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

2026-2027

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.

Contact Information

Dr. Coletta Parsley: colettaparsley@UPIKE.edu or 606-218-5315
David Slone: dslone@UPIKE.edu or 606-218-5312
Lisa Asbury: lisaasbury@UPIKE.edu or 606-218-5317

Please do not hesitate to contact us if you have any questions.

Table of Contents

Introduction……4
University of Pikeville Mission Statement..... 5
Patton College of Education: Vision..... 5
Mission 5
Core Values..... 5
Beliefs..... 5
Philosophy of Education..... 6
Diverse Learning Needs……...6
Technology 6
Categories of Knowledge..... ..6
Areas of Teacher Competence 7
Professional Dispositions..... ..7
Quality Assurance System and Evaluation..... ..7
Model of Educator Preparation Program. 8
State and National Standards..... ..9
Kentucky Teacher Performance Standards 9
InTASC Standards..... 10
Kentucky Framework for Teaching..... 11
EPP Accreditation Standards: CAEP 11
Governance of the Patton College of Education 12
Clinical Personnel 13
Coordinator of Clinical Experiences/University Supervisor..... 13
Cooperating Teacher..... 13
Process for Selecting Cooperating Teachers..……14
Responsibilities of the Cooperating Teacher……...15
University of Pikeville Cooperating Teacher Application and Data Sheet…….……16
Policies for Clinical Experiences..... 17
Procedures for Supporting/Counseling Candidates and Possible Program Dismissal……17
Appeals/Due Process Policy..... 18
Clinical I……...20
Criteria Sheets – Steps 1 & 2……...21
Professional Growth Activities……25
Midterm and End-of-Clinical I Teacher Candidate Assessment……31
Clinical I Teacher Performance Assessment: Tasks A-D……...33
Clinical I Teacher Performance Assessment: Tasks A-D Scoring Rubric……..37
Dispositions……40
Co-Teaching Strategies/Examples……...42
References ……....43
Appendix A……...44
Lesson Plan Template……..45
Assessment Plan Template……..46
Appendix B……...47
Professional Code of Ethics……48
Model Code of Ethics …… ……49
Character and Fitness Form……50

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 grow 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.
- Belonging: We strive to build a community where every student, faculty, and staff member finds a home—one that honors our unique backgrounds and ensures every individual is empowered to thrive as an integral part of our program.
- 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 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 schools and districts, it is our goal to design and implement quality educator training programs that will prepare candidates to become highly qualified classroom teachers.

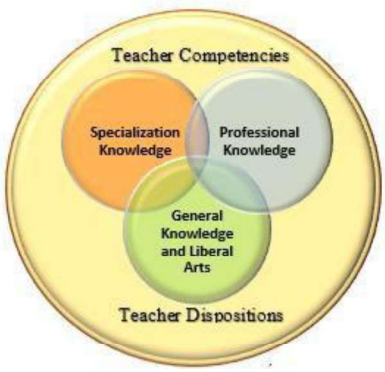
Diverse Learning Needs

Recognizing that students have diverse needs is central to P-12 student 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). Teachers must value the diverse learning needs in their classrooms and recognize the contributions and experiences they bring (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, appreciate, and teach each of these students accordingly. Therefore, addressing the diverse learning 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. Since adoption, we have reviewed these multiple times, and we have used the Lawshe Method to establish content validity.

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: 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

Step 3

Teacher Education Program Exit

Step 2

Admission to Clinical II for Student Teaching

Step 1

Full Admission to Undergraduate Teacher Education Program for Clinical I

Pre-Step

Conditional Admission to Undergraduate Teacher Education Program

Choice of Undergraduate Teacher Certification Programs

Elementary Education

Middle Grades Education
- Science
- Social Studies
- Math
- English

Secondary Education
- Biology
- Chemistry
- English
- Mathematics
- Social Studies

P-12
- Integrated Music Education

Step 3 Criteria
- Clinical II Teacher Performance Assessment: Tasks E-J
- Candidate Dispositions Inventory
- Exit Conference and Summative Evaluation
- 2.75 GPA (overall, core, specialization, professional)

Step 2 Criteria
- Clinical I Teacher Performance Assessment: Tasks A-C (formative); Task D (summative)
- Praxis PLT
- Candidate Dispositions Inventory
- Midterm (formative) and End-of-Clinical I (summative) Assessments
- 2.75 GPA (overall, core, specialization, professional)
- Minimum of 200 Required Field Hours

Step 1 Criteria
- Recommendation for Admission (3 required)
- Candidate Digital Portfolio
- Professional Interview
- Praxis Core Academic Skills for Educators Assessments in reading, math, writing
- Praxis Subject Assessment(s) - required for program licensure area
- 2.75 GPA (overall, core, specialization, professional)
- Complete all EDU 100-300 level courses, specialization courses, and basic literacy courses with no grade lower than a C.

