

UNIVERSITY OF PIKEVILLE
PATTON COLLEGE OF EDUCATION



Initial Teacher Certification Programs
Clinical I Handbook

Theme:

Unified in the Pursuit of Excellence in Teaching and Learning

2025-2026

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, assisting, and limited teaching experiences during the Clinical I portion of his or her training, the TC will develop practical skills and knowledge that 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 teachers' abilities 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, 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 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. Therefore, Clinical I will focus on professional growth activities that will require the TC to demonstrate *Professional Responsibility* related to KTPS/InTASC Standards 9 and 10. While they will be required to demonstrate skills related to the *Learner and Learning*, *Content Knowledge*, and *Instructional Practice* as they plan for instruction, we strongly believe that Clinical I must be a time professional learning to prepare them for Clinical II: Student Teaching.

The TC will complete the Clinical I Teacher Performance Assessment (TPA) by completing specific tasks A-D, which will require the demonstration of planning effective instruction through lesson context, learning objectives, learning resources, student assessment, and lesson sequence. In addition, the TC will participate in identified professional growth activities, and the cooperating teacher will provide weekly feedback related to TC progress. Professional growth activities include learning about the school of placement, becoming familiar with school and classroom policies/procedures, participation in instructional duties (e.g., co-planning, classroom learning activities while working with individual students and small groups, limited co-teaching, grading, progress monitoring, etc.), participation in non-instructional duties (e.g., family/community events, bus duty, hall duty, PLC meetings, committee meetings, etc.), and collaboration with the cooperating teacher to complete the TPA.

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 and 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 TC. These new professionals bring excitement, energy, and new ideas that can be invigorating. 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.)

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

Theme

Unified in the pursuit of excellence in teaching and learning

Vision

Unified in the pursuit of excellence in teaching and learning, the Patton College of Education will empower students to become dedicated, highly qualified educators who will strive to transform the landscape of the schools and communities they serve.

Mission

The mission of the Patton College of Education is to pursue excellence in teaching and learning through the development of teacher candidates' professional skills and understanding of the learner and learning, content knowledge, instructional practices, and professional responsibilities.

Core Values

- **Academic Excellence:** We are committed to providing exceptional education programs aligned with relevant state and national standards and that have opportunities for rigor, innovation, 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 and Service:** We are committed to developing leaders in our schools who serve others with compassion; use best practices informed by relevant data and current research; and engage in reflective practices to foster professional growth.
- **Equity:** We are committed to building systems that focus on reducing achievement gaps and that value and empower others.

Beliefs

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

Philosophy of the Patton College of Education

“Unified in the pursuit of excellence in teaching and learning” 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.

Diversity

Recognizing that students have diverse needs is central to “Unified in the pursuit of excellence in teaching and learning.” 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. Therefore, addressing the diverse needs of students is integrated across the curriculum within our teacher education programs.

Technology

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. 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.

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. The teacher preparation programs at the University of Pikeville are committed to developing the professional dispositions. To assess 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 vision of empowering teachers to serve and lead in rural Appalachia and beyond.

Quality Assurance System and Evaluation

The organizing theme that undergirds and guides all the professional education programs at the University of Pikeville is "Unified in the pursuit of excellence in teaching and learning." 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.

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 certification 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 beginning with the pre-step and progressing through Steps 1-3. 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 commit to and demonstrate the professional dispositions.

To achieve their goals of becoming effective teachers, candidates must meet identified criteria at each step before they can progress to the next step.

- Pre-Step represents Conditional Admission to the Undergraduate Teacher Education Program.
- Step 1 represents full Admission to the Undergraduate Teacher Education Program for Clinical I.
- Step 2 represents Admission to Clinical II for Student Teaching.
- Step 3 represents Teacher Education Program Exit.



Steps to Success

Teacher Competencies and Professional Disposition
 ↑
 Professional Knowledge
 ↑
 Specialization Knowledge
 ↑
 General Knowledge and Liberal Arts

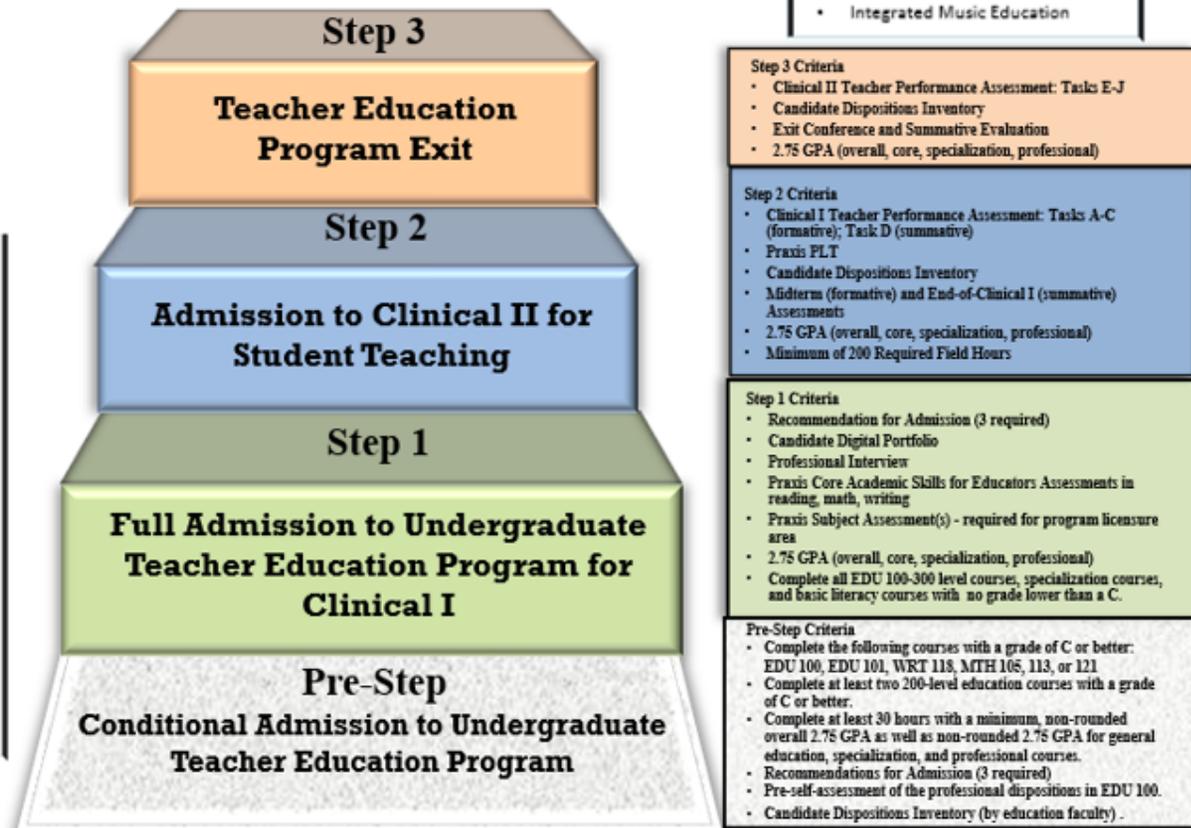
Kentucky Teacher Performance Standards (InTASC Standards)

