UNIVERSITY OF PIKEVILLE
PATTON COLLEGE OF EDUCATION



Initial Teacher Certification Programs
Clinical II 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.

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Introduction

The Patton College of Education (PCOE) at the University of Pikeville would like to express sincere gratitude to each cooperating teacher for making the commitment to work with a teacher candidate through the Clinical II: Student Teaching portion of teacher education. The cooperating teacher's collaboration will give the teacher candidate valuable experiences that will enhance his or her classroom preparation. Through the student teaching experience, the teacher candidate will develop practical skills and knowledge to become a highly-skilled teacher. Therefore, cooperating teachers are key components in teacher preparation process. We have confidence that the cooperating teachers who work with our teacher candidates will 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), the InTASC Standards, the *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 II: Student Teaching, the teacher candidate will complete the Clinical II Teacher Performance Assessment (TPA), which includes the following tasks:

- Task E: Formal Observations
- Task F: Lesson Reflection
- Task G: Analysis of Student Learning
- Task H: Records and Communication with Students and Families
- Task I: Professional Involvement Log
- Task J: Professional Growth Plan
- Task K: Technology Evaluation

In addition, the teacher candidate will participate in identified professional growth activities, and the cooperating teacher will provide weekly feedback related to teacher candidate progress. Professional growth activities include assuming gradual teaching responsibility, instructional planning, and participation in both instructional and non-instructional duties.

We hope this will be a meaningful experience for the cooperating teacher as well as the teacher candidate. These new professionals bring excitement, energy, and new ideas that can be invigorating. Cooperating teachers can feel good about the investment that they make in the futures of aspiring teachers and in the profession of teaching. The Patton College of Education thanks the cooperating teachers for accepting this responsibility. This handbook should provide a basic outline of the role of the teacher candidate and the cooperating teacher. Due to ongoing changes in education, this handbook will be updated as needed. If you have any questions, please feel free to contact us. (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.



University of Pikeville
Patton College of Education

Unified in the Pursuit of Excellence in Teaching and Learning

Model of Undergraduate Teacher Certification Program

Steps to Success

Teacher Competencies and Professional Disposition

↑

Professional Knowledge

↑

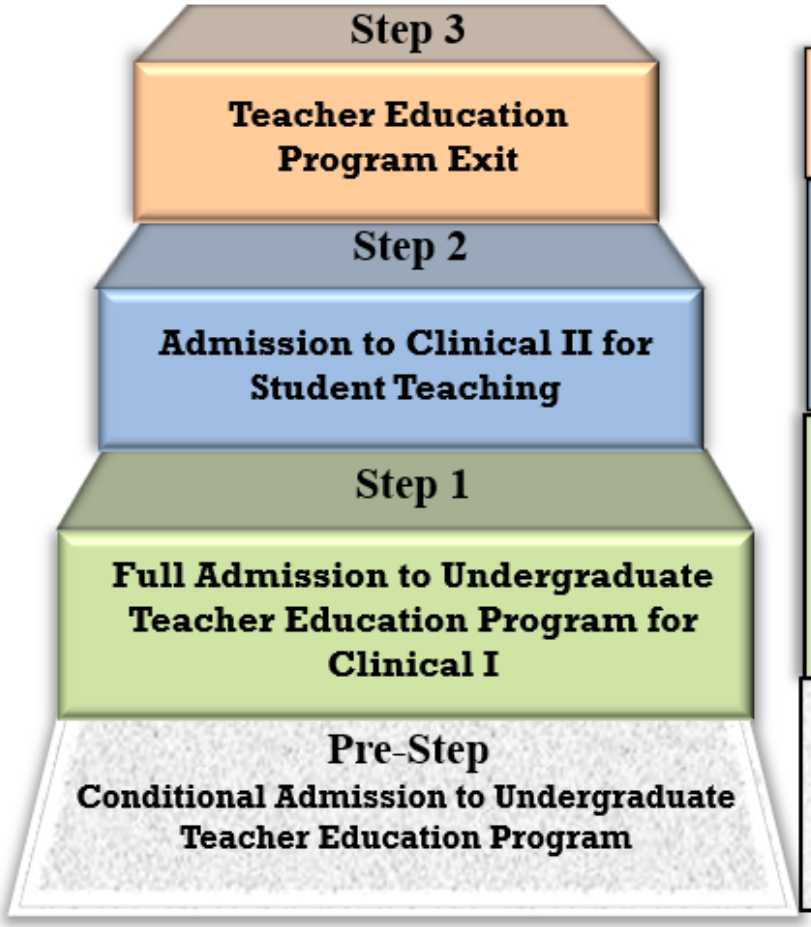
Specialization Knowledge

↑

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



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**
- **Domain 4: Professional Responsibilities**

Domain 1: Planning and Preparation

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

Domain 2: Classroom Environment

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

Domain 3: Instruction

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

Domain 4: Professional Responsibilities

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

EPP 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:

<u>CAEP 2022 Initial Level Standards</u>
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), Coordinator of Clinical Experiences/University Supervisor, Certification Officer, and education faculty. The PCOE Dean oversees the operations of all teacher education programs at the University of Pikeville. The Coordinator of Clinical Experiences/ University Supervisor conducts specific functions involving the placement and direction of candidates' clinical experiences. The Certification Officer completes the coordination of the certification procedures. Education faculty respect collegiality and work collaboratively with all members to complete the task of teacher preparation.

Teacher Education Committee

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

Composition

The Teacher Education Committee consists of the following:

- 5 Classroom Teachers (two must be graduates of the advanced certification teacher education program)
- 3 School Administrators
- 2 Teacher Education Students (non-voting members)
- All Education Faculty Members
- Community Member
- Program Coordinators from all Teacher Certification Areas
- Dean of the Patton College of Education
- 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
- 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 of the Patton College of Education and the University Supervisor will consider requests beyond the 50 mile radius on a case-by-case basis.

Responsibilities of the Cooperating Teacher for Clinical II

The person most influential in guiding the teacher candidate 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.

Standards:

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

Preparation & Instruction:

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

Observation & Reflection:

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

Other:

- Complete end-of-year surveys.
- Digitally sign off as the Cooperating Teacher for EPSB.
- Actively participate in the Exit Conference and Summative Evaluation with the teacher candidate and the University Supervisor.
- 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 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.

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

Co-Teaching Assessment

I. Teacher Candidate Assessment

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

Formative Assessment

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

Summative Assessment

- Assessments of Lesson Taught
- Exit Conference and Summative Evaluation
- Teacher Performance Assessment (TPA) Tasks
- Dispositions Survey

II. Program Assessment

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

- Each program graduate evaluates the program at the completion of Clinical II by completing the Unit Operations Survey..
- Alumni Survey is sent to graduates.
- Other Surveys to gather input about our teacher education programs

Policies for the Clinical II Experiences

Professional Conduct. The teacher candidate is expected to act in a professional manner related to confidentiality, attendance, and dress. Everything that occurs in the school setting is expected to be kept confidential (i.e., student records, grades, family concerns, professional opinions, "gripes," and "humorous" occasions). Teacher candidates should be in their assigned schools at the time designated by the cooperating teacher and University Supervisor. The teacher candidate is expected to follow the same schedule and engage in the same duties and experiences as the cooperating teacher. If ill, the teacher candidate must notify the cooperating teacher and the University Supervisor and report the absence/tardy on professional growth/weekly reflection sheet. Appropriate professional dress is expected of the teacher candidate. **Teacher candidates must follow the dress code of the district and school of placement.**

Placement. If the teacher candidate has children in a school, relatives employed by a school, or other close relatives in administrative positions at a school, he/she will not be placed in that school to complete Clinical I. 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 II: Student Teaching 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 Clinical 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 Dean of the Patton College of Education, and a specific improvement plan is developed with the faculty, the teacher candidate, and Dr. Parsley. Each plan will identify a timeline for implementation, next steps for improvement, and responsibilities of the teacher candidate. The implementation of the improvement plan will be monitored by the faculty and Dr. Parsley.	If the issues/concerns are not resolved, and improvement is not evident, then the University Supervisor consults with Dr. Parsley, the Dean of the Patton College of Education, and a specific improvement plan is developed with the University Supervisor, the teacher candidate, and Dr. Parsley. Each plan will identify a timeline for implementation, next steps for improvement, and responsibilities of the teacher candidate.
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 Clinical Supervisor has the final say in determining the overall grade of each teacher candidate, each candidate's cooperating teacher(s), as well as the school's principal, will play very important roles in determining if a teacher candidate will successfully meet the criteria for the completion of Clinical I and admission to Clinical II.

***Appeals/Due Process Policy**

Who is eligible to appeal?

Candidates who:

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

Grounds for appeal:

The candidate can appeal on the basis of violations of Teacher Education Program policy or procedure that results in a decision that the candidate believes was inaccurate. The only appeals submitted to the Teacher Education Appeals Committee, which includes the candidate's advisor, the Dean of the Patton College of Education, and a representative from the Teacher Education Committee 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 Dean of the Patton College of Education that clearly states the part or parts of policies or procedures that the candidate feels is unjust. The Dean of the Patton College of Education will forward the letter to the Appeals Committee.

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

Welcome to Clinical II: Student Teaching

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

You planned two units last semester during Clinical I and had the opportunity to co-teach the units with your cooperating teacher. Now that your Clinical II experiences are underway, you will be able to plan and refine a variety of lesson sequences based on prior instruction and student performance. Some of the questions that you need to ask include:

- When will the students be ready for the content?
- Are there components of the lessons based on students' current levels of performance?
- Should the pacing of instruction be adjusted based on your current knowledge of students?

Before beginning instruction, it is essential to identify the pre-assessment used to establish your students' baseline knowledge and skills for the first lesson. Analyze this data to determine the appropriate starting point for your instruction. Any potential student misconceptions can be listed in Section 6 of the lesson plan.
Keep in mind that formative assessment results will guide your instruction. Ongoing progress monitoring will help you decide how to proceed each day. While you may have planned a lesson for a specific amount of time, the pace of instruction may need adjustment depending on how well students grasp the content. If students face challenges, the lesson may extend beyond the planned timeframe. On the other hand, if students quickly master the material, the lesson may conclude sooner.
Through these classroom experiences, you will recognize the value of formative assessment data and learn how to use it to address the diverse learning needs of your students. As a result, it is important to revise your lesson plans during the unit to reflect adjustments made based on ongoing formative data.
Additionally, you will need to complete additional tasks (see appendix) including a reflection on the observed lesson and an analysis of pre and post assessment data to evaluate student mastery of the learning targets/objectives.