Pre-Step Criteria
- Complete the following courses with a grade of C or better: EDU 100, EDU 101, WRT 118, MTH 105, 113, or 121
- Complete at least two 200-level education courses with a grade of C or better.
- Complete at least 30 hours with a minimum, non-rounded overall 2.75 GPA as well as non-rounded 2.75 GPA for general education, specialization, and professional courses.
- Recommendations for Admission (3 required)
- Pre-self-assessment of the professional dispositions in EDU 100.
- Candidate Dispositions Inventory (by education faculty) .

The undergraduate teacher certification programs listed above lead to Kentucky Teacher Certification and are accredited by the Kentucky Education Professional Standards Board (EPSB) 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**
- **Domain4: 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 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 have added a music education major and a new MAT program, which are state approved for teacher certification. Since this is a new program, it is not yet accredited by CAEP. The CAEP Standards are below:

CAEP 2022 Initial Level Standards
Standard R1: Content and Pedagogical Knowledge
Standard R2: Clinical Partnerships nd Practice
Standard R3: Candidate Recruitment, Progression, and Support
Standard R4: Program Impact
Standard R5: Quality Assurance System and Continuous Improvement
Standard R6: 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 Dean of the Patton College of Education (PCOE), University Clinical Supervisor, MAT University Supervisor, Certification Officer, and education faculty. The PCOE Dean oversees the operations of the teacher education programs at the University of Pikeville. The University Clinical Supervisor conducts specific functions involving the placement and direction of candidates' clinical experiences at the initial undergraduate level, and the MAT University Supervisor fulfills this role at the initial graduate level. 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. The PCOE Dean reports to the Vice President of Academic Affairs (VPAA).

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 Students (non-voting members)
- All Education Faculty Members
- Community Member
- University Content Area Program Coordinators
- Dean of the Patton College of Education
- University Registrar
- Director of Data, Records, and Clinical Experience/Minutes Recorder (non-voting)
- Administrative Assistant to the PCOE Dean/Co-Minutes Recorder (non-voting)

The Dean of the Patton College of Education will serve as the Chair of the Teacher Education Committee. The classroom teachers, administrators, 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) consist 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 (limited to appeals 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.**
- Monitoring and revising the Quality Assurance System and other relevant documents that focus on continuous improvement of the teacher education programs

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 serve on the Teacher Education Appeals Committee. The committee member will be selected by the PCOE Dean. This process only involves appeals 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.**

Assessment Plan. The fifth function of the TEC is to monitor and revise the Quality Assurance System and other relevant documents 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.

University Supervisor

The University Supervisor 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 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 collaborating 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 recommendation of the principal;
- 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 Dean and the University Supervisor will consider requests beyond the 50 mile radius on a case-by-case basis.

University of Pikeville
Process for Selecting Cooperating Teachers

1) Applicants list three (3) schools of interest.

2) The University Supervisor checks to ensure that the schools are high-performing, have diverse populations to ensure diverse clinical experiences for teacher education candidates, and are within a fifty-mile radius of the University. However, with approval of remote observations, the Dean and the University Supervisor will consider requests beyond the 50 mile radius on a case-by-case basis.

3) The University Supervisor then contacts the administration of one of the requested schools to determine if there is a teacher at that school who meets the criteria per 16 KAR 5:040, who is interested in serving as a cooperating teacher, and who is recommended by the administrator. If needed, the process is repeated with the other schools until a qualified teacher is recommended. Each cooperating teacher will be asked to complete an application and data sheet so that we can verify that qualifications have been met and that we enter the correct information in the reporting system if selected.

4) The University Supervisor vets the recommended cooperating teacher by consulting other sources, such as the instructional supervisor or other school administrators if needed (prior/current knowledge of teacher, high-performing classroom/school, professional dispositions).

5) Pending the applicant's admission to the Undergraduate Teacher Education Program: Clinical I after meeting all criteria and being approved by the Teacher Education Committee, the final placement is determined after consultation with the school administrator and the University Supervisor.

6) During Clinical I, which is the Fall term, teacher candidates are required to observe and assist their assigned cooperating teachers daily for half the day. This process will include opportunities for collaboration with both instructional and non-instructional duties as well as co-teaching opportunities. This allows the teacher candidate to become familiar with classroom procedures, students, and the teaching strategies of the teacher.