- Standard 1. Learner Development
- Standard 2. Learning Differences
- Standard 3. Learning Environments
- Standard 4. Content Knowledge
- Standard 5. Application of Content
- Standard 6. Assessment
- Standard 7. Planning for Instruction
- Standard 8. Instructional Strategies
- Standard 9. Professional Learning and Ethical Practice
- Standard 10. Leadership and Collaboration

University of Pikeville Patton College of Education

Unified in the Pursuit of Excellence in Teaching and Learning

Model of Undergraduate Teacher Certification Program



The undergraduate teacher certification programs listed above lead to Kentucky Teacher Certification and are accredited by the Kentucky Education Professional Standards Board (EPSEB) and by the Council for the Accreditation of Educator Preparation (CAEP). The **partial** list of criteria can be used as a guide document; however, all requirements are not listed due to space limitation. Criteria are subject to change due to regulation changes regarding teacher certification at the state level. You must meet regularly with your advisor to stay knowledgeable about current requirements.

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 and 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

Currently, the initial certification teacher education programs in the Patton College of Education are nationally accredited by the Council for the Accreditation for Educator Preparation (CAEP). We are working toward adding a music education major, which will only be state accredited until we submit it for CAEP accreditation during our next accreditation visit. The CAEP Standards are below:

CAEP 2022 Initial Level Standards

- Standard 1: Content and Pedagogical Knowledge
- Standard 2: Clinical Partnerships and Practice
- Standard 3: Candidate Recruitment, Progression, and Support
- Standard 4: Program Impact
- Standard 5: Quality Assurance System and Continuous Improvement
- Standard 6: Fiscal and Administrative Capacity

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.

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:

Composition

The Teacher Education Committee consists of the following:

- 5 Classroom Teachers (two must be graduates of the advanced certification teacher education program)
- 3 School Administrators
- 2 Teacher Education Candidates (non-voting members)
- All Education Faculty Members
- Community Member
- Program Coordinators from all Teacher Certification Areas
- Dean of the College of Arts and Sciences
- Registrar of the University
- Director of Teacher Education
- Data Manager/Minutes Recorder (non-voting)

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.

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 must have:

- 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.

Cooperating Teacher Eligibility Requirements (16 KAR 5:040):

- 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.

In addition, UPIKE requires that the cooperating teacher:

- 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.

The University of Pikeville also recommends that the cooperating teacher shall teach at a Kentucky school within a fifty-mile radius of the University of Pikeville to enable cooperation with the University Supervisor; however, with approval of remote observations, the Director of Teacher Education and the University Supervisor will consider requests beyond the 50 mile radius on a case-by-case basis.

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 the cooperating teacher. During the process of daily supervisory contact, the cooperating teacher 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, the cooperating teacher 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. (Please see Clinical I Professional Growth Activities Sheet.)
- 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. (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.
- You will be asked to submit a weekly reflection regarding the completion of the identified professional growth activities and will report any absences/tardy.
- Your TC will be designing two lesson sequences (3-5 days units) that involves four tasks: contextual data on students, learning objectives, an assessment plan, and the completed lesson plans. Assist your TC with the topic and be a resource for him/her in the development of the lesson sequence. The first submission will serve as a formative assessment, and the second submission will serve as a summative assessment.

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. Please do not leave the TC alone in the classroom or allow him/her to teach your class independently unless the TC is a qualified substitute teacher who has been hired by the district. We limit the days of serving as a substitute teacher to 10 per semester.

Each cooperating teacher will be asked to complete a data sheet so that we can enter the correct information in the reporting system.

**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 _____

Policies for the Clinical I 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 must notify the cooperating teacher and the University Supervisor and report the absence/tardy on professional growth/weekly reflection sheet. Appropriate professional dress is expected of the teacher candidate. **Teacher candidates must follow the dress code of the district and school of placement.**

Placement. If the teacher candidate has children in a school, relatives employed by a school, or other close relatives in administrative positions at a school, he/she will not be placed in that school to complete Clinical I.

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. 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.

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 the completion of the teacher performance assessment and professional growth activities, and management concerns related to completing co-teaching.