The University Supervisor will visit your classroom to informally observe and meet with you many times throughout the semester; however, you will be formally observed teaching a lesson by the University Supervisor four times and by your cooperating teacher(s) four times during Clinical II.
After each observed lesson, you must complete a lesson reflection (Task F page 62). See the appendix beginning on page 60, for an overview of the Clinical II Assessment Tasks:

*Note: *Teacher candidates enrolled in Clinical II: Student Teaching will have met all the criteria for the Steps 1 and 2 Criteria Check Sheets on the following pages. Therefore, teacher candidates in Clinical II will be working toward meeting the criteria identified in Step 3 for Program Exit 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), therefore, with a 3.0 GPA, the passing score for CASE Math will be 139; CASE Reading 145; CASE Writing 153.*

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

Grade of C or better in:

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

Specialization Knowledge

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

	Test Code	Test Name	Passing Score
☐	*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

_____ _____

Student Signature **Date**

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-Aspiring Educators 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**

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

Candidate's Name _____ Semester/Year of Program Exit_____
Program Level _____ Area _____

General Requirements

☐ Complete all surveys/evaluations as required by the PCOE

General Knowledge

☐ Complete all required courses in general knowledge with a minimum, non-rounded GPA of 2.75. (All completed coursework must be on file in registrar's office.)

Specialization Knowledge

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

Professional Knowledge

☐ Demonstrate professional knowledge by successfully completing Clinical II with a grade of "P."

☐ Demonstrate sufficient professional knowledge by earning Kentucky's passing scores on Praxis Principles of Learning and Teaching Test(s).

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 on the Praxis PLT at the appropriate certification level by program exit, he/she cannot be recommended for certification until the Praxis PLT is passed. Those candidates who meet all degree requirements will receive their diplomas, but they cannot be recommended for teacher certification until the required benchmark score on the Praxis PLT has been reached.*

Teacher Competencies

☐ Demonstrate understanding and application of the KTPS/ InTASC Standards and the *Kentucky Framework for Teaching* by scoring at the *Developing* level (Level 2) or higher on Tasks E-J in the Teacher Performance Assessment (TPA). Tasks E-J are based on the *Kentucky Framework for Teaching* and are aligned with the KTPS/InTASC Standards. The Teacher Performance Assessment Record will be used to record candidate progress.

☐ Score at the *Developing* level (Level 2) or higher on each rating on the Exit Conference and Summative Evaluation for the Kentucky Teacher Performance/InTASC Standards.

Professional Dispositions

☐ Score at a Level 3 or higher on the expected professional dispositions identified on the Candidate Dispositions Inventory as determined by the University Supervisor, education faculty, and the cooperating teachers.

_____ _____

Student Signature **Date**

Patton College of Education
Clinical II 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 II Professional Growth Activities

I. Orientation at the University	
Please indicate completion by placing an X in the appropriate box.	
• Attend Clinical II Orientation	
• Record important information (e.g., due dates, procedures, handbook policies, etc.)	
• Communicate dates for observations via text with University Supervisor	

II. Percentage of Gradual Teaching Responsibility for student teachers that rotate (elementary & middle school with 2 subjects)	
Student Teacher is planning and teaching the following classes	Please type yes/no for completion
• Week 1-Teach 1-2 lessons in one area/class	
• Week 2-Teach 4-6 lessons in at least two subjects/classes	
• Week 3-Teach 4-6 lessons in at least two subjects/classes	
• Week 4-Increase the number of lessons/classes taught	
• Week 5-Increase the number of lessons/classes taught	
• Week 6-Teach 5 consecutive days of all-day takeover. Teach all day for one week.	
• Week 7-Gradual reduction of lessons taught.	
• Week 8-Gradual reduction of lessons taught.	
• Week 9-Teach 1-2 lessons in one area/class	
• Week 10-Teach 4-6 lessons in at least two subjects/classes	
• Week 11-Teach 4-6 lessons in at least two subjects/classes	
• Week 12-Increase the number of lessons/classes taught	
• Week 13-Increase the number of lessons/classes taught	
• Week 14-Teach 5 consecutive days of all-day takeover. Teach all day for one week.	
• Week 15-Gradual reduction of lessons taught.	
• Week 16-Gradual reduction of lessons taught.	

II. Percentage of Gradual Teaching Responsibility for student teachers that do not rotate (Secondary & middle school with 1 subject)	
Student Teacher is planning and teaching the following classes	Please type yes/no for completion
• Week 1-Teach 1-2 lessons in one area/class	
• Week 2-Teach 1-2 lessons in one area/class	
• Week 3-Teach 4-6 lessons in at least two subjects/classes	
• Week 4-Teach 4-6 lessons in at least two subjects/classes	
• Week 5-Increase the number of lessons/classes taught	
• Week 6-Increase the number of lessons/classes taught	
• Week 7- Increase the number of lessons/classes taught	
• Week 8- Increase the number of lessons/classes taught	
• Week 9- Increase the number of lessons/classes taught	
• Week 10- Teach 10 consecutive days of all-day takeover. Teach all day for 2 weeks.	
• Week 11- Teach 10 consecutive days of all-day takeover. Teach all day for 2 weeks.	
• Week 12-Gradual reduction of lessons taught.	
• Week 13-Gradual reduction of lessons taught.	
• Week 14-Gradual reduction of lessons taught.	
• Week 15- Gradual reduction of lessons taught.	
• Week 16-Gradual reduction of lessons taught.	

III. Instructional Planning																
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
• Whole Group Instruction																
• Small Group Instruction																
• Independent Instruction																
• Technology-Student Use																
• Formative Assessment																
• Summative Assessment																
• Prepare materials for learning activities or learning centers																
• Plan for (IEP/504/Gifted) students																
• Plan for students who are working online (NTI day)																
• 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.)																
• Other (as assigned by cooperating teacher – please identify): _____																

IV. 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)																
• 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)																
• Create instructional materials (PPT, hands-on materials, lists, etc.)																
• Manage learning centers (stations)																
• Other (as assigned by cooperating teacher – please identify): _____																
• Other (as assigned by cooperating teacher – please identify): _____																

V. 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): _____																

VI. 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
• 1st Observation by Cooperating Teacher																
• 1st Observation by University Supervisor																
• 2nd Observation by Cooperating Teacher																
• 2nd Observation by University Supervisor																
• 3rd Observation by Cooperating Teacher																
• 3rd Observation by University Supervisor																
• 4th Observation by Cooperating Teacher																
• 4th Observation by University Supervisor																
• Task F Lesson Reflection																
• Task G Analysis of Student Learning																
• Task H Records and Communication with Students and Families																
• Task I Professional Involvement Log																
• Task J Professional Growth Plan																
• Task K Technology Evaluation																

VII. 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.	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**																
• **Indicate # days present**																

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

VIII. 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 without a valid reason																

Teacher Candidate Weekly Reflection

Week	Reflection (progress, new learning, strengths, areas of growth)
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	

Clinical II Student Teaching
Assessment Tasks Overview

*Assessment	Where	Documents	What to Expect
Orientation Meeting	UPIKE ARM 115 or via Zoom	● Clinical Handbook ● Kentucky Teacher Performance/InTASC Standards ● Kentucky Framework for Teaching (KyFfT)	● Overview of Clinical II expectations, assessment tasks, and question/answer session ● Discuss Professional Involvement Log, Self-Assessment for PGP, and Records and Communication (to be initiated in collaboration with the Cooperating Teacher when Clinical II begins)
Formal Observation 1/ Conference Conducted by: Cooperating Teacher and University Supervisor	Assigned School/ Classroom	● KyFfT ● Lesson Plan for Formal Observation 1 (submitted 2 days before lesson is taught) ● Self-Assessment Form for Professional Growth Plan (PGP) ● Records and Communication	● Lesson Post-Conference ● Review revised unit ● Review Self-Assessment for PGP and begin plan development ● Review Professional Involvement Log ● Review Records and Communication
Formal Observation 2/ Conference Conducted by: Cooperating Teacher and University Supervisor	Assigned School/ Classroom	● Prior Lesson Reflection (submitted 2 days after Formal Observation 1) ● Lesson Plan for Formal Observation 2 (submitted 2 days before lesson is taught) ● Completed Self-Assessment for development of PGP ● Up-to-date Professional Involvement Log ● Records and Communication	● Lesson Post-Conference ● Review completed PGP ● Review updated Professional Involvement Log ● Review Records and Communication
Formal Observation 3/ Conference Conducted by: Cooperating Teacher and University Supervisor	Assigned School/ Classroom	● Prior Lesson Reflection (submitted 2 days after Formal Observation 2) ● Lesson Plan for Formal Observation 3 (submitted 2 days before lesson is taught) ● Completed PGP ● Up-to-date Professional Involvement Log ● Completed Records and Communications	● Lesson Post Conference ● Review updated PGP ● Review updated Professional Involvement Log ● Review Records and Communication (if needed based on feedback from observation meeting #2)

Formal Observation 4/ Conference Conducted by: Cooperating Teacher and University Supervisor (4 formal observations will be conducted by each)	Assigned School/ Classroom	● Prior Lesson Reflection (submitted 2 days after Formal Observation 3) ● Lesson Plan for Formal Observation 4 (submitted 2 days before lesson is taught) ● Up-to-date PGP ● Up-to-date Professional Involvement Log ● Revised Records and Communications (if recommended by cooperating teacher and University Supervisor)	● Lesson Post Conference ● Review updated PGP ● Review updated Professional Involvement Log ● Review revised Records and Communication (if needed based on feedback from observation meeting #3)
Formal Exit Interview/ Assessment Conducted by: Cooperating Teacher and University Supervisor	Assigned School/ Classroom or via Zoom	● All evidence documents related to your student teaching experience ● KTPS/InTASC Standards KyFfT	● Review of PGP o Did you achieve your goal(s)? o How did your professional learning activities impact your instructional effectiveness and student learning? o Which components of the KyFfT would you want to continue to focus on for professional growth? ● Review of Professional Involvement Log o What activities were most beneficial for professional growth? o What activities would you like to continue to be involved in when you get your own classroom? ● Summative Assessment

All tasks are discussed on the following pages.

All assessment tasks will be submitted electronically.