7) Before Clinical II, which is the Spring term, The University Supervisor and Dean verify the list of applications for student teaching and their placements with cooperating teachers. The verification process includes the criteria for admission to Clinical II: Student Teaching as well as verifying the required number of observation hours logged in KFETS.

8) Student teachers will report to assignments/placements with their cooperating teachers for the required 70 days of instruction during Clinical II.

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 the teacher candidate to the students as a partner to the class, faculty, school personnel, parents, etc.

Activities:

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

Instruction:

- During Clinical I, the teacher candidate is allowed to participate in short, whole group instruction (i.e. administering a quiz/spelling test, going over a quiz/homework, etc.).
- Allow the teacher candidate to assist you in performing all the activities in your classroom (i.e. recording grades, taking attendance, answering the phone, grading papers, etc.).
- The teacher candidate will be documenting hours of activities and observations in KFETS each day. (Please see Clinical I Professional Growth Activities Sheet.)
- Allow the teacher candidate to instruct one-on-one and small group.
- Encourage the teacher candidate to assist you in planning instruction and in co-teaching. (Remember you want to prepare him/her as much as you can for student teaching next semester.)
- Monitor the implementation of the **Patton College of Education Clinical I Professional Growth Activities Check Sheet.**

Assessment:

- You will need to complete a mid-term (formative) and final assessment (summative) on the teacher candidate
- You will be asked to submit a weekly reflection regarding the completion of the identified professional growth activities and will report any absences/tardy.
- The teacher candidate will be designing two lesson sequences (5-7 day units) that involve four tasks: contextual data on students, learning objectives, an assessment plan, and the completed lesson plans. Assist the teacher candidate 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 the teacher candidate to observe and participate in good teaching strategies. Please do not leave the

teacher candidate alone in the classroom or allow him/her to teach your class independently unless the teacher candidate 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.

UNIVERSITY OF PIKEVILLE

COOPERATING TEACHER APPLICATION & 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 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. Teacher candidates at the elementary level will be strategically placed with cooperating teachers who provide opportunities for them to teach both reading and mathematics during their Clinical I experience.

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**
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.	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.

If the issues/concerns are not resolved, and improvement is not evident, then the faculty consults with Dr. Parsley, the PCOE Dean, 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.	If the issues/concerns are not resolved, and improvement is not evident, then the University Supervisor consults with Dr. Parsley, the PCOE Dean, 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.
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.	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.

**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 PCOE Dean, a representative from the Teacher Education Committee (selected by the PCOE Dean), and the University Clinical Supervisor or MAT

University Supervisor (if MAT Program candidate) 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 PCOE Dean that clearly states the part or parts of policies or procedures that the candidate feels is unjust. The PCOE Dean will forward the letter to the Teacher Education 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 PCOE Dean. 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.

This process only relates to appeals 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.**

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-Aspiring Educators 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
☐	5713	Core Academic Skills for Educators: Reading	150
☐	5723	Core Academic Skills for Educators: Writing	158
☐	5733	Core Academic Skills for Educators: Mathematics	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, 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

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.*

	Test Code	Test Name	Passing Score
☐	*7002	Elementary Education: Teaching Reading	136
☐	*7003	Elementary Education: Mathematics	148
☐	*7004	Elementary Education: Social Studies	148
☐	*7005	Elementary Education: Science	152
☐	5047	Middle School English Language Arts	159
☐	5164	Middle School Mathematics	150
☐	5442	Middle School Science	146
☐	5589	Middle School Social Studies	143
☐	5235	Biology: Content Knowledge	142
☐	5245	Chemistry: Content Knowledge	142
☐	5039	English Language Arts: Content and Analysis	164
☐	5165	Mathematics	152
☐	5086	Social Studies: Content and Interpretation	148
☐	5114	Music: Content and Instruction	156

*Currently, Elementary Education students may use either the 5000-series or the 7000-series, but if 5002: Elementary Education: Multiple Subjects Reading and Language Arts Subtest is taken, it must be accompanied by 5205: Teaching Reading.

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 for the Professional Interview: no score lower than *Developing* (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 *Demonstrates Rarely* 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

☐ Agree to uphold and sign the Commitment to the Professional Dispositions

☐ Pre self-assessment in EDU 100 and post self-assessment in EDU 328 of the dispositions on the Dispositions Inventory

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

☐ Satisfactorily complete all prerequisites to Clinical II.

☐ 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 that 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
Principles of Learning and Teaching: K-6	155
Principles of Learning and Teaching: 5-9	155
Principles of Learning and Teaching: 7-12	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 Performance/InTASC Standards.

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.