Fair Policy for Dismissal/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, then the following procedures are followed: a conference is called to discuss intervention strategies (please see table below):

Procedures for Supporting/Counseling Candidates and Possible Program Dismissal Initial Certification Teacher Education Programs	
Before Full Admission	After Full Admission to Clinical I
<p>The faculty member or members contact the candidate to address the issues/concerns. This can include difficulty completing coursework, meeting criteria, attendance, professional dispositions, etc., and will be specific to each candidate. The faculty member will document the details of this meeting.</p>	<p>After the faculty member or cooperating teacher discusses the issues/concerns with the teacher candidate and no improvement is observed, then the University Clinical Supervisor is contacted by the faculty member or the cooperating teacher. (This process will be addressed in initial cooperating teacher training.) In turn, the University Supervisor will meet with the candidate to address the issues/concerns, and the details of this meeting will be documented.</p>

<p>If the issues/concerns are not resolved, and improvement is not evident, then the faculty consults with Dr. Parsley, the Director of Teacher Education, and a specific improvement plan is developed with the faculty, the teacher candidate, and Dr. Parsley. Each plan will identify a timeline for implementation, next steps for improvement, and responsibilities of the teacher candidate. The implementation of the improvement plan will be monitored by the faculty and Dr. Parsley.</p>	<p>If the issues/concerns are not resolved, and improvement is not evident, then the University Supervisor consults with Dr. Parsley, the Director of Teacher Education, and a specific improvement plan is developed with the University Supervisor, the teacher candidate, and Dr. Parsley. Each plan will identify a timeline for implementation, next steps for improvement, and responsibilities of the teacher candidate.</p>
<p>If the candidate is unable to meet criteria or make the needed improvement(s) to be successful in the initial teacher certification program, then the candidate will be dismissed from the program.</p>	<p>If the candidate is unable to meet criteria or make the needed improvement(s) to be successful in the initial teacher certification program, then the candidate will be dismissed from the program.</p>

**Please see the Appeals/Due Process Policy below.*

As indicated in the table above, 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 dismissed and 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 to be wrong and is unable to resolve the issue through discussion with the personnel may follow the *Appeals/Due Process Policy*. Details of the process (both before and after full admission) are identified below.

If a teacher candidate does not display minimum competency in all of the required standards by the end of the normal length of the Clinical I experience, the length of the Clinical I 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 successfully meet the criteria for the completion of Clinical I and admission to Clinical II.

***Appeals/Due Process Policy**

Who is eligible to appeal?

Candidates who:

- Were denied admission to the Teacher Education Program or the Master of Arts in Education: Teacher Leader Program.
- Were removed from the Teacher Education Program or the Master of Arts in Education: Teacher Leader Program.
- Were not recommended for exit from the Teacher Education Program or the Master of Arts in Education: Teacher Leader Program.

Grounds for appeal:

The candidate can appeal on the basis of violations of Teacher Education Program policy or procedure that results in a decision that the candidate believes was inaccurate. The only appeals submitted to the Teacher Education Appeals Committee, which includes the candidate's advisor, the Dean of the College of Arts and

Science, a representative from the Teacher Education Committee, and the Director of Teacher Education, are those related to entry, exit, or continuation in any teacher education program. All other appeals, e.g. grade appeals, probation or suspension from the University, etc., are handled according to the appeals policies outlined in the University of Pikeville Catalog and the University of Pikeville Student Handbook.

Procedures for appeal:

Candidates who wish to appeal any Teacher Education Appeals Committee decision will meet with their education faculty adviser to discuss the decision.

The candidate must appeal the decision by writing a letter to the Director of Teacher Education that clearly states the part or parts of policies or procedures that the candidate feels is unjust. The Director of Teacher Education will forward the letter to the Appeals Committee.

The Appeals Committee will meet with the candidate, normally within one week of receipt of the appeals letter. At the appeals meeting, all factual information related to the petition will be presented by the Director of Teacher Education. The petitioner will be allowed 30 minutes to make his/her presentation and to answer questions posed by the individual members of the committee. The petitioner will be excused before deliberation by the committee begins. The Appeals Committee will consider the petitioner's appeal and reach a decision regarding the petition. The petitioner will receive written notification within 5 working days of the hearing.

Clinical I

Criteria Check Sheets – *Steps 1 & 2

Professional Growth Activities

**Clinical I Teacher Performance Assessment: Tasks A-D
and Scoring Rubric**

Dispositions

Co-Teaching Strategies/Examples

**Note: Teacher candidates enrolled in Clinical I will have met all the criteria for the Step 1 Criteria Check Sheet on the following page. Therefore, teacher candidates in Clinical I will be working toward meeting the criteria identified in Step 2 for Admission to Clinical II: Student Teaching in the Spring.*

Checklist for Step 1: Admission to Undergraduate TEP—Clinical I Check Sheet

Applicant's Name _____ Semester/Year of Admission _____

Program Level _____ Area _____

Admission Criteria are aligned with the requirement outlined in 16 KAR 5:020

General Requirements

- Enrolled at UPIKE
- Submit formal application to PCOE
- Overall, non-rounded GPA of 2.75 or higher
- Federal Background Check
- Child Neglect and Abuse Check
- Signed Character and Fitness Questionnaire
- Valid and current physical and TB test
- Signed declaration acknowledging awareness of information required for certification
- Liability insurance with current membership in KEA-SP or another comparable organization
- Current address, phone number, level of certification, area of specialization, and other changes
- Admitted by the Teacher Education Committee

General Knowledge

Passing scores on *Praxis Core Academic Skills for Educators (CASE):

	Test Code	Test Name	Passing Score	** -1SEM
<input type="checkbox"/>	5713	Core Academic Skills for Educators: Reading	156	150
<input type="checkbox"/>	5723	Core Academic Skills for Educators: Writing	162	158
<input type="checkbox"/>	5733	Core Academic Skills for Educators: Mathematics	150	144

or Passing scores on *ACT test:

- Composite (22) or
- Reading (20) Writing/English (18) Math (19)