Clinical II Teacher Performance Assessment: Tasks E-J

Tasks E-J will be completed twice during Clinical II—throughout the 16 weeks. Task E & F will be submitted a minimum of four times (two times during the first eight weeks and two times during the second eight weeks). Task G is the data analysis component that will be completed one time. Tasks H & I are records that will be documented throughout the sixteen weeks. Task J is the professional development component, which includes a self-assessment, professional goal for growth, and a plan of professional activities to achieve the goal. Students must score at the *Developing* level or above to successfully complete Clinical II.

Task Letter/Name	Standards Alignment/Evidence	Task Description	Task TPA Goals	Evaluation and Submission
Task E: Formal Observations	Task E 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 Environments Standard 3; o *Content Knowledge*: ● Content Knowledge Standard 4; ● Application of Content Standard 5; o *Instructional Practice:* ▪ Assessment Standard 6 ● Instructional Strategies Standard 8 ➢ *Kentucky Framework for Teaching* o Classroom Environment ● Establishing a Culture for Learning 2A ● Managing Classroom Procedures 2B ● Managing Student Behavior 2C ● Organizing Physical Space 2D o Instruction ● Communicating with Students 3A ● Using Questions and Discussions Techniques 3B ● Engaging Students in Learning 3C	Formal Observations: ● ***There will be four formal classroom observations conducted by your university supervisor and four by your cooperating teacher throughout the semester.*** Note: *When you have developed the lesson plans for your formal classroom observations, you should remember that these plans provide the structure upon which you will create the classroom environment and implement instruction as described by the components of Domains 2 and 3, respectively. For this reason, as you prepare to be observed, you should review the components of Domains 2 and 3 and their levels of performance. The insights gained from this review will enable you to be more intentional as you consider how you will demonstrate each of the components in your teaching.*	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 work with others to create environments that: a) Support individual and collaborative learning; and b) Encourage positive social interaction, active engagement in learning, and self-motivation. (KTPS/InTASC Standard 3) 3) The teacher education candidate will: a) Support individual and collaborative learning; and b) Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (KTPS/InTASC Standard 4) 4) The teacher education candidate will understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity,	Teacher Education Candidate's Target Performance Level is Developing. ➢ *Kentucky Framework for Teaching* o Classroom Environment Domain 2 o Instruction Domain 3 Lesson Plans will be completed and submitted as requested for each of the formal observations.. *There will be a conference following each of the four observations conducted by the university supervisor, providing feedback for improvement. **Cooperating Teachers will provide feedback after completing each of the four formal observations.

Task Letter/Name	Standards Alignment/Evidence	Task Description	Task TPA Goals	Evaluation and Submission
	● Using Assessments in Instruction 3D ● Demonstrating Flexibility and Responsiveness 3E		and collaborative problem solving related to authentic local and global issues. (KTPS/InTASC Standard 5) 5) The teacher education candidate will understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making. (KTPS/InTASC Standard 6) 6) The teacher education candidate will understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways. (KTPS/InTASC Standard 8)	
Task F: Lesson Reflection	Task F will be used to evaluate your performance on the following standards: ➢ Kentucky Teacher Performance /InTASC Standards – o *Professional Responsibility*: ▪ Professional Learning and ethical practice Standard 9; ➢ *Kentucky Framework for Teaching* o Instruction ● Demonstrating Flexibility and Responsiveness 3E; o Professional Responsibilities ● Reflecting on Teaching 4A	Post Observation Reflection: *Reflection is the thoughtful consideration of those decisions in light of their impact on student learning to determine what aspects of instruction need to be changed and what aspects should be continued. The accuracy and specificity of your reflection and the validity of actions based on the reflection will depend on the extent to which the reflection is based on accurate performance data. During your student teaching, your cooperating teacher*	1) The teacher education candidate will engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner. (KTPS/InTASC Standard 9) 2) The teacher education candidate shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (KTPS/InTASC Standard 5)	Task F will be completed and submitted as requested within two days of each formal observation conducted by the university supervisor. Source of Evidence: Post-Observation Reflection Adapted from KTIP Handbook, Fall 2017 Edition, p. 8

Task Letter/Name	Standards Alignment/Evidence	Task Description	Task TPA Goals	Evaluation and Submission
		and University Supervisor will help you refine your skill of reflection. Accurate reflection is the basis for planning and implementing both instruction that is responsive to your students' needs and professional learning that is responsive to your needs. Note*: While the directions on the template state this Source of Evidence should be completed within two days of each observation, it is recommended that your analysis of the lesson's formative assessment data be done as soon as possible after the lesson to ensure that the data is used to inform ongoing instruction in a timely fashion.*		
Task G: Analysis of Student Learning	Task G will be used to evaluate your performance on the following standards: ➢ Kentucky Teacher Performance /InTASC Standards ➢ Instructional Practice: o Assessment Standard 6, ➢ *Kentucky Framework for Teaching –* o Instruction ● Using Assessment in Instruction 3D; o Professional Responsibilities	Analysis of Student Learning: *The purpose of analysis and reflection of assessment data is to demonstrate that the teacher education candidate is able to analyze assessment data to monitor learner progress and to guide the educator's and learner's decision making.* o *Complete the Whole Group Assessment*	1) The teacher education candidate will understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making. (KTPS/InTASC Standard 6)	Task G will be completed and submitted as requested. Whole Group Assessment Results Template will be completed. The table is designed for measuring student growth on pre and post assessments;

	• Maintaining Accurate Records 4B	*template to record assessment data of the class to check for mastery of learning targets for each student.* ○ *Reflect on the data you collected after the pre-assessment and the continuous assessment data you collected during the unit. After the data analysis, discuss how changes to instruction were made during the unit and how this impacted student learning. Use specific student data as evidence to demonstrate student learning.* ○ *Develop next steps for instruction.* ○ *This must be an ongoing process as you teach and assess student learning. Therefore, evidence for Task G must be shared with the University Clinical Supervisor and the cooperating teacher(s) during each post observation conference.*		continuous assessment is required to monitor student learner progress.

Task H: Records and Communication with Students and Families	Task H will be used to evaluate your performance on the following standards: ➢ Kentucky Teacher Performance Standards/InTASC o *Professional Responsibility* ▪ Leadership and collaboration: Standard 10; ➢ *Kentucky Framework for Teaching* o Professional Responsibilities ● Maintaining Accurate Records 4B; ● Communicating with Families 4C.	Records and Communication with Students and Families: *Task H is a source of evidence for record keeping and communication of student's progress with families.* ➢ *To complete Task H, you will work with your cooperating teacher to complete the source of evidence.:* o *Records* ▪ *Describe and show evidence of routine classroom events; individual student learning/progress; and non-instructional matters (e.g. permission slips, picture money, equipment inventories.)* o *Communication* ● *Describe ways you communicate with students and families regarding the learning of the student; the instructional program in which the student is involved; and the ways families could become involved in the student's learning.*	1) The teacher education candidate will seek appropriate leadership roles and opportunities to: a) Take responsibility for student learning; b) Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and c) Advance the profession. (KTPS/InTASC Standard 10)	Task H will be completed and submitted as requested before each formal observation conducted by the university supervisor. Task H, which will include Source of Evidence: Records and Communication from KTIP Handbook, Fall 2017 Edition, p. 13
Task I: Professional Involvement Log	Task I will be used to evaluate your performance on the following standards: ➢ Kentucky Teacher Performance Standards/InTASC o *Professional Responsibility* ▪ Professional Learning and Ethical	Professional Involvement Log: *After the first informal meeting, use the Professional Involvement Log to document the ways you are currently involved in the professional life of your school and district, providing a description of your contributions to/involvement in each activity noted. This log should be updated during each cycle to reflect continued and new*	1) The teacher education candidate will engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner. (KTPS/InTASC Standard 9) 2) The teacher education candidate will seek appropriate leadership roles and	Task I will be completed and submitted as requested before each formal observation conducted by the university supervisor. Task I, which will include Source of Evidence: Professional Involvement from

	Practice Standard 9 ▪ Leadership and collaboration: Standard 10 ➢ *Kentucky Framework for Teaching* o Professional Responsibilities ● Reflecting on Teaching 4A; ● Maintaining Accurate Records 4B; ● Participating in a Professional Community 4D; ● Growing and Developing Professionally 4E; ● Showing Professionalism 4F	*involvement.* *1. After your first formal observation, review your professional involvement log, reflecting on your contributions to/involvement in the activities and the impact of your involvement on you, the students, and the school community. Identify activities that will be continued and any possible new opportunities.* *2. After your second formal observation, review your professional involvement log, reflecting on your contributions to/ involvement in the activities and the impact of your involvement on you, the students, and the school community. Identify activities that will be continued and any possible new opportunities for involvement.* *3. After your third formal observation, reflect on the impact of your professional involvement during the semester on you, the students, and the school community. What experiences were most beneficial? Identify any activities in which you would like to continue to be involved when you have your own classroom.*	opportunities to: a) Take responsibility for student learning; b) Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and c) Advance the profession. (KTPS/InTASC Standard 10)	KTIP Handbook, Fall 2017 Edition, p. 15

Task J: Professional Growth Plan	Task J will be used to evaluate your performance on the following standards: ➢ Kentucky Teacher Performance Standards/InTASC o *Professional Responsibility* ▪ Professional Learning and Ethical Practice Standard 9 ▪ Leadership and collaboration: Standard 10 ➢ *Kentucky Framework for Teaching* o Professional Responsibilities ● Reflecting on Teaching 4A; ● Growing and Developing Professionally 4E	Professional Growth Plan: After the first informal meeting with your university supervisor and collaborating teacher, you should assess your present level of performance on the components of the Kentucky Framework for Teaching by completing the following steps: • You will need your copy of the Kentucky Framework for Teaching. • For each component, carefully read the indicators for the four levels of performance and **mark the indicators that best describe your current performance for that component.** • For each component, the performance level with the most marked indicators best describes your assessment of your level of performance for the component. • In the Self-Assessment of Performance matrix on the template, click on the appropriate performance level to the right of each component. From these components, select the four components you believe would have the greatest impact on your instruction and student learning if addressed by professional learning. Identify these components, in the Possible Professional Growth Priority Components section of the template. Consider the components you identified as possible priorities for professional growth. Other Sources of Evidence such as observations and student assessment data should also be considered to reach agreement on the priority component that will be your focus for professional growth goal.	1) The teacher education candidate will engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner. (KTPS/InTASC Standard 9) 2) The teacher education candidate will seek appropriate leadership roles and opportunities to: a) Take responsibility for student learning; b) Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and c) Advance the profession. (KTPS/InTASC Standard 10)	Task J will be completed and submitted as requested before each formal observation conducted by the university supervisor. Task J, which will include Source of Evidence: Professional Growth and Professional Growth Plan from KTIP Handbook, Fall 2017 Edition, p. 18