_____ _____

Student Signature **Date**

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

Please indicate completion by placing an X in the appropriate box.	Pre-CI 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

Please indicate the week or weeks of completion by placing an X in the appropriate box(es).	Pre-CI 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

Please indicate the week or weeks of completion by placing an X in the appropriate box(es).	Week 1	Week 2	Week 3	Week 4
• School handbook				

• Emergency Management Plan				
○ Fire drill/emergency procedures				
○ Accident/incident reporting				
○ Health/safety procedures				
• Grading procedures				
• Procedures for maintaining student records				
• Procedures for making referrals to counselor, principal, and special education				
• Bus duty procedures				
• Playground supervision procedures				
• Lunch procedures				
• Hallway supervision				
• Cellphone policy				
• Behavior/discipline procedures				
• Sign-in procedures (for student tardies, visitors, etc.)				

IV. Learn Classroom Procedures

Please indicate the week or weeks of completion by placing an X in the appropriate box(es).	Week 1	Week 2	Week 3	Week 4
• Daily Schedule				
• Class roster(s)				
• Students' names				
• Background information about students (refer to lesson context on lesson plan template)				
• Health restrictions for any student in the assigned classroom				
• Location and use of classroom supplies				
• Curriculum, resources, and materials				
• Teaching technologies in the classroom and school				
• Home/school communication				

V. Participate in Instructional Duties

Please indicate the week or weeks of completion by placing an X in the appropriate box(es).	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
• Monitor independent student work																
• Provide student assistance																
• Check attendance																
• Assist students with make-up work																
• Assist with in-class interventions																
• Provide small-group instruction																
• Grade student assignments																
• Record student grades																
• Make copies																
• Monitor student reading activities (individual or small group)																
• Co-plan and co-teach lessons with the cooperating teacher																
• Help provide student accommodations (scribe, reader, etc.)																

• Prepare materials for learning activities or learning centers																
• Assist with students who are working online																
• Administer formative and/or summative classroom assessments (individual, small-group, whole group)																
• Analyze student assessment data and co-plan student instruction with the cooperating teacher based on results																
• Create instructional materials (PPT, hands-on materials, lists, etc.)																
• Manage learning centers (stations)																
• Provide small-group instruction																
• Co-teach 5-7 day unit that you planned with your cooperating teacher.																
• Other (as assigned by cooperating teacher – please identify): _____																
• Other (as assigned by cooperating teacher – please identify): _____																

VI. Participate with the Cooperating Teacher in Non-Instructional Duties

Please indicate the week or weeks of completion by placing an X in the appropriate box(es).	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
• Family Night (or other family/community event)																
• PTA, PTO, or other parent/teacher meeting																
• Bus duty																
• Hall duty																
• Playground supervision																
• Lunch supervision																
• Parent-teacher conference (if appropriate)																
• Faculty meeting																
• Department/PLC meeting																
• Committee meeting																
• Professional Development																
• Other (please identify): _____																

VII. Additional Requirements

Please indicate the week or weeks of completion by placing an X in the appropriate box(es).	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
• Fully record hours in KFETS (should be done daily or weekly and will be monitored by the University Supervisor)																
• Complete Task A and submit by due dates (formative and summative)																
• Complete Task B and submit by due dates (formative and summative)																
• Complete Task C and submit by due dates (formative and summative)																
• Complete Task D and submit by due dates (formative and summative)																
○ Plan a 5–7-day instructional sequence (unit) with your cooperating teacher. This <u>formative</u> assessment will be submitted to the University Supervisor for feedback. This unit must be submitted no later than week 6.																
○ Plan a 5–7-day instructional sequence (unit) with your cooperating teacher. This <u>summative</u> assessment will be submitted in Foliotek and will be scored by the University Supervisor and education faculty.																

VIII. Absences

Please indicate the number of tardies and/or absences each week by recording the appropriate number in each box. If there were no absences/tardies, please record 0. Place an X in each box to indicate proper reporting. In the weekly comments section, please indicate the date and reason for each absence/tardy.	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
• 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 <u>must</u> be recorded weekly. Unexcused tardies/absences can result in failure and exit from the teacher education program.*

IX. Nonnegotiable - Required at all times

Please indicate the week or weeks of completion by placing an X in the appropriate box(es).	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