**An applicant may use a combination of ACT and CASE minimum scores to meet the requirements above.*

***If an applicant for admission has a 3.0 GPA, for all CASE admissions tests, the 5-point differential established in 16 KAR 5:020, Section 1(2)(c) will be applied to the -1 SEM, therefore, with a 3.0 GPA, the passing score for CASE Math will be 139; CASE Reading 145; CASE Writing 153.*

- Minimum, non-rounded GPA of 2.75 in General Knowledge

Grade of C or better in:

- ENG 112 or WRI 118
- COM 225
- MTH 105 or MTH 113 or MTH 121 (underline which course)
- EDU 205

Specialization Knowledge

- Minimum, non-rounded GPA of 2.75 and no grade lower than a C in Specialization Knowledge
- Passing scores on Praxis Multiple Subject Test if elementary and Specialty Area Test if middle or high school

	Test Code	Test Name	Passing Score	-1 SEM
<input type="checkbox"/>	5002	Elementary Education: Multiple Subjects Reading and Language Arts Subtest	157	151
<input type="checkbox"/>	5003	Elementary Education: Multiple Subjects Mathematics Subtest	157	148
<input type="checkbox"/>	5004	Elementary Education: Multiple Subjects Social Studies Subtest	155	148
<input type="checkbox"/>	5005	Elementary Education: Multiple Subjects Science Subtest	159	152
<input type="checkbox"/>	5047	Middle School English Language Arts	164	159
<input type="checkbox"/>	5164	Middle School Mathematics	157	150
<input type="checkbox"/>	5442	Middle School Science	152	146
<input type="checkbox"/>	5089	Middle School Social Studies	149	143
<input type="checkbox"/>	5235	Biology: Content Knowledge	146	142
<input type="checkbox"/>	5245	Chemistry: Content Knowledge	147	142
<input type="checkbox"/>	5039	English Language Arts: Content and Analysis	168	164
<input type="checkbox"/>	5165	Mathematics	159	152
<input type="checkbox"/>	5086	Social Studies: Content and Interpretation	153	148

Note: Required benchmark scores will change if revisions are made at the state level. Therefore, it is important to check the ETS Website for current required scores in Kentucky before you take the Praxis II.

Professional Knowledge

- Minimum, non-rounded GPA of 2.75 and no grade lower than a C in all required EDU 100-300 level courses
- Knowledge of Foundations Professional Interview: no score lower than Demonstrates (2) on all indicators on the rubric (conducted in August)
- Documented field experiences entered in KFETS for all 100, 200, and 300 level EDU courses (must be verified)
- Three Recommendations for Admissions Forms: 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. Behaviors and dispositions related to professional qualities, **critical thinking**, **communication skills**, **creativity**, and **collaboration** are assessed. An education faculty member, a content faculty member, and a P-12 teacher/administrator must complete this evaluation. (Assessment of both **professional knowledge** and **professional dispositions**)
- Review and sign a declaration to uphold the Professional Code of Ethics for Kentucky School Personnel
- Agree to uphold the Model Code of Ethics for Educators (MCEE)

Teacher Competencies

- Candidate Digital Portfolio (CDP) with no ratings of *Unsatisfactory* submitted during EDU 328 and scored by education faculty. The applicant must demonstrate foundational knowledge of each KTPS/InTASC Standard within the CDP.

Professional Dispositions

- Signed Statement of Commitment indicating understanding and commitment to developing the expected professional dispositions
- Pre self-assessment in EDU 100 and post self-assessment in EDU 328 of the dispositions on the Dispositions Inventory

Note: Recommendation for Admission is an assessment of both professional knowledge and professional dispositions. (See above).

Step 2: Admission to Clinical II – Student Teaching Check Sheet

Candidate's Name _____ Semester/Year of Admission to Clinical II _____
 Program Level _____ Area _____

General Requirements

- Overall, non-rounded GPA of 2.75 or higher
- Submit formal Clinical II application to PCOE
- Signed Character and Fitness Questionnaire
- 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.
- Child Neglect and Abuse Check
- Current address, phone number, level of certification, area of specialization, and other changes
- Liability insurance with current membership in KEA-SP or another comparable organization
- Admitted by the Teacher Education Committee

General Knowledge

- 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

- 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

- All education courses completed (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).
- Sufficient professional knowledge will be demonstrated by earning Kentucky's passing scores on the Praxis Principles of Learning and Teaching Test required by each program licensure area. Applicants to Clinical II: Student Teaching **must** have taken the Praxis PLT **no later than December 1** to qualify for admission.

Test Name	Passing Score	** -1SEM
Principles of Learning and Teaching: K-6	160	155
Principles of Learning and Teaching: 5-9	160	155
Principles of Learning and Teaching: 7-12	160	155

Note: If a candidate does not meet the required benchmark score during Clinical I, he/she may retake the Praxis PLT during Clinical II: Student Teaching. However, candidates must meet the state-required benchmark score before they can be recommended for certification.

- Clinical I successfully completed by earning a grade of "C" or better in Clinical Experience I. (Must maintain a minimum, non-rounded GPA of 2.75)
- Appropriate characteristics of a preservice teacher demonstrated by receiving no Level 1 (*Rarely or Never*) rating on each section of the End-of- Clinical I Assessment that addresses professionalism, **critical thinking, communication, creativity, collaboration**, diversity, and personal growth and reflection. (Assessment of both *professional knowledge* and *professional dispositions*)
- All required clock hours (over 200) of field experiences completed 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:

- 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;
 - Observations in school and related agencies, including: 1) family resource centers or 2) youth service centers;
 - Student tutoring;
 - Interaction with families of students;
 - Attendance at school board and school-based council meetings;
 - Participation in a school-based professional learning community; and
 - Opportunities to assist teachers or other school professionals.
- Review and sign a declaration to uphold the Professional Code of Ethics for Kentucky School Personnel.
 - Agree to uphold the Model Code of Ethics for Educators (MCEE).