Task K: Technology Evaluation	Task K 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*: ● Content Knowledge Standard 4; ● Application of Content Standard 5; o *Instructional Practice:* ▪ Assessment Standard 6 ▪ Planning for instruction Standard 7 ● Instructional Strategies Standard 8 o *Professional Responsibility* ▪ Professional Learning and Ethical Practice Standard 9 ➢ *Kentucky Framework for Teaching* o Planning & Preparation ● Demonstrating Knowledge of Resources 1D ● Designing Coherent Instruction 1E ● Designing Student Assessment 1F o Classroom Environment	Use of Technology in Instruction *Task K is a source of evidence for the use of technology in designing and implementing instruction, integrating into the lesson, assessing and communicating student learning; and the ethical use of technology.* ➢ *To complete Task K, you will work with your cooperating teacher and university supervisor to complete the source of evidence.:* o *Designing and implementing instruction* ▪ *Demonstrate and show evidence of technological resources used to design and implement instruction in the classroom* o *Integrate student use of technology into instruction* ● *Demonstrate and show evidence of varied opportunities for student use of technology into instruction to meet the learning outcomes and diverse student needs.* o *Technology used in Assessing and Communicating student learning* ● *Demonstrate and show ways you accessed and communicated with students and families regarding the learning of the student; through the available technology (i.e. Facilitate assessment, manage assessment data, communicate assessment results to students).*	1) The teacher education candidate will dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology. (KTPS/InTASC Standard 7; ISTE 2.4 a) 2) The teacher education candidate will use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs. (KTPS/InTASC Standard 2; ISTE 2.5 a) 3) The teacher education candidate will manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field. (KTPS/InTASC Standard 8; ISTE 2.6 b) 4) The teacher education candidate will use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction. (KTPS/InTASC Standard 6; ISTE 2.7 b) 5) The teacher education candidate will mentor students in safe, legal, and ethical practices with digital tools and content. (KTPS/InTASC Standard 9; ISTE 2.3 c)	Task K evidence will be collected after each observation and a summative assessment submitted as requested prior to the end of Clinical II. Candidates must score at the *Developing* level or above to successfully exit the program.

	● Creating an Environment of Respect and Rapport 2A ● Managing Student Behavior 2D ● Organizing Physical Space 2E ○ Instruction ● Communicating with Students 3A ● Engaging Students in Learning 3C ● Using Assessments in Instruction 3D ○ Professional Responsibilities ● Reflecting on Teaching 4A; ● Maintaining Accurate Records 4B ● Communicating with Families 4C	○ *Ethical and legal use of technology* ● *Demonstrate and show evidence of how you accessed and communicated with students and families regarding the learning of the student; through the available technology (i.e. Facilitate assessment, manage assessment data, communicate assessment results to students).*		

Rubric Sections for Teacher Performance Assessment: Tasks E-

- Task E: Formal Observations: KTPS/InTASC Standards 1, 3, 4, 5, 6, 8; KyFfT 2A, 2B, 2C, 2D, 2E, 3A, 3B, 3C, 3D, 3E
- Task F: Lesson Reflection: KTPS/InTASC Standard 9; KyFfT 3E, 4A
- Task G: Analysis of Student Learning: KTPS/InTASC Standard 6; KyFfT 3D, 4B
- Task H: Records and Communication with Students and Families: KTPS/InTASC Standard 10; KyFfT 4B, 4C
- Task I: Professional Involvement Log: KTPS/InTASC Standards 9, 10; KyFfT 4A, 4B, 4D, 4E, 4F
- Task J: Professional Growth Plan: KTPS/InTASC Standards 9, 10; KyFfT 4A, 4E
- Task K: Technology Evaluation: KTPS/InTASC Standards 1, 4, 5, 6, 7, 8, 9; KyFfT 1D, 1E, 1F, 2A, 2D, 2E, 3A, 3C, 3D, 4A, 4B, 4C ISTE 2.3, 2.4, 2.5, 2.6, 2.7

Please see rubric for Tasks E-J below. The rubric for Task K is separate.

Clinical II Teacher Performance Assessment: Task E-J
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 E

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 E

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 E

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 E

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 E

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 E

Source(s) of Evidence: Lesson Plan

Ineffective	Developing	Accomplished	Exemplary
☐ I ☐ I+	☐ D- ☐ D ☐ D+	☐ A- ☐ A ☐ A+	☐ 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

Post-Conference Notes
- **Strengths:**
- **Areas for Growth:**

Next Steps:

DOMAIN 2: THE CLASSROOM ENVIRONMENT

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

Source(s) of Evidence: Observation of Teaching

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

• Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. • Teacher does not deal with disrespectful behavior.	• Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. • Students rarely demonstrate disrespect for one another. • Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	• Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. • Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. • Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.	• Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. • Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.
Observation Evidence			

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

Source(s) of Evidence: Observation of Teaching

Ineffective ☐ I ☐ I+	Developing ☐ D- ☐ D ☐ D+	Accomplished ☐ A- ☐ A ☐ A+	Exemplary ☐ E- ☐ E
• The classroom culture is characterized by a lack of teacher or student commitment to the learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. • Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students	• The classroom culture is characterized by little commitment to learning by teacher or students. • The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality. • The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	• The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students. • The teacher conveys that with hard work students can be successful. • Students understand their role as learners and consistently expend effort to learn. • Classroom interactions support learning and hard work.	• The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. • The teacher conveys high expectations for learning by all students and insists on hard work. • Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.
Observation Evidence			

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

Source(s) of Evidence: Observation of Teaching

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

• Much instructional time is lost through inefficient classroom routines and procedures. • There is little or no evidence that the teacher is managing instructional groups, transitions, and /or the handling of materials and supplies effectively. • There is little evidence that students know or follow established routines.	• Some instructional time is lost through only partially effective classroom routines and procedures. • The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning. • With regular guidance and prompting, students follow established routines.	• There is little loss of instructional time because of effective classroom routines and procedures. • The teacher's management of instructional groups and the handling of materials and supplies are consistently successful. • With minimal guidance and prompting students follow established classroom routines.	• Instructional time is maximized because of efficient routine and procedures. • Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies. • Routines are well understood and may be initiated by students.
Observation Evidence			

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

Source(s) of Evidence: Observation of Teaching

Ineffective ☐ I ☐ I+	Developing ☐ D- ☐ D ☐ D+	Accomplished ☐ A- ☐ A ☐ A+	Exemplary ☐ E- ☐ E
• There appear to be no established standards of conduct and little or no teacher monitoring of student behavior. • Students challenge the standards of conduct. • Response to students' misbehavior is repressive or disrespectful of student dignity	• Standards of conduct appear to have been established, but their implementation is inconsistent. • Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. • There is inconsistent implementation of the standards of conduct.	• Student behavior is generally appropriate. • The teacher monitors student behavior against established standards of conduct. • Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.	• Student behavior is entirely appropriate. • Students take an active role in monitoring their own behavior and that of other students against standards of conduct. • Teachers' monitoring of student behavior is subtle and preventative. • Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
Observation Evidence			

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

Source(s) of Evidence: Observation of Teaching

Ineffective ☐ I ☐ I+	Developing ☐ D- ☐ D ☐ D+	Accomplished ☐ A- ☐ A ☐ A+	Exemplary ☐ E- ☐ E
• The physical environment is unsafe, or many students don't have access to learning resources. • There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.	• The classroom is safe, and essential learning is accessible to most students. • The teacher's use of physical resources, including computer technology, is moderately effective. • Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.	• The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. • Teacher makes effective use of physical resources, including computer technology.	• The classroom is safe, and learning is accessible to all students, including those with special needs. • Teacher makes effective use of physical resources, including computer technology. The teacher ensures the arrangement is appropriate to the learning activities. • Students contribute to the use or adaptation of the physical environment to advance learning.

Observation Evidence
Post-Conference Notes • **Strengths:** • **Areas for Growth:** • **Next Steps:**

DOMAIN 3: INSTRUCTION

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

Source(s) of Evidence: Observation of Teaching

Ineffective ☐ I ☐ I+	Developing ☐ D- ☐ D ☐ D+	Accomplished ☐ A- ☐ A ☐ A+	Exemplary ☐ E- ☐ E
• The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. • The teacher's explanation of the content contains major errors. • The teacher's spoken or written language contains errors. • The teacher's spoken or written language contains errors of grammar or syntax • The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	• The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. • The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. • The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. • Teacher's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	• The teacher clearly communicates instructional purpose of the lesson, including where it is situated within the broader learning, and explains procedures and directions clearly. • Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experiences. • During the explanation of content, the teacher invites student intellectual engagement. • Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.	• The teacher links the instructional purpose of the lesson to the students' interests; the directions and procedures are clear and anticipate possible student misunderstanding. • The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interest. • Students contribute to extending the content and help explain concepts to their classmates. • The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.
Observation Evidence			

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

Source(s) of Evidence: Observation of Teaching

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

• Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession. • Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. • A few students dominate the discussion.	• Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. • Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. • Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.	• Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding. • Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate. • Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	• Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. • Students formulate many questions, initiate topics, and make unsolicited contributions. • Students themselves ensure that all voices are heard in the discussion.
Observation Evidence			

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

Source(s) of Evidence: Observations of Teaching

Ineffective ☐ I ☐ I+	Developing ☐ D- ☐ D ☐ D+	Accomplished ☐ A- ☐ A ☐ A+	Exemplary ☐ E- ☐ E
• The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. • The pace of the lesson is too slow or too rushed. • Few students are intellectually engaged or interested.	• The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant. • The pacing of the lesson may not provide students the time needed to be intellectually engaged.	• The learning tasks and activities are aligned with instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding. • The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	• Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes. • In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content. • The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. • Students may have some choice in how they complete tasks and may serve as resources for one another.
Observation Evidence			

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

Source(s) of Evidence: Observations of Teaching

Ineffective ☐ I ☐ I+	Developing ☐ D- ☐ D ☐ D+	Accomplished ☐ A- ☐ A ☐ A+	Exemplary ☐ E- ☐ E
• There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. • Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	• Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning. • Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work. • Questions, prompts, and assessments are rarely used to diagnose evidence of learning.	• Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning. • Students appear to be aware of the assessment criteria; some of them engage in self-assessment. • Questions, prompts, assessments are used to diagnose evidence of learning.	• Assessment is fully integrated into instruction through extensive use of formative assessment. • Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria • Students self-assess and monitor their progress. • A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning. • Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.

