Academic Year 2024-2025

STUDENT TEACHER HANDBOOK

Teacher Education P R O G R A M

Teacher as Leader for the 21ˢᵗ Century

Academic Year 2024-2025

The regulations, requirements, and criteria contained in this Handbook apply to the 2023 – 2024 academic year only

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Introduction

One of the most important aspects of a Teacher Education Program is Student Teaching. It is the formal culmination of preparation and training of candidates in the Education Programs at Lindsey Wilson College (LWC). The Education Programs are committed to providing the atmosphere that will lead to a positive Student Teaching experience. However, we also expect our Student Teachers to be "responsible" for making their Student Teaching a fruitful and fulfilling experience.

This handbook delineates the policies and procedures of the Student Teaching Program at LWC.

We hope that everyone in this process — the Student Teacher, the Cooperating Teacher, and the college supervisor — will work together to ensure a rewarding experience for both the Student Teacher and the children in the classroom.

Purpose and Objectives of Student Teaching

PURPOSE

To provide the relevant classroom experience so that Student Teachers acquire the knowledge, skills, attitudes, and values to become a professional educator.

OBJECTIVES

At the conclusion of Student Teaching, the Student Teacher should be able to:

1. Use learner appropriate pedagogical methods in a variety of educational settings, addressing socio-economic, ESL and other diverse students. Develop and implement lesson plans that address differentiation techniques utilizing instructional media and technology in units. (KTPS 1-10)
2. Effectively manage the classroom in a way that optimum learning takes place. (KTPS 1-9)
3. Develop professional relationships and engage in professional development activities. (KTPS 4-9)
4. Demonstrate the principles and techniques of classroom assessment involved in evaluating student
5. progress and reflect on student assessments to improve student achievement (KTPS1-8)
6. Discuss co-teacher-evaluations of lessons using KTPS and components of Danielson's Framework, based evaluation instruments. (KTPS 1,4,5,9)
7. Demonstrate knowledge of content, diversity, and co-teaching in teaching situations. (KTPS 1-8)
8. Demonstrate appropriate professional dispositions; implement leadership plan and complete portfolio. (KTPS 9, 10)

Student Teaching

Candidates who have obtained senior status may be admitted to Student Teaching. Each Student Teacher must have been admitted into the Education Division. The Division Data Manager and the Registrar will complete the checklist to see all criteria have been met.

<div align="center">ADMISSION CRITERIA FOR STUDENT TEACHING</div>

Before a candidate can be accepted into Student Teaching, the candidate will have:

1. Senior standing shall be prerequisite for admission to Student Teaching. In addition, each candidate must have been admitted to the Teacher Education Program at LWC.
2. Each candidate for Student Teaching must be approved by the LWC Teacher Education Committee. Acceptance into the Teacher Education Program does not mean automatic approval for Student Teaching.
3. Official transcripts of all college work must be on file in the Registrar's Office.
4. Each candidate must have a current criminal check, a copy of a current medical examination including a tuberculosis test or screening and a child neglect form in their file. All required items must be submitted the semester prior to Student Teaching.
5. Candidates must have a current KEA-Aspiring Educators membership or proof of liability insurance due semester prior to start.
6. Each candidate must have completed 200 hours of clinical and field-based experience prior to Student Teaching. Transfer candidates must provide documentation of field and clinical hours earned at other colleges/universities.
7. Each candidate must have a cumulative grade point average of 2.75 on all college work attempted.
8. Each candidate must have a cumulative grade point average of 2.75 on professional education courses with no grade less than "C."
9. Each candidate must have a cumulative grade point average of 2.75 in each area of emphasis/major with no grade less than "C."
10. Each candidate must have completed the following courses: all professional preparation courses; all courses in the area(s) of emphasis/major; all general education requirements; all elective hours.
11. Candidates must pass all sections of Praxis II in their Content area and PLT before they can begin student teaching. Any candidate who does not pass the Praxis II exams will not be allowed in Student Teaching without writing a letter to the department detailing a study plan on how the candidate will pass the Praxis II. The department head must approve of this plan.
12. A candidate may earn no more than 15 hours credit during the Student Teaching semester, which is limited to 12 hours of Student Teaching and three hours of practicum. A candidate may request permission to take additional hours during the student teaching semester by writing a letter to the department explaining the request. The department head may approve or deny this request.
13. It is suggested that a candidate may not be gainfully employed for more than 20 hours per week during the semester of Student Teaching.
14. The Student Teacher candidate must be a person whose moral, social, and ethical behavior is acceptable in the school and wider community.
15. Applications for fall Student Teaching and spring Student Teaching must be returned to the Data Manager two semesters prior to Student Teaching.
16. Candidates must have a HOLISTIC SCORE of TARGET on the Recommendation /Disposition assessment instrument which is completed by the Classroom Management faculty member and by the Chair of the Portfolio committee. (If the Chair of the Portfolio committee is the same as the Classroom Management faculty member, the Portfolio chair will appoint another member of the Portfolio committee to complete the recommendation.) and the Chair of the Stage 2 Portfolio Committee.
17. A candidate must have a successful Stage 2 interview with Portfolio scores for each standard at the target level or above.If a candidate does not successfully complete the Stage 2 process, the candidate may remediate stipulated conditions cited in the Portfolio and interview (two weeks from the interview date). If the stipulated conditions are not met by that date, the candidate will not student teach and must participate in

the Stage 2 process again when interviews are normally scheduled in a subsequent semester in order to qualify for student teaching.