Teacher Competencies

- 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

- 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.

Patton College of Education

Clinical I Professional Growth Activities

Name:	Assigned School:
Cooperating Teacher(s):	Grade(s):

Please indicate the week or weeks of completion.

Note: *It is the responsibility of the teacher candidate to complete and track the activities on this sheet.*

Clinical I Professional Growth Activities

KTPS/InTASC Professional Responsibility

I. Orientation at the University

I. Orientation at the University	
<i>Please indicate completion by placing an X in the appropriate box.</i>	Pre-Cl 1
● Attend Clinical I Orientation	
● Record important information (e.g., due dates, procedures, handbook policies, etc.)	
● Exchange important phone numbers, email addresses, and preferred communication modes with University Supervisor	

II. Introduction and Orientation at the Assigned School

II. Introduction and Orientation at the Assigned School			
<i>Please indicate the week or weeks of completion by placing an X in the appropriate box(es).</i>	Pre-Cl 1	Week 1	Week 2
● Introduce yourself to your cooperating teacher, principal, and other relevant school faculty/staff			
● Exchange important phone numbers, email addresses, and preferred communication modes with Cooperating Teacher(s)			
● Find out when your cooperating teacher arrives at and leaves school. Follow his/her schedule.			
● Locate the following areas in your assigned school:			
○ Office			
○ Library/Media Center			
○ Cafeteria			
○ Playground			
○ Restrooms (faculty and student)			
○ Relevant classrooms for special classes (art, music, special education, etc.)			
○ School nurse			
○ Family Resource Center			
○ School counselor			
○ Faculty workspace(s)			

III. Learn About School Policies/Procedures

III. Learn About School Policies/Procedures				
<i>Please indicate the week or weeks of completion by placing an X in the appropriate box(es).</i>	Week 1	Week 2	Week 3	Week 4
● School handbook				

● Indicate # absences																				
● Indicate # tardies																				
● Reported to University Supervisor																				
● Reported to Cooperating Teacher																				

Note: All dates of tardies/absences, reasons, and follow through with reporting to the University Supervisor and Cooperating Teacher must be recorded weekly. Unexcused tardies/absences can result in failure and exit from the teacher education program.

IX. Nonnegotiable - Required at all times

<i>Please indicate the week or weeks of completion by placing an X in the appropriate box(es).</i>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
● Adherence to Professional Dispositions (provide a copy for your cooperating teacher)																
● Adherence to Kentucky Professional Code of Ethics (provide a copy for your cooperating teacher)																
● Adherence to Model Code of Ethics (provide a copy for your cooperating teacher)																
● Professional Dress (daily)																
● Demonstration of initiative and active engagement in the classroom/school at all times																
● Adherence to cell phone procedure presented by the University Supervisor (share with cooperating teacher)																
● Display daily preparedness (materials, supplies, etc.)																
● Demonstration of respect for cooperating teachers, students, parents/guardians, all school personnel, and all others with whom you interact																
● No tardies or absences from school or Clinical I classes without a valid reason																

Teacher Candidate Weekly Reflection

Week	Reflection (progress, new learning, strengths, areas of growth). In addition to your weekly reflection, if you have an absence or tardy within that week, please indicate the date and reason below.
Week 1	
Week 2	
Week 3	

Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Week 11	
Week 12	
Week 13	
Week 14	
Week 15	
Week 16	

Explanation of Assessment Measures Related to the Professional Growth Activities:

The Clinical I experience focuses on two major areas to prepare you for Clinical II: Student Teaching. These include:

- Planning and delivering effective instruction
- Professional growth and responsibility

Participation in the identified professional growth activities from this sheet will help you develop the needed knowledge and skills for Clinical II: Student teaching and will provide **evidence** of meeting KTPS/InTASC Standards 2, 5, 9, and 10, which will be assessed through the **Midterm and End-of-Clinical I Teacher Candidate Assessments**. To complete these assessments, the cooperating teachers and University Clinical Supervisor will use the following evidence to rate your performance in meeting the identified standards:

- Observations of your participation in the identified professional growth activities
- Your weekly reflections related to ongoing progress, new learning, and areas of growth
- Cooperating teacher weekly reflections regarding your ongoing performance and growth

All teacher candidate assessments within out teacher education programs are evidence based, meaning that you must **demonstrate** meeting the identified standards. We expect evidence of professional growth based on your results from the **Midterm** to the **End-of-Clinical I Assessments (see below)**. In addition, you must score at the **Developing** level or higher on the **End-of-Clinical I Teacher Candidate Assessment** to be eligible for admission to Clinical II: Student Teaching. Therefore, participation in the professional growth activities, weekly reflections, and completing of the Teacher Performance Assessment are crucial to meeting the criteria for admission to Clinical II: Student Teaching.

MIDTERM AND END-OF-CLINICAL I TEACHER CANDIDATE ASSESSMENT

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.				

Students must score at a level 2 or above on all items of the Final Clinical I Assessment before admission to Clinical II: Student Teaching.

Additional Comments:

Clinical I Teacher Performance Assessment: Tasks A-D

Tasks A-D will be completed twice during Clinical I—first eight weeks and second eight weeks. The first submission will be a formative assessment with feedback, so teacher candidates can make improvements. The second submission will be a summative assessment. Task D is the completed lesson sequence (unit); therefore, it will contain Tasks A-C when submitted. For the summative assessment, students must score at the *Developing* level or above for admission to Clinical II.