Observation Evidence

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

Source(s) of Evidence: Observations of Teaching

Ineffective ☐ I ☐ I+	Developing ☐ D- ☐ D ☐ D+	Accomplished ☐ A- ☐ A ☐ A+	Exemplary ☐ E- ☐ E
• Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest. • Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	• Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. • Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.	• Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests. • Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.	• Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. • Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.

Observation Evidence			
Post-Conference Notes • **Strengths:** • **Areas for Growth:** • **Next Steps:**			
DOMAIN 4: PROFESSIONAL RESPONSIBILITY			
Component: 4A – Reflecting on Teaching (KTPS/InTASC Standards 9, 10) Task E, Task F, and Task I **Source(s) of Evidence: Observation of Teaching**			
Ineffective ☐ I ☐ I+	**Developing** ☐ D- ☐ D ☐ D+	**Accomplished** ☐ A- ☐ A ☐ A+	**Exemplary** ☐ E- ☐ E
• Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson • Teacher has no suggestions for how a lesson could be improved.	• Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. • Teacher makes general suggestions about how a lesson could be improved.	• Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. • Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	• Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. • Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different • courses of action.
Observation Evidence			
Component: 4B – Maintaining Accurate Records (KTPS/InTASC Standard 10) Task E, Task H, Task I **Source(s) of Evidence: Observation of Teaching**			
Ineffective ☐ I ☐ I+	**Developing** ☐ D- ☐ D ☐ D+	**Accomplished** ☐ A- ☐ A ☐ A+	**Exemplary** ☐ E- ☐ E

• Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. • Teacher's records for non- instructional activities are in disarray, resulting in errors and confusion.	• Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. • Teacher's records for non-instructional activities are adequate but require frequent monitoring to avoid errors	• Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.	• Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. • Students contribute information and participate in maintaining the records.
Observation Evidence			

Component: 4C – Communicating with Families (KTPS/InTASC Standard 10) Task E and Task H

Source(s) of Evidence: Observations of Teaching

Ineffective	Developing	Accomplished	Exemplary
☐ I ☐ I+	☐ D- ☐ D ☐ D+	☐ A- ☐ A ☐ A+	☐ E- ☐ E
• Teacher communication with families—about the instructional program, about individual students—is sporadic or culturally inappropriate. • Teacher makes no attempt to engage families in the instructional program..	• Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Communications are one-way and not always appropriate to the cultural norms of those families.	• Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. • Teacher makes some attempts to engage families in the instructional program. • Information to families is conveyed in a culturally appropriate manner.	• Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. • Response to family concerns is handled with professional and cultural sensitivity. • Teacher's efforts to engage families in the instructional program are frequent and • successful.
Observation Evidence			

Component: 4D – Participating in a Professional Community (KTPS/InTASC Standards 9, 10) Task E, Task G, Task I

Source(s) of Evidence: Observations of Teaching

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

• Teacher's relationships with colleagues are negative or self-serving • Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. • Teacher avoids becoming involved in school events or school and district projects	• Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. • Teacher becomes involved in the school's culture of professional inquiry when invited to do so. • Teacher participates in school events and school and district projects when specifically asked to do so.	• Teacher's relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. • Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	• Teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. • Teacher takes a leadership role in promoting a culture of professional inquiry. • Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.
Observation Evidence			

Component: 4E – Growing and Developing Professionally (KTPS/InTASC Standards 9, 10) Task E, Task F, Task I

Source(s) of Evidence: Observations of Teaching

Ineffective ☐ I ☐ I+	Developing ☐ D- ☐ D ☐ D+	Accomplished ☐ A- ☐ A ☐ A+	Exemplary ☐ E- ☐ E
• Teacher engages in no professional development activities to enhance knowledge or skill. • Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. • Teacher makes no effort to share knowledge with others or to assume professional responsibility.	• Teacher participates in professional activities to a limited extent when they are convenient. • Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues. • Teacher finds limited ways to contribute to the profession.	• Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. • Teacher welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration. • Teacher participates actively in assisting other educators.	• Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. • Teacher seeks out feedback on teaching from both supervisors and colleagues. • Teacher initiates important activities to contribute to the profession.
Observation Evidence			

Post-Conference Notes

- **Strengths:**
- **Areas for Growth:**
- **Next Steps:**

Clinical II Teacher Performance Assessment: Task K
Technology Evaluation Scoring Rubric

Ineffective	Developing	Accomplished	Exemplary	Evidence
1. Uses technology to design/plan instruction. InTASC/KTPS: 1,4,7; Ky Teacher Framework: 1D, 2D, 4A; ISTE: 2.4, 2.5				
Fails to use appropriate technological resources to design and plan instruction.	Uses appropriate technological resources to design and plan instruction.	Uses appropriate technological resources to design and plan instruction for all students.	Uses multiple, appropriate technological resources to efficiently design and plan instruction for all students	
2. Uses technology to implement instruction that facilitates student learning and engagement. InTASC/KTPS: 1,4,7; Ky Teacher Framework: 1D, 1E, 2E, 3C; ISTE: 2.5, 2.6				
Fails to use appropriate technological resources to implement instruction	Uses appropriate technological resources to implement instruction.	Uses appropriate technological resources to implement effective instruction for all students.	Uses multiple, appropriate technological resources to implement effective instruction for all students	
3. Student use of technology integrated into instruction/lesson. InTASC 5, 8; Ky Teacher Framework: 1D, 2E, 3C; ISTE: 2.4, 2.5, 2.6				
Fails to integrate student use of available technology into instruction.	Integrates student use of technology into instruction to meet learning outcomes.	Integrates student use of technology into instruction to meet learning outcomes and diverse student needs.	Integrates varied and authentic opportunities for student use of technology into instruction to meet learning outcomes and diverse student needs	
4. Technology used to assess and communicate student learning. InTASC 6; Ky Teacher Framework: 1D, 1F, 2E, 3A, 3D, 4B, 4C; ISTE: 2.7				
Fails to use technology for assessment and/or communication of learning results.	Uses available technology for assessment and the communication of student learning results.	Uses available technology to facilitate assessment, manage assessment data and communicate results to students.	Uses available technology to facilitate assessment, manage assessment data and communicate results to students and other stakeholders.	
5. Ethical and legal use of technology. InTASC 9; Ky Teacher Framework: 2A; ISTE: 2.3				
Fails to demonstrate ethical and/or legal use of technology.	Demonstrates ethical and legal use of technology to maintain a safe and equitable classroom.	Demonstrates ethical and legal use of technology to maintain a safe and equitable classroom and promotes student ethical and legal use of technology.	Demonstrates ethical and legal use of technology to maintain a safe and equitable classroom and explicitly instructs students on ethical and legal use of technology.	

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

CANDIDATE RECOGNITION OF DISPOSITIONS

Patton College of Education

Candidate's Statement of Commitment regarding Dispositions

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

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

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

The Candidate:

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

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

The Candidate:

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

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

The Candidate:

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

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

_____	_____	_____
Student Name	**Signature**	**Date**

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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 accordance with the following scale as a means to describe the manner in which each behavior has been exemplified. Please remember that students are scored with respect to their level of acceptable behavior or their deviation from it. A score of 3 is given to students for whom you have not observed any behaviors that would lead you to believe that their dispositions are anything other than acceptable. Scores that approach 1 should be given to students whom exhibit less than acceptable behaviors and scores that approach 5 should be reserved for students who exhibit exceptional behaviors

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

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

	1	2	3	4	5
1. Maintains appropriate confidentiality	☐	☐	☐	☐	☐
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	☐	☐	☐	☐	☐

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Co-Teaching Strategies & Examples

Strategy	Definition/Example
One Teach, One Observe	One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation - where the teacher doing the observation is observing specific behaviors. **Example**: One teacher can observe students for their understanding of directions while the other leads.
One Teach, One Assist	An extension of 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 one 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 stare 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 o 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 bog with the story.
Team Teaching	Well-planned, team-taught lessons, exhibit on 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.

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

Candidate _____

Cooperating Teacher _____

University Supervisor _____

School _____

Grade Level and Content _____

Date _____

Final ratings are recorded on this page based on the rubric descriptors.

Final ratings are based on evidence from the TPA, ongoing observations by the University Supervisor and Cooperating Teacher, and the information on the Pre-Conference KTPS/InTASC Activity Form completed by the teacher candidate on pages 2-11.

Standard 1. *Learner development*

4	*Exemplary*	☐
3	*Accomplished*	☐
2	*Developing*	☐
1	*Ineffective*	☐

Standard 2. *Learning differences*

4	*Exemplary*	☐
3	*Accomplished*	☐
2	*Developing*	☐
1	*Ineffective*	☐

Standard 3. *Learning environments*

4	*Exemplary*	☐
3	*Accomplished*	☐
2	*Developing*	☐
1	*Ineffective*	☐

Standard 4. *Content knowledge*

4	*Exemplary*	☐
3	*Accomplished*	☐
2	*Developing*	☐
1	*Ineffective*	☐

Standard 5. *Application of content*

4	*Exemplary*	☐
3	*Accomplished*	☐
2	*Developing*	☐
1	*Ineffective*	☐

Standard 6. *Assessment* **was**

4	*Exemplary*	☐
3	*Accomplished*	☐
2	*Developing*	☐
1	*Ineffective*	☐

Standard 7. Planning for instruction was

4	*Exemplary*	☐
3	*Accomplished*	☐
2	*Developing*	☐
1	*Ineffective*	☐

Standard 8. Instructional strategies were

4	*Exemplary*	☐
3	*Accomplished*	☐
2	*Developing*	☐
1	*Ineffective*	☐

Standard 9. *Professional learning and ethical practice*

4	*Exemplary*	☐
3	*Accomplished*	☐
2	*Developing*	☐
1	*Ineffective*	☐

Standard 10. *Leadership and Collaboration*

4	*Exemplary*	☐
3	*Accomplished*	☐
2	*Developing*	☐
1	*Ineffective*	☐

Exit Conference and Summative Evaluation – Preconference KTPS/InTASC Activity
(to be completed by candidate before the Exit Conference)

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

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

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

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

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

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

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

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

In your own words, what are the key elements?