Our 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: ➢ Kentucky Teacher Performance /InTASC Standards o *Learner and Learning*: ▪ Learner Development Standard 1; ▪ Learning Differences Standard 2; o *Instructional Practice*: ▪ Planning for Instruction Standard 7 ➢ *Kentucky Framework for Teaching* o Planning and Preparation: Knowledge of Students 1B	Lesson Context: • ***Identify your students' backgrounds, special needs, cultural differences, interests, language proficiencies, overall performance levels.*** Note: *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.*	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. 1st Submission: formative assessment with feedback for improvement from the University Clinical Supervisor 2nd Submission (submitted with Task D): summative assessment scored by the University Supervisor and the Patton College of Education faculty.
Task B: Learning Objectives and Resources	Task B will be used to evaluate your performance on the following standards: ➢ Kentucky Teacher Performance /InTASC Standards – o *Learner and Learning*: ▪ Learner Development Standard 1; o *Content Knowledge*	Lesson Objectives and Resources • ***Describe the significant grade-level content for the Lesson Plan Sequence (unit).*** • ***Identify the standard(s) addressed*** • ***Plan the daily learning targets aligned with the student standards.***	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 instructional outcomes that support every	Task B will be completed and submitted in Foliotek. 1st Submission: formative assessment with feedback for improvement from

	▪ Standard 4 ➢ *Kentucky Framework for Teaching* o Planning and Preparation: Knowledge of Content and Pedagogy 1A; o Setting Instructional Outcomes 1C ➢ *Kentucky Framework for Teaching*- Knowledge of Resources supports Kentucky Teacher Performance/ InTASC Standards o *Learner and Learning*: ▪ Learning Environment Standard 3 o *Instructional Practice*: ▪ Planning for Instruction Standard 7 (not noted on crosswalk document)	• ***Identify the needed resources (1D*)**: o ***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.*** Note*: Learning targets/objectives must be aligned with the Kentucky Core Academic Standards for the appropriate content.*	student in meeting rigorous learning goals. (KTPS/InTASC Standards 4, 7) 3) The teacher education candidate will demonstrate knowledge of resources to support instruction and facilitate learning. (Supports KTPS/InTASC Standard 7)	the University Clinical Supervisor 2nd Submission (submitted with Task D) : summative assessment scored by the University Supervisor and the Patton College of Education faculty.
Task C: Assessment Plan	Task C will be used to evaluate your performance on the following standards: ➢ Kentucky Teacher Performance /InTASC Standards o Learner and Learning: ▪ Learner Development Standard 1, ▪ Learning Differences Standard 2; ➢ Instructional Practice: o Assessment Standard 6, o Instructional Planning Standard 7 ➢ *Kentucky Framework for Teaching* – o Planning and Preparation: Demonstrating Knowledge of Students 1B; o Designing Student Assessments 1F	Assessment ➢ ***Develop an Assessment Plan by completing the assessment plan organizer for Task C in Canvas using the following attributes:*** o ***Students' Baseline Knowledge and Skills (1B) (1F)*** ▪ ***Describe and include the pre-assessment(s) that you plan to use to establish students' baseline knowledge and skills for this lesson*** o ***Formative Assessment (1F)*** • ***Describe and include the formative assessment(s) and the criteria/rubric for expected outcomes to be used to measure student progress during this lesson.***	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 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) Note: *Teacher candidates will engage in backward planning from*: Wiggins, G. P. & McTighe, J. (2005). Understanding by design. Association for Supervision and Curriculum Development	Task C will be completed and submitted in Foliotek. 1st Submission: formative assessment with feedback for improvement from the University Clinical Supervisor 2nd Submission (submitted with Task D): summative assessment scored by the University Supervisor and the Patton College of Education faculty.

		○ ***Identify the type of summative assessment and how it will be administered.*** ○ ***Explain how the assessments will measure the learning target(s).*** ○ ***Explain the expected impact on student learning.*** ○ ***Develop scoring criteria for all assessments.*** ○ ***Describe how assessments will be adapted/modified for the appropriate students.*** 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.*		
Task D: Lesson Plan Sequence (unit)	Task D will be used to evaluate your performance on the following standards: ➢ Kentucky Teacher Performance Standards/InTASC ○ *Learner and Learning*: ▪ Learning Development Standard 1; ▪ Learning Differences Standard 2; ➢ *Content Knowledge* ○ Standard 4; ➢ *Instructional Practice*: ○ *A*ssessment Standard 6 ○ Planning for Instruction Standard 7 ○ Instructional Strategies Standard 8 (added) ➢ Supports Kentucky Teacher Performance/InTASC Standards ○ *Learner and Learning*: ▪ Learning Environment Standard 3 (resources)	**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. ➢ ***To complete Task D, you will work with your university supervisor and cooperating teacher to complete the unit:*** ○ ***Lesson Procedures (1E)*** ▪ ***Describe the sequence of instructional strategies/ activities/assessments that will be used to scaffold instruction, engage your students, facilitate attainment of the lesson objective(s), and promote higher***	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: a) Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and	Task D will be completed and submitted in Foliotek. 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. 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 *Kentucky Framework*