Task Letter/Name	Standards Alignment/Evidence	Task Description	Task TPA Goals	Evaluation and Submission
Task A: Lesson Context	Task A will be used to evaluate your performance on the following standards: <ul style="list-style-type: none"> ➤ Kentucky Teacher Performance /InTASC Standards <ul style="list-style-type: none"> ○ <i>Learner and Learning:</i> <ul style="list-style-type: none"> ▪ Learner Development Standard 1; ▪ Learning Differences Standard 2; ○ <i>Instructional Practice:</i> <ul style="list-style-type: none"> ▪ Planning for Instruction Standard 7 ➤ <i>Kentucky Framework for Teaching</i> <ul style="list-style-type: none"> ○ Planning and Preparation: Knowledge of Students 1B 	Lesson Context: <ul style="list-style-type: none"> • <i>Identify your students' backgrounds, special needs, cultural differences, interests, language proficiencies, overall performance levels.</i> <p>Note: <i>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>	<ol style="list-style-type: none"> 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) 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) 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) 	Task A will be completed and submitted in Foliotek. <p>1st Submission: formative assessment with feedback for improvement from the University Clinical Supervisor</p> <p>2nd Submission (submitted with Task D): summative assessment scored by the University Supervisor and the Patton College of Education faculty.</p>
Task B: Learning Objectives and Resources	Task B will be used to evaluate your performance on the following standards: <ul style="list-style-type: none"> ➤ Kentucky Teacher Performance /InTASC Standards – <ul style="list-style-type: none"> ○ <i>Learner and Learning:</i> <ul style="list-style-type: none"> ▪ Learner Development Standard 1; 	Lesson Objectives and Resources <ul style="list-style-type: none"> • <i>Describe the significant grade-level content for the Lesson Plan Sequence (unit).</i> • <i>Identify the standard(s) addressed</i> • <i>Plan the daily learning targets aligned with the student standards.</i> 	<ol style="list-style-type: none"> 1) The teacher education candidate will demonstrate knowledge of content and pedagogy when setting instructional outcomes. (KTPS/InTASC Standards 4, 7) 2) The teacher education candidate will set 	Task B will be completed and submitted in Foliotek. <p>1st Submission: formative assessment</p>

	<ul style="list-style-type: none"> ○ <i>Content Knowledge</i> <ul style="list-style-type: none"> ▪ Standard 4 ➤ <i>Kentucky Framework for Teaching</i> <ul style="list-style-type: none"> ○ Planning and Preparation: Knowledge of Content and Pedagogy 1A; ○ Setting Instructional Outcomes 1C ➤ <i>Kentucky Framework for Teaching-Knowledge of Resources</i> supports Kentucky Teacher Performance/ InTASC Standards <ul style="list-style-type: none"> ○ <i>Learner and Learning:</i> <ul style="list-style-type: none"> ▪ Learning Environment Standard 3 ○ <i>Instructional Practice:</i> <ul style="list-style-type: none"> ▪ Planning for Instruction Standard 7 (not noted on crosswalk document) 	<ul style="list-style-type: none"> ● Identify the needed resources (1D): <ul style="list-style-type: none"> ○ Include the resources and assistance available to support your instruction and facilitate students' learning for this lesson: 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. <p><i>Note: Learning targets/objectives must be aligned with the Kentucky Core Academic Standards for the appropriate content.</i></p>	<p>instructional outcomes that support every student in meeting rigorous learning goals. (KTPS/InTASC Standards 4, 7)</p> <p>3) The teacher education candidate will demonstrate knowledge of resources to support instruction and facilitate learning. (Supports KTPS/InTASC Standard 7)</p>	<p>with feedback for improvement from the University Clinical Supervisor</p> <p>2nd Submission (submitted with Task D) : summative assessment scored by the University Supervisor and the Patton College of Education faculty.</p>
<p>Task C: Assessment Plan</p>	<p>Task C will be used to evaluate your performance on the following standards:</p> <ul style="list-style-type: none"> ➤ Kentucky Teacher Performance /InTASC Standards <ul style="list-style-type: none"> ○ Learner and Learning: <ul style="list-style-type: none"> ▪ Learner Development Standard 1, ▪ Learning Differences Standard 2; ➤ Instructional Practice: <ul style="list-style-type: none"> ○ Assessment Standard 6, ○ Instructional Planning Standard 7 ➤ <i>Kentucky Framework for Teaching</i> – <ul style="list-style-type: none"> ○ Planning and Preparation: Demonstrating Knowledge of Students 1B; ○ Designing Student Assessments 1F 	<p>Assessment</p> <ul style="list-style-type: none"> ➤ Develop an Assessment Plan by completing the assessment plan organizer for Task C in Canvas using the following attributes: <ul style="list-style-type: none"> ○ Students' Baseline Knowledge and Skills (1B) (1F) <ul style="list-style-type: none"> ▪ Describe and include the pre-assessment(s) that you plan to use to establish students' baseline knowledge and skills for this lesson ○ Formative Assessment (1F) <ul style="list-style-type: none"> ● Describe and include the formative assessment(s) and the criteria/rubric for expected outcomes to be used to measure student progress during this lesson. 	<p>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)</p> <p>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)</p> <p><i>Note: Teacher candidates will engage in backward planning from:</i> Wiggins, G. P. & McTighe, J. (2005). Understanding by design. Association for Supervision and Curriculum Development</p>	<p>Task C will be completed and submitted in Foliotek.</p> <p>1st Submission: formative assessment with feedback for improvement from the University Clinical Supervisor</p> <p>2nd Submission (submitted with Task D): summative assessment scored by the University Supervisor and the Patton College of Education faculty.</p>