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

Standard 4. Content knowledge. The teacher shall:

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

In your own words, what are the key elements?

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

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

In your own words, what are the key elements?

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

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

In your own words, what are the key elements?

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

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

In your own words, what are the key elements?

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

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

In your own words, what are the key elements?

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

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

In your own words, what are the key elements?

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

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

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

In your own words, what are the key elements?

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

Rubric for the Exit Conference and Summative Evaluation

Aligned with the KTPS/InTASC Standards and the *Kentucky Framework for Teaching*

Directions*: Indicate candidate level of performance by highlighting the indicators that describe the performance of the candidate and use this information to determine a final rating for each KTPS/InTASC Standard.*

Standard 1 Learner Development	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.			
Scoring Levels	***Ineffective***	***Developing (Target Performance Level)***	***Accomplished***	***Exemplary***
Alignment with the *Kentucky Framework for Teaching* (KyFfT) ***3C - Engaging Students in Learning***	• The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. • The pace of the lesson is too slow or too rushed. • Few students are intellectually engaged or interested.	• The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant. • The pacing of the lesson may not provide students with the time needed to be intellectually engaged.	• The learning tasks and activities are aligned with instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding. • The pacing of the lesson is appropriate, providing most students with the time needed to be intellectually engaged**.**	• Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes. • In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content. • The pacing of the lesson provides students with the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. • Students may have some choice in how they complete tasks and may serve as resources for one another.
Final Rating for Standard 1	☐	☐	☐	☐

Standard 2 Learning Differences	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.			
Scoring Levels	***Ineffective***	***Developing (Target Performance Level)***	***Accomplished***	***Exemplary***
Alignment with the *Kentucky Framework for Teaching* (KyFfT) ***1A – Knowledge of Content and Pedagogy***	• 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.
1B - Demonstrating Knowledge of Students	• 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.

Final Rating for Standard 2	☐	☐	☐	☐

Standard 3 Learning Environments	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.			
Scoring Levels	***Ineffective***	***Developing (Target Performance Level)***	***Accomplished***	***Exemplary***
Alignment with the *Kentucky Framework for Teaching* (KyFfT) ***1D - Demonstrating Knowledge of Resources***	• 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.
2A - Creating an Environment of Respect and Rapport	• Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. • Teacher does not deal with disrespectful behavior.	• Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. • Students rarely demonstrate disrespect for one another. • Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	• Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. • Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. • Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.	• Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. • Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.
2B - Establishing a Culture for Learning	• The classroom culture is characterized by a lack of teacher or student commitment to the learning and/or little or no investment of student	• The classroom culture is characterized by little commitment to learning by teacher or students.	• The classroom culture is a cognitively busy place where learning is valued by all, with high expectations	• The classroom culture is a cognitively vibrant place, characterized by a shared

	energy into the task at hand. Hard work is not expected or valued. • Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students	• The teacher appears to be only going through the motions, and students indicate that they are interested in completing a task, rather than quality. • The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	for learning being the norm for most students. • The teacher conveys that with hard work students can be successful. • Students understand their role as learners and consistently expend effort to learn. • Classroom interactions support learning and hard work.	belief in the importance of learning. • The teacher conveys high expectations for learning by all students and insists on hard work. • Students assume responsibility for high quality by initiating improvements, making revisions, adding details, and/or helping peers.
2C - Managing Classroom Procedures	• Much instructional time is lost through inefficient classroom routines and procedures. • There is little or no evidence that the teacher is managing instructional groups, transitions, and /or the handling of materials and supplies effectively. • There is little evidence that students know or follow established routines.	• Some instructional time is lost through only partially effective classroom routines and procedures. • The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning. • With regular guidance and prompting, students follow established routines.	• There is little loss of instructional time because of effective classroom routines and procedures. • The teacher's management of instructional groups and the handling of materials and supplies are consistently successful. • With minimal guidance and prompting, students follow established classroom routines. •	• Instructional time is maximized because of efficient routine and procedures. • Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies. • Routines are well understood and may be initiated by students.
2D - Managing Student Behavior	• There appear to be no established standards of conduct and little or no teacher monitoring of student behavior. • Students challenge the standards of conduct. • Response to students' misbehavior is repressive or disrespectful of student dignity	• Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident. • Teacher attempts to keep track of student behavior, but with no apparent system. • The teacher's response to student misbehavior is inconsistent, at times very harsh, other times lenient.	• Standards of conduct appear to have been established. • Student behavior is generally appropriate. • The teacher frequently monitors student behavior. • Teacher's response to student misbehavior is effective. • Teacher acknowledges good behavior.	In addition to the characteristics of "accomplished": • Student behavior is entirely appropriate; there is no evidence of student misbehavior. • The teacher monitors student behavior without speaking—just moving about. • Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.

2E - Organizing Physical Space	• The physical environment is unsafe, or many students don't have access to learning resources. • There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.	• The classroom is safe, and essential learning is accessible to most students. • The teacher's use of physical resources, including computer technology, is moderately effective. • Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.	• The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. • Teacher makes effective use of physical resources, including computer technology.	• The classroom is safe, and learning is accessible to all students, including those with special needs. • Teacher makes effective use of physical resources, including computer technology. The teacher ensures the arrangement is appropriate to the learning activities. • Students contribute to the use or adaptation of the physical environment to advance learning.
3C - Engaging Students in Learning	• The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. • The pace of the lesson is too slow or too rushed. • Few students are intellectually engaged or interested.	• The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant. • The pacing of the lesson may not provide students with the time needed to be intellectually engaged.	• The learning tasks and activities are aligned with instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding. • The pacing of the lesson is appropriate, providing most students with the time needed to be intellectually engaged**.**	• Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes. • In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content. • The pacing of the lesson provides students with the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. • Students may have some choice in how they complete tasks and may serve as resources for one another.
Final Rating for Standard 3	☐	☐	☐	☐

Standard 4 Content Knowledge	Content knowledge. The teacher shall: c. Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and d. Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.			
Scoring Levels	***Ineffective***	***Developing (Target Performance Level)***	***Accomplished***	***Exemplary***
1A – Knowledge of Content and Pedagogy	• 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.
3C - Engaging Students in Learning	• The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. • The pace of the lesson is too slow or too rushed. • Few students are intellectually engaged or interested.	• The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant. • The pacing of the lesson may not provide students the time needed to be intellectually engaged.	• The learning tasks and activities are aligned with instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that	• Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes. • In addition, there is evidence of some student initiation of inquiry and of student contribution to the

			engagement by teacher scaffolding. • The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	exploration of important content. • The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another
Final Rating for Standard 4	☐	☐	☐	☐

Standard 5 Application of Content	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.			
Scoring Levels	***Ineffective***	***Developing (Target Performance Level)***	***Accomplished***	***Exemplary***
3A- Communicating with Students	• The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. • The teacher's explanation of the content contains major errors. • The teacher's spoken or written language contains errors. • The teacher's spoken or written language contains errors of grammar or syntax. • The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	• The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. • The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. • The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. • Teacher's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	• The teacher clearly communicates instructional purpose of the lesson, including where it is situated within the broader learning, and explains procedures and directions clearly. • Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experiences. • During the explanation of content, the teacher invites student intellectual engagement. • Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to	• The teacher links the instructional purpose of the lesson to the students' interests; the directions and procedures are clear and anticipate possible student misunderstanding. • The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interest. • Students contribute to extending the content and help explain concepts to their classmates. • The teacher's spoken and written language is expressive, and the teacher finds

			the students' ages and interests.	opportunities to extend students' vocabularies.
3C - Engaging Students in Learning	• The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. • The pace of the lesson is too slow or too rushed. Few students are intellectually engaged or interested.	• The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	• The learning tasks and activities are aligned with instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged**.**	• Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes. • In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content. • The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another
3E - Demonstrating Flexibility and Responsiveness	• Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest. • Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	• Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. • Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.	• Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests. • Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.	• Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. • Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.

Final Rating for Standard 5	☐	☐	☐	☐

Standard 6 Assessment	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.			
Scoring Levels	***Ineffective***	***Developing (Target Performance Level)***	***Accomplished***	***Exemplary***
1F - Designing Student Assessments	• 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.
3D - Using Assessment in Instruction	• There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. • Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	• Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning. • Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work.	• Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning. • Students appear to be aware of the assessment	• Assessment is fully integrated into instruction through extensive use of formative assessment. • Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. • Students self-assess and monitor their progress.

		• Questions, prompts, and assessments are rarely used to diagnose evidence of learning.	criteria; some of them engage in self-assessment. • Questions, prompts, assessments are used to diagnose evidence of learning.	• A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning. • Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.
Final Rating for Standard 6	☐	☐	☐	☐

Standard 7 Planning for Instruction	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.			
Scoring Levels	***Ineffective***	***Developing (Target Performance Level)***	***Accomplished***	***Exemplary***
1C - Setting Instructional Outcomes	• 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.
1D - Demonstrating Knowledge of Resources	• 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	• Teacher displays awareness of resources – not only through the school and district but also through sources external to the school and on the Internet –	• 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

		knowledge of resources available more broadly.	available for classroom use, for the expansion of his or her own knowledge, and for students.	Internet—for classroom use, for the expansion of his or her own knowledge, and for students.
1E - Designing Coherent Instruction	• The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. • The activities are not designed to engage students in active intellectual activity and have unrealistic time allocation. Instructional groups do not support the instructional outcomes and offer no variety.	• Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety. • The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	• Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. • The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. • The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.	• Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. • Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice. • The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.
Final Rating for Standard 7	☐	☐	☐	☐

Standard 8 Instructional Strategies	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.			
Scoring Levels	***Ineffective***	***Developing (Target Performance Level)***	***Accomplished***	***Exemplary***
3B - Questioning and Discussion Techniques	• Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession.	• Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance.	• Although the teacher may use some low-level questions, he or she asks the students questions designed to	• Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking

	• Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. • A few students dominate the discussion.	• Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. • Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.	promote thinking and understanding. • Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate. • Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	and discourse, and promote metacognition. • Students formulate many questions, initiate topics, and make unsolicited contributions. • Students themselves ensure that all voices are heard in the discussion.
3C - Engaging Students in Learning	• The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. • The pace of the lesson is too slow or too rushed. • Few students are intellectually engaged or interested.	• The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant. • The pacing of the lesson may not provide students the time needed to be intellectually engaged.	• The learning tasks and activities are aligned with instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding. • The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	• Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes. • In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content. • The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. • Students may have some choice in how they complete tasks and may serve as resources for one another.
Final Rating for Standard 8	☐	☐	☐	☐