	➢ *Kentucky Framework for Teaching* o Domain 1: Planning and Preparation 1A – 1F	***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.*** o ***Once your five-day lesson plan sequence is completed, ask yourself the following questions:*** ▪ ***Are the specific learning targets/objectives aligned with the appropriate standards?*** ▪ ***Did you effectively plan your learning activities for each day of the learning sequence?*** ▪ ***Did you plan a variety of teaching strategies to meet the needs of diverse learners?*** ▪ ***Did you specify how you will specifically differentiate instruction to meet the needs of diverse learners?*** ▪ ***Did you design the formative and summative assessments to measure the specific learning targets/objectives?***	b) Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (KTPS/InTASC Standard 4) 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) 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)	*for Teaching* and Kentucky Teacher Performance/InTASC Standards 1-7. The candidate must score at the *Developing* level or above on Task D to meet criteria.

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

Ineffective ☐ I ☐ I+	Developing ☐ D- ☐ D ☐ D+	Accomplished ☐ A- ☐ A ☐ A+	Exemplary ☐ E- ☐ E
• 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.	• 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.	• 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.	• 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

Ineffective ☐ I ☐ I+	Developing ☐ D- ☐ D ☐ D+	Accomplished ☐ A- ☐ A ☐ A+	Exemplary ☐ E- ☐ E
• 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.	• 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.	• 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.	• 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 ☐ I ☐ I+	Developing ☐ D- ☐ D ☐ D+	Accomplished ☐ A- ☐ A ☐ A+	Exemplary ☐ E- ☐ E
• 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.	• 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.	• 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.	• 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 ☐ I ☐ I+	Developing ☐ D- ☐ D ☐ D+	Accomplished ☐ A- ☐ A ☐ A+	Exemplary ☐ E- ☐ E
• Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.	• 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.	• 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.	• 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 ☐ I ☐ I+	Developing ☐ D- ☐ D ☐ D+	Accomplished ☐ A- ☐ A ☐ A+	Exemplary ☐ E- ☐ E
• 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	• 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	• 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.	• Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, and available resources (including technology), resulting in a series of

have unrealistic time allocation. Instructional groups do not support the instructional outcomes and offer no variety.	instructional outcomes, with an effort by the teacher at providing some variety. • The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	• The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. • The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.	learning activities designed to engage students in high-level cognitive activity. • Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice. • The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.
Observation Evidence			

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

Source(s) of Evidence: Lesson Plan

Ineffective ☐ I ☐ I+	**Developing** ☐ D- ☐ D ☐ D+	**Accomplished** ☐ A- ☐ A ☐ A+	**Exemplary** ☐ E- ☐ E
• 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.	• 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.	• 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.	• 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**

Used with permission
This work, NU Teacher Candidate Dispositional Scale" abbreviated as the NU D-Scale is copyright © 2017 Rinaldo, V., Sheeran, T. J. & Foote, C.

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	❑	❑	❑	❑	❑
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 society. The student:

	1	2	3	4	5
7. Demonstrates high expectations for others	❑	❑	❑	❑	❑
8. Demonstrates respect for the beliefs of others	❑	❑	❑	❑	❑
9. Demonstrates and/or promotes 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 in 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 student:

	1	2	3	4	5
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	❑	❑	❑	❑	❑

Used with permission
This work, NU Teacher Candidate Dispositional Scale" abbreviated as the NU D-Scale is copyright © 2017 Rinaldo, V., Sheeran, T. J. & Foote, C.

Co-Teaching Strategies & Examples

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

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

Copyright 2011, St. Cloud State University, Teacher Quality Enhancement Center; Research Funded by a US Department of Education, Teacher Quality Enhancement Grant

References

Danielson, C. 2014. Kentucky Framework for Teaching. Retrieved from https://www.education.ky.gov/teachers/PGES/TPGES/Documents/Kentucky%20Framework%20for%20Teaching.pdf

Delpit, L. (2003). Educators as "Seed People": Growing a new future. *Educational Researcher, 7* (32), 14-21.

Doran, H. C., & Fleischman, S. (2005). Challenges of value-added assessment. *Educational Leadership, 63* (3), 85-87.

Rinaldo, V., Sheeran, T. J. & Foote, C Richardson, V.(2003).Constructivist pedagogy. *Teachers College Record,105*, 1623–1640. "NU Teacher Candidate Dispositional Scale (2017)."

Appendix A

Templates for Teacher Performance Assessments: Tasks A-D

Lesson Plan Template

Assessment Plan Template

Lesson Plan					
Name		**Date**		**Content Area**	
Lesson Title		**Ages/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)**:**

Identify your students' backgrounds, special needs, cultural differences, interests, language proficiencies, overall performance levels.