		<ul style="list-style-type: none"> ○ <i>Identify the type of summative assessment and how it will be administered.</i> ○ <i>Explain how the assessments will measure the learning target(s).</i> ○ <i>Explain the expected impact on student learning.</i> ○ <i>Develop scoring criteria for all assessments.</i> ○ <i>Describe how assessments will be adapted/modified for the appropriate students.</i> <p>Note: 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.</p>		
<p>Task D: Lesson Plan Sequence (unit)</p>	<p>Task D will be used to evaluate your performance on the following standards:</p> <ul style="list-style-type: none"> ➤ Kentucky Teacher Performance Standards/InTASC <ul style="list-style-type: none"> ○ <i>Learner and Learning:</i> <ul style="list-style-type: none"> ▪ Learning Development Standard 1; ▪ Learning Differences Standard 2; ➤ <i>Content Knowledge</i> <ul style="list-style-type: none"> ○ Standard 4; ➤ <i>Instructional Practice:</i> <ul style="list-style-type: none"> ○ Assessment Standard 6 ○ Planning for Instruction Standard 7 ○ Instructional Strategies Standard 8 (added) ➤ Supports Kentucky Teacher Performance/InTASC Standards <ul style="list-style-type: none"> ○ <i>Learner and Learning:</i> 	<p>Lesson Plan Sequence (unit) Task D is a compilation of Tasks A-C along with the completion of your unit of instruction. Therefore, Task D will include the revised Tasks A-C, based on the feedback that you received, in addition to the lesson procedures.</p> <ul style="list-style-type: none"> ➤ <i>To complete Task D, you will work with your university supervisor and cooperating teacher to complete the unit:</i> <ul style="list-style-type: none"> ○ <i>Lesson Procedures (1E)</i> <ul style="list-style-type: none"> ▪ <i>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</i> 	<ol style="list-style-type: none"> 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) 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) 3) The teacher education candidate will: <ol 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 	<p>Task D, which will include Tasks A-C. The first submission of the entire unit during the first eight weeks of Clinical I will serve as a formative assessment.</p> <p>The entire unit completed during the second eight weeks of Clinical I will provide the summative scoring related to Domain 1: Planning and Preparation from the <i>Kentucky Framework for Teaching</i> and Kentucky Teacher Performance/InTASC Standards 1-7.</p>

	<ul style="list-style-type: none"> ▪ Learning Environment Standard 3 (resources) ➤ <i>Kentucky Framework for Teaching</i> <ul style="list-style-type: none"> ○ Domain 1: Planning and Preparation 1A – 1F 	<p><i>order thinking. Within this sequence, be sure to describe how the instruction will be differentiated to meet your students' needs, interests, and abilities and identify technology integration.</i></p> <ul style="list-style-type: none"> ○ <i>Once your five-day lesson plan sequence is completed, ask yourself the following questions:</i> <ul style="list-style-type: none"> ▪ <i>Are the specific learning targets/objectives aligned with the appropriate standards?</i> ▪ <i>Did you effectively plan your learning activities for each day of the learning sequence?</i> ▪ <i>Did you plan a variety of teaching strategies to meet the needs of diverse learners?</i> ▪ <i>Did you specify how you will specifically differentiate instruction to meet the needs of diverse learners?</i> ▪ <i>Did you design the formative and summative assessments to measure the specific learning targets/objectives?</i> 	<p>make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (KTPS/InTASC Standard 4)</p> <p>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)</p> <p>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)</p>	<p>The candidate must score at the <i>Developing</i> level or above on Task D to meet criteria.</p>
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Rubric Sections for Teacher Performance Assessment: Tasks A-D

- Task A: Lesson Context - KyFfT 1B Knowledge of Students
- Task B: Learning Objectives and Resources - KyFfT 1A Knowledge of Content and Pedagogy, 1C Setting Instructional Outcomes, 1D Knowledge of Resources
- Task C: Assessment Plan - KyFfT 1B Demonstrating Knowledge of Students, 1F Designing Student Assessments
- Task D: Lesson Plan Sequence (completed unit-includes Tasks A-C) - KyFfT Planning and Preparation 1A - 1F

Please see rubric below.

**Clinical I Teacher Performance Assessment: Tasks A-D
Scoring Rubric**

Student _____ Course _____ Instructor _____ Formative Summative
 Observation Date _____ Grade Level/Content _____

DOMAIN 1: PLANNING AND PREPARATION

KyFFT Component: 1A – Demonstrating Knowledge of Content and Pedagogy (KTPS/InTASC Standards 4) Task B and Task D

Source(s) of Evidence: Lesson Plan
 Observation of Teaching

<u>Ineffective</u> <input type="checkbox"/> I <input type="checkbox"/> I+	<u>Developing</u> <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	<u>Accomplished</u> <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	<u>Exemplary</u> <input type="checkbox"/> E- <input type="checkbox"/> E
<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.

Observation Evidence

KyFFT Component: 1B – Demonstrating Knowledge of Students (KTPS/InTASC Standard 1, 2, 7) Task A, Task C, and Task D

Source(s) of Evidence: Lesson Plan
 Observation of Teaching

<u>Ineffective</u> <input type="checkbox"/> I <input type="checkbox"/> I+	<u>Developing</u> <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	<u>Accomplished</u> <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	<u>Exemplary</u> <input type="checkbox"/> E- <input type="checkbox"/> E
<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.

Observation Evidence			
KyFft Component: 1C – Setting Instructional Outcomes (KTPS/InTASC Standard 1, 7) Task B and Task D			
Source(s) of Evidence: Lesson Plan			
Ineffective <input type="checkbox"/> I <input type="checkbox"/> I+	Developing <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Accomplished <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Exemplary <input type="checkbox"/> E- <input type="checkbox"/> E
<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.
Observation Evidence			
KyFft Component: 1D – Demonstrating Knowledge of Resources (KTPS/InTASC Standard 3, 7) Task B and Task D			
Source(s) of Evidence: Lesson Plan			
Ineffective <input type="checkbox"/> I <input type="checkbox"/> I+	Developing <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Accomplished <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Exemplary <input type="checkbox"/> E- <input type="checkbox"/> E
<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.
Observation Evidence			
KyFft Component: 1E – Designing Coherent Instruction (KTPS/InTASC Standard 1, 4, 7) Task D			
Source(s) of Evidence: Lesson Plan			
Ineffective <input type="checkbox"/> I <input type="checkbox"/> I+	Developing <input type="checkbox"/> D- <input type="checkbox"/> D <input type="checkbox"/> D+	Accomplished <input type="checkbox"/> A- <input type="checkbox"/> A <input type="checkbox"/> A+	Exemplary <input type="checkbox"/> E- <input type="checkbox"/> E
<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. 	<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 	<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 	<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.