Standard 9 Professional Learning and Ethical Practice	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 adopt practice to meet the needs of each learner.			
Scoring Levels	***Ineffective***	***Developing (Target Performance Level)***	***Accomplished***	***Exemplary***
4A - Reflecting on Teaching	• Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson. • Teacher has no suggestions for how a lesson could be improved.	• Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. • Teacher makes general suggestions about how a lesson could be improved.	• Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. • Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	• Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. • Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
4E - Growing and Developing Professionally	• Teacher engages in no professional development activities to enhance knowledge or skill. • Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. • Teacher makes no effort to share knowledge with others or to assume professional responsibility.	• Teacher participates in professional activities to a limited extent when they are convenient. • Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues. • Teacher finds limited ways to contribute to the profession.	• Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. • Teacher welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration. • Teacher participates actively in assisting other educators.	• Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. • Teacher seeks out feedback on teaching from both supervisors and colleagues. • Teacher initiates important activities to contribute to the profession.
4F - Showing Professionalism	• Teacher displays dishonesty in interactions with colleagues, students and the public. • Teacher is not alert to students' needs and contributes to school practices that result in some	• Teacher is honest in interactions with colleagues, students and the public. • Teacher attempts, though inconsistently, to serve students. Teacher does not knowingly	• Teacher displays high standards of honesty, integrity, and confidentiality in interactions with	• Teacher takes a leadership role with colleagues and can be counted on to hold the highest standards of honesty, integrity and confidentiality.

	students being ill-served by the school. • Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.	contribute to some students being ill-served by the school. • Teacher's decisions and recommendations are based on limited but genuinely professional considerations. • Teacher complies minimally with school and district regulations, doing just enough to get by	colleagues, students and the public. • Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. • Teacher maintains an open mind in team or departmental decision-making. • Teacher complies fully with school and district regulation.	• Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitude or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. • Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. • Teacher complies fully with school and district regulations, taking a leadership role with colleagues.
Final Rating for Standard 9	☐	☐	☐	☐

Standard 10 Leadership and Collaboration	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 adopt practice to meet the needs of each learner.			
Scoring Levels	***Ineffective***	***Developing (Target Performance Level)***	***Accomplished***	***Exemplary***
4B- Maintaining Accurate Records	• Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. • Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	• Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. • Teacher's records for non-instructional activities are adequate but require frequent monitoring to avoid errors.	• Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.	• Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. • Students contribute information and participate in maintaining the records.

4C - Communicating with Families	• Teacher communication with families—about the instructional program, about individual students—is sporadic or culturally inappropriate. • Teacher makes no attempt to engage families in the instructional program.	• Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Communications are one-way and not always appropriate to the cultural norms of those families.	• Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. • Teacher makes some attempts to engage families in the instructional program. • Information to families is conveyed in a culturally appropriate manner.	• Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. • Response to family concerns is handled with professional and cultural sensitivity. • Teacher's efforts to engage families in the instructional program are frequent and successful.
4D - Participating in a Professional Community	• Teacher's relationships with colleagues are negative or self-serving. • Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. • Teacher avoids becoming involved in school events or school and district projects	• Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. • Teacher becomes involved in the school's culture of professional inquiry when invited to do so. • Teacher participates in school events and school and district projects when specifically asked to do so.	• Teacher's relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. • Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution**.**	• Teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. • Teacher takes a leadership role in promoting a culture of professional inquiry. • Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.
4F - Showing Professionalism	• Teacher displays dishonesty in interactions with colleagues, students and the public. • Teacher is not alert to students' needs and contributes to school practices that result in some students being ill-served by the school. • Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.	• Teacher is honest in interactions with colleagues, students and the public. • Teacher attempts, though inconsistently, to serve students. Teacher does not knowingly contribute to some students being ill-served by the school. • Teacher's decisions and recommendations are based on limited but genuinely professional considerations.	• Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and the public. • Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed.	• Teacher takes a leadership role with colleagues and can be counted on to hold the highest standards of honesty, integrity and confidentiality. • Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitude or practices to ensure that all students,

		• Teacher complies minimally with school and district regulations, doing just enough to get by	• Teacher maintains an open mind in team or departmental decision-making. • Teacher complies fully with school and district regulation.	particularly those traditionally underserved, are honored in the school. • Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. • Teacher complies fully with school and district regulations, taking a leadership role with colleagues.
Final Rating for Standard 10	☐	☐	☐	☐

Appendix A

Templates for Teacher Performance Assessments: Tasks E-J

- **Lesson Plan (Task E)**
- **Assessment Plan Template**
- **Post-Observation Reflection Template (Task F)**
- **Whole Group Assessment Results (Task G)**
- **Records and Communication Template (Task H)**
- **Professional Involvement (Task I)**
- **Professional Growth Self-Assessment and Plan Template (Task J)**
- **Technology Evaluation (Task K)**

Task E: 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.

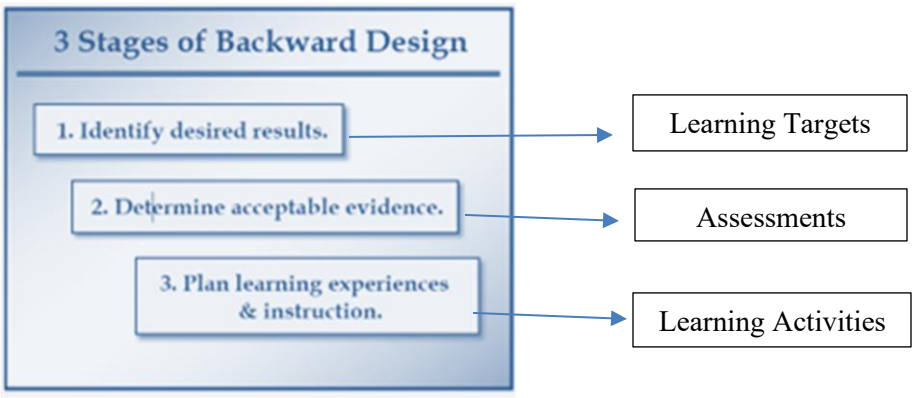
a. **Introduction** (lesson overview, daily learning targets, activate or review prior knowledge/ skills)	
b. **I Do** (clear explanations, step-by-step demonstrations or modeling, clear/concise language, examples/non-examples, scaffolding)	
c. **We Do** (student/teacher interaction, guided/supported 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.

Task F: Post-Observation Reflection	
Name: **Observation Date:** **Reflection Date:**	
Task F: Post-Observation Reflection must be completed within two days after each observed lesson.	
InTASC/KTPS 6, 9	• Use the formative assessment data for each lesson objective/learning target to sort the students' performance into three categories: Objective / Learning Target 1 — Objective / Learning Target 2 ○ Below criteria _____ # of students — ____ # of students ○ Meets criteria _____# of students — _____# of students ○ Exceeds criteria_____# of students — _____# of students **Attach a copy of the formative assessment with the criteria or rubric used to determine students' performance on each of the lesson's learning targets/objectives.**
InTASC/KTPS 1, 2, 6, 9; KyFfT 4A	○ Based on the formative assessment data, how successful was the lesson? ○ What commonalities did you identify from this data? ○ Did the students achieve the learning target(s)? ○ What will you do for those students who did not achieve the learning target criteria? ○ What will you do for those students who exceeded the criteria?
InTASC/KTPS 6, 9; KyFfT 4A	○ In addition to the student work witnessed by the observer, identify any other student work samples, evidence, or artifacts that assisted you in making your determination regarding student achievement.
InTASC/KTPS 3, 6, 9; KyFfT 4A	○ To what extent did classroom procedures, student conduct, and/or physical space contribute to or hinder student learning?
InTASC/KT PS 9; KyFfT 4A	○ Did you depart from your plan? If so, how and why? (3E)
InTASC/ KTPS 1, 9; KyFfT 4A	○ What changes would you make if you were to teach this lesson again? What evidence informed the changes?
InTASC/KTPS 9; KyFfT 4A, 4E	○ What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?

Task G: Whole Group Assessment Results and Next Steps

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

InTASC/KTPS 6, 7, 9

Student	Pre-Assessment Learning Targets				Post-Assessment Learning Targets				Student Growth Use positive or negative values			
	1	2	3	4	1	2	3	4	1	2	3	4
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												
16												
17												
18												
19												
20												
21												
22												
23												
24												
# of Students Meeting Learning Target												

Reflection:

Next Steps for Instruction:

Task H: Records and Communication with Students and Families		
Name:	**Date Initiated:**	**Updates:**
Task H: Records and Communication will be initiated during the first informal meeting with the University Supervisor and Cooperating Teacher		
InTASC/KTPS 9; KyFfT 4B	• **Records** **Directions:** Briefly describe and show evidence of: o Routine classroom events (e.g. taking attendance, tracking completion of assignments, etc.) o Individual student learning/progress o Non-instructional matters (e.g. permission slips, picture money, equipment inventories, etc.)	
	Before Observation 1:	
	Before Observation 2:	
	Before Observation 3:	
	Before Observation 4:	
InTASC/KTPS 9, 10; KyFfT 4C	• **Communication** **Directions:** o Describe ways that you are involved in communication with students and families (e.g. student learning, instructional program, or family engagement in learning): o Reflect on how your efforts to communicate with students and families have had a positive impact on the environment in your classroom and how they could be improved.	
	• Before Observation 1:	
	• Before Observation 2:	
	• Before Observation 3:	
	• Before Observation 4:	

Task I: Professional Involvement		
Name:	**Date Initiated:**	**Updates:**
This log should be updated before each formal observation. **Your updated Professional Involvement Log should be available for review during each observation post conference**		

	Activities	Description of Your Contributions/Involvement
InTASC/KTPS 9. 10; KyFfT 4D	Before Observation 1:	
	Before Observation 2:	
	Before Observation 3:	
	Before Observation 4:	
	Involvement Review and Reflection 1:	
	Involvement Review and Reflection 2:	
	Involvement Review and Reflection 3:	
	Involvement Review and Reflection 4:	
	Final Involvement Review and Reflection:	

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

Task J: Professional Growth Self-Assessment

InTASC/KTPS 9; KyFfT 4A

1. Use the indicators from the Kentucky Framework for Teaching to self-assess your performance level. Rating Scale to be used: (I) Ineffective, (D) Developing, (A) Accomplished, (E) Exemplary

KyFfT Domains	KyFfT Component	Initial				After Midterm			
		I	D	A	E	I	D	A	E
DOMAIN 1 Planning and Preparation	1A – Demonstrating Knowledge of Content and Pedagogy								
	1B – Demonstrating Knowledge of Students								
	1C – Selecting Instructional Outcomes								
	1D – Demonstrating Knowledge of Resources								
	1E – Designing Coherent Instruction								
	1F – Designing Student Assessment								
DOMAIN 2 Classroom Environment	2A – Creating an Environment of Respect and Rapport								
	2B – Establishing a Culture of Learning								
	2C – Managing Classroom Procedures								
	2D – Managing Student Behavior								
	2E – Organizing Physical Space								
DOMAIN 3 Instruction	3A – Communicating with Students								
	3B – Using Questioning and Discussion Techniques								
	3C – Engaging Students in Learning								
	3D – Using Assessment in Instruction								
	3E – Demonstrating Flexibility and Responsiveness								
DOMAIN 4 Professional Responsibilities	4A – Reflecting on Teaching								
	4B – Maintaining Accurate Records								
	4C – Communicating with Families								
	4D – Participating in a Professional Community								
	4E – Growing and Developing Professionally								
	4F – Demonstrating Professionalism								

2. Possible Professional Growth Priority Components (Circle the appropriate indicator based on your self-assessment above.