2. Standards Alignment and Learning Targets/Objectives (KyFfT 1A, 1C; KTPS/InTASC 4)

Identify the standard(s) addressed and learning targets/objectives (Connect each target/objective to the appropriate state curriculum/content area standards.)

3. Resources (KyFfT 1D; KTPS/InTASC 7)

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.

4. Formative and Summative Assessment (KyFfT 1F; KTPS/InTASC 6)

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.

a. Formative	
b. Summative	

5. Modifications/Accommodations (KyFfT 1B; KTPS/InTASC 1, 2)

Address diverse student needs in accordance with IEPs or 504 Plans.

6. Anticipated Student Misconceptions (KyFfT 1B; KTPS/InTASC 1, 7)

7. Lesson Procedures (KyFfT 1E; KTPS/InTASC 6, 7, 8)

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.

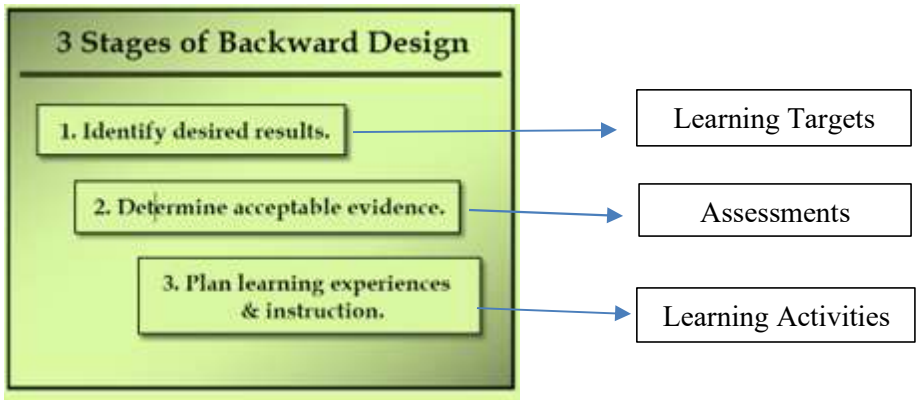
a. **Introduction** (lesson overview, daily learning targets, activate or review prior knowledge/ skills)	
b. **I Do** (clear explanations, step-by-step demonstrations or modeling, clear/concise language, examples/non-examples, scaffolding))	
c. **We Do** (student/teacher interaction, guided/supported practice with feedback)	
d. **You Do** (independent practice)	
e. **Lesson Review/Wrap-Up**	

Kentucky Framework for Teaching (KyFfT) Components	**Kentucky Teacher Performance (KTPS)/InTASC Standards**
1A – Demonstrating Knowledge of Content and Pedagogy	1 – Learner Development
1B – Demonstrating Knowledge of Students	2 – Learning Differences
1C – Setting Instructional Outcomes	4 – Content Knowledge
1D – Demonstrating Knowledge of Resources	6 – Assessment
1E – Developing Coherent Instruction	7– Planning for Instruction
1F – Designing Student Assessment	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): *formative or summative; informal or formal; standardized or teacher-developed*
Assessment Administered: *paper-pencil, technology, performance*
Modifications/Accommodations:
How will the assessment measure the learning targets?
Define the scoring criteria for your summative assessment: *students show mastery by ?%; how many students show mastery?*



Wiggins, G. P. & McTighe, J. (2005). Understanding by design. Association for Supervision and Curriculum Development.

Appendix B

Professional Code of Ethics for Kentucky School Personnel

Model Code of Ethics for Educators

Character and Fitness Form

PROFESSIONAL CODE OF ETHICS FOR KENTUCKY SCHOOL PERSONNEL

16 KAR 1:020

Section 1. Certified personnel in the Commonwealth:

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

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

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

(A) **TO STUDENTS:**

1. Shall provide students with professional education services in a nondiscriminatory manner and in consonance with accepted best practice known to the educator;
2. Shall respect the constitutional rights of all students;
3. Shall take reasonable measures to protect the health, safety, and emotional well-being of students;
4. Shall not use professional relationships or authority with students for personal advantage;
5. Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;
6. Shall not knowingly make false or malicious statements about students or colleagues;
7. Shall refrain from subjecting students to embarrassment or disparagement; and
8. Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats of physical harm; and sexual assault.

(B) **TO PARENTS:**

1. Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student;
2. Shall endeavor to understand community cultures and diverse home environments of students;
3. Shall not knowingly distort or misrepresent facts concerning educational issues;
4. Shall distinguish between personal views and the views of the employing educational agency;
5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others;
6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities; and
7. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.