<p>Instructional groups do not support the instructional outcomes and offer no variety.</p>	<p>instructional outcomes, with an effort by the teacher at providing some variety.</p> <ul style="list-style-type: none"> The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable. 	<p>significant cognitive challenge, with some differentiation for different groups of students.</p> <ul style="list-style-type: none"> The lesson or unit has a clear structure, with appropriate and varied use of instructional groups. 	<ul style="list-style-type: none"> 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.
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Observation Evidence

KyFfT Component: 1F – Designing Student Assessments (KTPS/InTASC Standard 6) Task C and Task D

Source(s) of Evidence: Lesson Plan

<p><u>Ineffective</u> □ I □ I+</p>	<p><u>Developing</u> □ D- □ D □ D+</p>	<p><u>Accomplished</u> □ A- □ A □ A+</p>	<p><u>Exemplary</u> □ E- □ E</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. 	<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. 	<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. 	<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.

Observation Evidence

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.

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 who 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"/>				
2. Demonstrates compliance with laws/regulations/ policies/standards	<input type="checkbox"/>				
3. Maintains professional appearance	<input type="checkbox"/>				
4. Is prepared for class or appointments	<input type="checkbox"/>				
5. Is punctual for class or appointments	<input type="checkbox"/>				
6. Demonstrates honesty/academic integrity	<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"/>				
8. Demonstrates respect for the beliefs of others	<input type="checkbox"/>				
9. Demonstrates and/or promotes effective collaboration skills (e.g., with colleagues, instructors, students)	<input type="checkbox"/>				
10. Demonstrates respect for cultural differences	<input type="checkbox"/>				
11. Demonstrates patience with and/or compassion for those experiencing difficulty in the learning process	<input type="checkbox"/>				
12. Demonstrates flexibility during the learning process	<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"/>				
14. Addresses issues of concern professionally (with instructors/colleagues/ students)	<input type="checkbox"/>				
15. Responds positively to constructive criticism	<input type="checkbox"/>				
16. Takes responsibility for his or her learning by actively seeking out new information	<input type="checkbox"/>				
17. Demonstrates personal progress through professional development to improve content and pedagogical knowledge	<input type="checkbox"/>				
18. Demonstrates reflective practice in written or verbal form	<input type="checkbox"/>				

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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 <i>One Teach, One Observe</i> . 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.

Appendix A

Templates for Teacher Performance Assessments: Tasks A-D

Lesson Plan Template

Assessment Plan Template

Patton College of Education

Lesson Plan				
Name		Date		Content Area
Lesson Title		Age(s)/Grade(s) of Students		# Students
# Students with IEP/504		# Gifted Students		# LEP Students
1. Context: Describe the Students for which this Lesson is Designed (KyFFT 1B; KTPS/InTASC 2): <i>Identify your students' backgrounds, special needs, cultural differences, interests, language proficiencies, overall performance levels.</i>				
2. Standards Alignment and Learning Targets/Objectives (KyFFT 1A, 1C; KTPS/InTASC 4) <i>Identify the standard(s) addressed and learning targets/objectives. (Connect each target/objective to the appropriate state curriculum/content area standards.)</i>				
3. Resources (KyFFT 1D; KTPS/InTASC 7) <i>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.</i>				
4. Formative and Summative Assessment (KyFFT 1F; KTPS/InTASC 6) <i>Describe and include the formative and summative assessment(s) and the criteria/rubric for expected outcomes to be used to measure student progress during this lesson. If there is no summative assessment in this lesson, please leave this section blank.</i>				
a. Formative				
b. Summative				
5. Modifications/Accommodations (KyFFT 1B; KTPS/InTASC 1, 2) <i>Address diverse student needs in accordance with IEPs or 504 Plans.</i>				
6. Anticipated Student Misconceptions (KyFFT 1B; KTPS/InTASC 1, 7)				
7. Lesson Procedures (KyFFT 1E; KTPS/InTASC 6, 7, 8) <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 through research-based explicit instruction. Within this sequence, describe how the instruction will be differentiated to meet your students' needs, interests, and abilities.</i>				
a. Introduction (Lesson overview, daily learning targets, activate or review prior knowledge/ skills)				
b. I Do (clear explanations, step-by-step demonstrations or modeling, clear/concise language, examples/non-examples, scaffolding)				
c. We Do (student/teacher interaction, guided/supported practice with feedback)				
d. You Do (independent practice)				
e. Lesson Review/Wrap-Up				
Kentucky Framework for Teaching (KyFFT) 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 (KTPS/InTASC) Standards 1 – Learner Development 2 – Learning Differences 4 – Content Knowledge 6 – Assessment 7 – Planning for Instruction 8 – Instructional Strategies	

Assessment Plan Template

After you have developed your learning targets aligned with the relevant Kentucky Academic Standards, you will need to determine acceptable evidence that will demonstrate student performance in meeting the identified learning targets, which will be to create your assessments. This is step 2 in the stages of backward design. Include all planned assessments in your learning sequence (unit) with scoring guides/rubrics/answer keys for each assessment.

Grade Level _____	Content _____	Unit Title _____
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>		
Accommodations:		
How will the assessment measure the learning targets?		
Define the scoring criteria: <i>students show mastery by ?%; how many students show mastery?</i>		

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