing a primary through grade 12 certificate shall have their student teaching balanced between an elementary school placement and middle school or high school placement. 2. Candidates pursuing an elementary certificate shall have their student teaching balanced between a placement in primary through grade 3 and a placement in grade 4 or grade 5. 3. Candidates seeking dual certification in either middle school or secondary content areas shall have equal placements in both content areas. (5) The educator preparation institution shall use the Kentucky Teacher Internship Program Teacher Performance Assessment documents established in 16 KAR 7:010. (6) A student teacher shall not have responsibility for the supervision or instruction of P-12 students without the direct supervision of a certified educator. (7) A student teacher shall not receive direct compensation for student teaching. (8) The educator preparation institution shall maintain electronic records that confirm that all students meet the requirements of this section.

Section 6. Compensation of Cooperating Teachers. (1) The Education Professional Standards Board may make arrangements with local school districts to compensate a cooperating teacher. (2) (a) The educator preparation institution shall electronically submit a report of all cooperating teachers and their corresponding student teachers to the Education Professional Standards Board: 1. On or before September 30 for a cooperating teacher supervising a student teacher during the fall semester; or 2. On or before February 1 for a cooperating teacher supervising a student teacher during the spring semester. (b) Each report shall include: 1. The number of contract weeks that the cooperating teacher is working with each student teacher for that semester;

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2. The cooperating teacher's full name and Social Security number; 3. The student teacher's full name, Social Security number, demographic data, and contact information; 4. The student teacher's preparation and certification area by assigned certification code; and 5. The names of the school district and school where the cooperating teacher is employed and the student teaching requirement is being fulfilled. If the certified cooperating teacher is employed in a nonpublic school which meets the state performance standards as established in KRS 156.160 or which has been accredited by a regional or national accrediting association, the institution shall submit the name of the school. (c) If an educator preparation institution fails to provide the report by the date established in paragraph (a) of this subsection, the Education Professional Standards Board shall not be liable for payment under this administrative regulation. (3)(a) The electronic voucher shall be electronically signed by the cooperating teacher and the university supervisor as verification of the cooperating teacher's service to the student teacher and submitted to the Education Professional Standards Board: 1. On or before December 15 during the fall semester; or 2. On or before May 1 during the spring semester. (b) If a cooperating teacher fails to provide the completed electronic payment voucher by the date established in paragraph (a) of this subsection, the cooperating teacher shall not be eligible to receive any compensation available under this administrative regulation. (4)(a) The payment to a cooperating teacher shall be determined based upon available funding allocated under the biennial budget bill and the total number of days served by all cooperating teachers reported for the fiscal year. (b) The payment shall be allocated to a cooperating teacher based upon the number of days the teacher supervised a student teacher as reported in subsections (2) and (3) of this section, not to exceed more than

seventy (70) days in a semester. (5) Payments to cooperating teachers shall be disbursed to the school districts or to cooperating teachers in nonpublic schools by the Education Professional Standards Board: (a) On an annual basis; and (b) On or before June 30. (6) Any payment of state funds under this administrative regulation shall: (a) Be a supplement to the compensation provided by an educator preparation institution to a cooperating teacher who is supervising an institution's student teacher; and (b) Not supplant the educator preparation institution's compensation responsibility. (23 Ky.R. 4281; eff. 8-4-1997; Am. 27 Ky.R. 1082; 1475; eff. 12-21-2000; 28 Ky.R. 2077; 2347; eff. 5-16-2002; Recodified from 704 KAR 20:706, 7-2-2002; 33 Ky.R. 838; 1274; eff. 12-1-2006; 38 Ky.R. 637; 887; eff. 11-14-2011; Amd 44 Ky.R. 1591, 1956; eff. 4-6-2018.)