Planning and Preparation	1A	1B	1C	1D	1E
The Classroom Environment	2A	2B	2C	2D	2E
Instruction	3A	3B	3C	3D	3E
Professional Responsibility	4A	4B	4C	4D	4E

3. Identify the Priority Components (at least two) for Your Professional Growth Plan Development Based on Your Self-Assessment. (One of the components must be from Domain 3.)

<table>
<tr><th colspan="4">Task J: Professional Growth Plan</th></tr>
<tr><td rowspan="8">InTASC/KTPS 9; KyFfT 4E</td><td colspan="3">4. This PGP must be completed and submitted electronically.</td></tr>
<tr><td colspan="3">Name:
Initial Date: Progress Date: Program Exit Date:</td></tr>
<tr><td colspan="3">a. Professional Growth Goal:</td></tr>
<tr><td>b. Professional Growth Activities</td><td>c. Needed Resources/Support</td><td>d. Anticipated Completion Date</td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td colspan="3">e. How will you assess your progress/success in addressing your Professional Growth Goal?</td></tr>
<tr><td colspan="3">f. What is the expected impact on student learning of your professional growth activities?</td></tr>
<tr><td rowspan="2">InTASC/KTPS 9; KyFfT 4A, 4E</td><td colspan="3">5. Progress Updates (After Midterm) (4E)
a. Observation 2 Update:

b. Observation 3 Update:

c. Observation 4 Update:</td></tr>
<tr><td colspan="3">6. Final Report (Program Exit)
a. Analysis of Self-Assessments: (4E)</td></tr>
<tr><td rowspan="2">InTASC/KTPS 9; KyFfT 4A, 4E</td><td colspan="3">b. Analysis of Professional Growth: (4E)</td></tr>
<tr><td colspan="3">c. Summative Reflection: (4A)</td></tr>
</table>

Task K: Technology Rubric for Clinical Students				
Ineffective	**Developing**	**Accomplished**	**Exemplary**	**Evidence**
1. Uses technology to design/plan instruction. InTASC/KTPS: 1,4,7; Ky Teacher Framework: 1D, 2D, 4A; ISTE for Educators: 2.5 Designer				
Fails to use appropriate technological resources to design and plan instruction.	Uses appropriate technological resources to design and plan instruction.	Uses appropriate technological resources to design and plan instruction for all students.	Uses multiple, appropriate technological resources to efficiently design and plan instruction for all students	
2. Uses technology to implement instruction that facilitates student learning and engagement. InTASC/KTPS: 1,4,7; Ky Teacher Framework: 1D, 1E, 2E, 3C; ISTE for Educators: 2.5 Designer, 2.6 Facilitator				
Fails to use appropriate technological resources to implement instruction	Uses appropriate technological resources to implement instruction.	Uses appropriate technological resources to implement effective instruction for all students.	Uses multiple, appropriate technological resources to implement effective instruction for all students	
3. Student use of technology integrated into instruction/lesson. InTASC 5, 8; Ky Teacher Framework: 1D, 2E, 3C; ISTE for Educators: 2.6 Facilitator				
Fails to integrate student use of available technology into instruction.	Integrates student use of technology into instruction to meet learning outcomes.	Integrates student use of technology into instruction to meet learning outcomes and diverse student needs.	Integrates varied and authentic opportunities for student use of technology into instruction to meet learning outcomes and diverse student needs	
4. Technology used to assess and communicate student learning. InTASC 6; Ky Teacher Framework: 1D, 1F, 2E, 3A, 3D, 4B, 4C; ISTE for Educators: 2.7 Analyst				
Fails to use technology for assessment and/or communication of learning results.	Uses available technology for assessment and the communication of student learning results.	Uses available technology to facilitate assessment, manage assessment data and communicate results to students.	Uses available technology to facilitate assessment, manage assessment data and communicate results to students and other stakeholders.	
5. Ethical and legal use of technology. InTASC 9; Ky Teacher Framework: 2A: ISTE for Educators: 2.3 Citizen				
Fails to demonstrate ethical and/or legal use of technology.	Demonstrates ethical and legal use of technology to maintain a safe and equitable classroom.	Demonstrates ethical and legal use of technology to maintain a safe and equitable classroom and promotes student ethical and legal use of technology.	Demonstrates ethical and legal use of technology to maintain a safe and equitable classroom and explicitly instructs students on ethical and legal use of technology.	

Appendix B

Kentucky Mathematics Innovation Tool (KMIT)

To be used for math observations for Elementary Teacher Candidates

Appendix B

Kentucky Mathematics Innovation Tool (KMIT)

Kentucky Department of EDUCATION

OSEEL
Office of Special Education & Early Learning

Operational Definitions of Instruction Behavior: Definitions with -AND- must include all components to score 2 points. Definitions with -OR- must include at least one component, without missed opportunities, to score 2 points. **Time of Lesson** (circle one): Beginning, Middle, End **Brief Description of Instructional Approach (e.g., whole group, small group, centers, number talk):**	*CATEGORY RATING* 2 = *Fully Observed* 1 = *Partially Observed* 0 = *Not Observed* NA = *No Opportunity to Observe*
1. **Establish mathematics goals to focus learning.** *Effective teaching of mathematics establishes clear goals for the mathematics that students are learning, situates goals within learning progressions, and uses the goals to guide instructional decisions.*	Score 2 1 0 NA
Identifies and communicates goals aligned to the standards that are specific to the lesson and clear to students (not simply stating and/or posting a standard); **-AND-**	
Communicates why the learning goal is important; **-AND-**	
Revisits goals throughout the lesson.	
2. **Implement tasks that promote reasoning and problem solving.** *Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies.*	Score 2 1 0 NA
Uses engaging, high-cognitive-demand tasks including those that arise from home, community and society (*Principles to Actions* page 18); **-AND-**	
Implements tasks that are approached and solved in multiple ways; **-AND-**	
Uses how, why, and/or when questions to prompt students to share or reflect on their reasoning.	
3. **Use and connect mathematical representations.** *Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving.*	Score 2 1 0 NA
Allocates instructional time for students to use, discuss, and make connections among representations (physical models/concrete, pictures/semi-concrete, symbols/abstract, verbal, real-life/contextual situations); **-AND-**	
Encourages students to use representations in making sense of mathematics (physical models/concrete, pictures/semi-concrete, symbols/abstract, verbal, real-life/contextual situations); **-OR-** Uses representations to help students make sense of mathematics (physical models/concrete, pictures/semi-concrete, symbols/abstract, verbal, real-life/contextual situations).	

4. Facilitate meaningful mathematical discourse. *Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments.*	Score 2 1 0 NA
Provides every student the opportunity to share, listen to, honor, and critique the reasoning of others; **-AND-**	
Makes explicit connections among student approaches and reasoning.	
5. Pose purposeful questions. *Effective teaching of mathematics uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships.*	Score 2 1 0 NA
Uses strategies to ensure every student is thinking of responses (including wait time and other accountability strategies); **-AND-**	
Asks questions that require students to explain and or connect mathematical ideas, representations, or strategies; **-AND-**	
Asks questions that build on, but do not take over or funnel, student thinking.	
6. Build procedural fluency from conceptual understanding. *Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems.*	Score 2 1 0 NA
Encourages, and provides time for, students to use their own strategies or algorithms; **-AND-**	
Makes explicit connections among concrete, semi-concrete, and abstract representations; **-OR-** Asks students to compare different strategies or algorithms; **-OR-** Asks when a strategy or algorithm is appropriate.	
7. Support productive struggle in learning mathematics. *Effective teaching of mathematics consistently provides students, individually and collectively, with opportunities and supports to engage in productive struggle as they grapple with mathematical ideas and relationships.*	Score 2 1 0 NA
Provides time for students to grapple with tasks; **-AND-**	
Discusses the value of making multiple attempts and persistence; **-OR-** Facilitates discussion on mathematical error(s), misconception(s), or struggle(s) and how to overcome them; **-OR-** Asks questions that scaffold students' thinking without stepping in to do the work for them.	
8. Elicit and use evidence of student thinking *Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning.*	Score 2 1 0 NA
Identifies evidence of student understanding or misconceptions, attending to important representations or processes; **-OR-** Provides students with opportunities to reflect on their work to capture understanding or misconceptions.	

Notes/Comments:	1. **Establish mathematics goals to focus learning.** *Effective teaching of mathematics establishes clear goals for the mathematics that students are learning, situates goals within learning progressions, and uses the goals to guide instructional decisions.*
	2. **Implement tasks that promote reasoning and problem solving.** *Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies.*
	3. **Use and connect mathematical representations.** *Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving.*
	4. **Facilitate meaningful mathematical discourse.** *Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments.*
	5. **Pose purposeful questions.** *Effective teaching of mathematics uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships.*
	6. **Build procedural fluency from conceptual understanding.** *Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems.*
	7. **Support productive struggle in learning mathematics.** *Effective teaching of mathematics consistently provides students, individually and collectively, with opportunities and supports to engage in productive struggle as they grapple with mathematical ideas and relationships.*
	8. **Elicit and use evidence of student thinking.** *Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning.*

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