(C) **TO THE EDUCATION PROFESSION:**

1. Shall exemplify behaviors which maintain the dignity and integrity of the profession;
2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;
3. Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law;
4. Shall not use coercive means or give special treatment in order to influence professional decisions;
5. Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications; and
6. Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.

SIGNATURE_____ **DATE** _____

MCEE
MODEL CODE OF ETHICS FOR EDUCATORS

A Look at The Model Code of Ethics for Educators (MCEE)

The MCEE serves as a guide for future & current educators faced with the complexities of P-12 education. The code establishes principles for ethical best practice, mindfulness, self-reflection, and decision-making, setting the groundwork for self-regulation & self-accountability. The establishment of this professional code of ethics, by educators and for educators, honors the public trust and upholds the dignity of the profession.

Following are the MCEE principles; the full code with indicators is available at www.nasdtec.net.

Principle I: Responsibility to the Profession

The professional educator is aware that trust in the profession depends upon a level of professional conduct and responsibility that may be higher than required by law. This entails holding one and other educators to the same ethical standards.

Principle II: Responsibility for Professional Competence

The professional educator is committed to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills and dispositions required for professional competence.

Principle III: Responsibility to Students

The professional educator has a primary obligation to treat students with di**gn**ity and respect. The professional educator promotes the health, safety and well-being of students by establishing and maintaining appropriate verbal, physical, emotional and social boundaries.

Principle IV: Responsibility to the School Community

The professional educator promotes positive relationships and effective interactions, with members of the school community, while maintaining professional boundaries.

Principle V: Responsible and Ethical Use of Technology

The professional educator considers the impact of consuming, creating, distributing and communicating information through all technologies. The ethical educator is vigilant to ensure appropriate boundaries of time, place and role are maintained when using electronic communication.

The MCEE was developed under the leadership of the National Association of State Directors of Teacher Education and Certification (NASDTEC) and is supported by a number of national education organizations that undergird the profession.

NASDTEC

More information, details, and resources are available at: http://www.nasdtec.net

National Council for the Advancement of Educator Ethics

I hereby acknowledge that I have read the Model Code of Ethics for Educators and agree to abide by and exhibit the behaviors described therein.

Name (please print) **Signature** **Date**

CHARACTER and FITNESS FORM

Answer each question by circling "yes" or "no." If you answer "yes" to any question, you must submit a full explanation using a separate sheet of paper.

If you have ever held, or currently hold a professional license, credential, or other document issued to you by any other jurisdiction other than Kentucky within the United States or abroad, enclose a copy of the certificate(s) and provide the following:

Type of Professional Certificate	State or Jurisdiction of Issuance	Issue Date	Expiration Date

Disclosure of Background Information

If you answer "yes" to any question below, SUBMIT a narrative with your application. The narrative should include dates, locations, school systems, court records, and any other information that explains the circumstances in detail.	YES	NO	Documentation Attached
1. Have you ever had a professional certificate, license, credential, or any document issued for practice denied, suspended, revoked, or voluntarily surrendered? If you have had a professional certificate, license, credential, or any other document issued for practice initially denied by a licensing body, but later issued, you must answer "yes.			
2. Have you ever been suspended or discharged from any employment or military service because of allegations of misconduct?			
3. Have you ever resigned, entered into a settlement agreement, or otherwise left employment as a result of allegations of misconduct?			
4. Is any action now pending against you for alleged misconduct in any school district, court, or before any educator licensing agency?			
5. Have you ever been convicted of or entered a guilty plea, an "Alford" plea, or a plea of nolo contendere (no contest) to a felony or misdemeanor, even if adjudication of the sentence was withheld in Kentucky or any other state? For the purpose of this application, minor traffic violations should not be reported. Convictions for driving while intoxicated (DWI) or driving under the influence of alcohol or other drugs (DUI) must be reported.			
6. Do you have any criminal charges pending against you?			
7. If you indicated "yes" to question #1 through #6, has the EPSB previously reviewed the information? – _____ (Date of Review)			

I declare that I understand the standard for personal and professional conduct expected of a professional educator in Kentucky. I further certify that I have read and examined the Professional Code of Ethics for Kentucky Certified School Personnel, 16 Kentucky Administrative Regulation 1:020, understand its provisions, and agree to abide by its terms during the course of my career as a professional educator.

I affirm and declare that all information given by me on this form is true, and correct, and complete to the best of my knowledge. I understand that any misrepresentation of facts, by omission or addition, may result in the denial or revocation of my teaching certificate. Further, I understand that KRS 161.120 provides that a teaching certificate may be revoked at any time upon determination that false information was presented toward obtaining a teaching certificate.

SIGNATURE_____ **DATE** _____

From Kentucky EPSB Certification (CA-1)