18. The Stage 2 interview and portfolio is to be completed in the semester immediately prior to Student Teaching. Guidelines and instructions must be followed precisely to ensure documents are uploaded correctly to the electronic portfolio. If unforeseen circumstances occur that prevent Student Teaching in the designated semester, the candidate must take a leave of absence for no more than one semester and must re-enter to complete Student Teaching the following semester. Student Teaching must be completed within two semesters following initial approval for Student Teaching.

19. Failure to complete a stage II interview and portfolio within the time frame outlined in #17 will result in the requirement to re-interview and submit a new or revised Stage 2 portfolio that adheres to any updated Kentucky or LWC Education Programs guidelines.

20. Candidates who fail to complete stage II interview and portfolio within the time frame outlined in #17 and fail to request a leave of absence will be required to apply for readmission to the Education Program. After readmission, the candidate will be required to:
   ● Complete any new Education Program requirements including additional coursework and field experience.
   ● Reapply for Student Teaching successfully completing the Stage 2 portfolio and interview as outlined at the time of their readmission.

21. In the semester prior to Student Teaching, Candidates will be required to complete Positive Behavior Intervention & Support training online (PBS) and provide a copy of the participation certificate for their personal file.

22. Candidates must complete a state and federal criminal background check as well as a child abuse/neglect form in the semester prior to their Student Teaching.

23. Candidates must complete a physical examination and TB assessment/screening in the semester before Student Teaching.

24. When the application for Student Teaching is filed and during the Stage 2 assessment process, the candidate must clearly state all areas for certification, i.e., secondary content adding Middle School certification, single or dual emphasis in middle grades, middle adding Elementary School certification. A Student Teacher cannot change the certification they are seeking during the Student Teaching semester or drop a certification.

When all criteria have been met, the candidate application will be presented to the Teacher Education Committee for approval. Applications for fall and Spring Student Teaching should be submitted to the Education Programs' Data Manager at least one year prior to the projected Student Teaching semester. Assignments for Student Teaching are the responsibility of the Director of Student Teaching and Clinical Practices. Student Teachers will be placed by the Director of Student Teaching in a cooperative effort with the local school district personnel and/or school principals. Contracts must be secured with the local school boards. Student Teachers may not secure their own placements with public school officials or individual classroom teachers. Student Teachers may not student teach in a school district in which a relative (i.e., mother, father, sibling, spouse, significant other, aunt, uncle, in-laws, etc.) is employed in a supervisory role at the district level. Student Teachers may be allowed to teach in a school in which a relative is employed provided the following conditions are met:
   ● The relative is not in the position of school principal, assistant principal, or another position with supervisory responsibilities over personnel in that school;
   ● Previous field experience placements in that school indicate that the Student Teacher has performed in an excellent manner with no difficulties arising;
   ● Approval by the school principal, district supervisor, LWC Director of Student Teaching and Clinical Practice and the Teacher Education Committee.
   ● A Student Teacher may not be placed for Student Teaching in a school where his/her child, sibling, other close relative, or significant other is enrolled. Secondary teacher candidates may not teach in the high school where they attended.

The Student Teacher should be aware that being admitted to Student Teaching does not guarantee the successful completion of Student Teaching. Student Teachers who do not pass the Student Teaching experience may reapply for Student Teaching to the Education Programs. Reapplication does not assure acceptance.

PRAXIS II

It is required that candidates pass all Praxis II exams in the candidates' Content area and PLT as required by the State of Kentucky for certification. This must be completed prior to Student Teaching to demonstrate the candidate's readiness for Student Teaching. Passing these exams is required by Kentucky in order to receive your provisional certificate for teacher after graduation. Any candidate who does not pass the Praxis II exams will not be allowed in Student Teaching without writing a letter to the department detailing a study plan on how the candidate will pass the Praxis II. The department head must approve of this plan.

Overview of the Student Teaching Program

PLACEMENT OF STUDENT TEACHERS

In placing the Student Teachers, several factors are taken into consideration. These are the Cooperating Teacher's qualifications, the level at which the Student Teaching experience is to be completed, placement policies established by the local TEC, and the areas of emphasis of a Student Teacher. The Director of Student Teaching, after conferring with the Education Director, also reserves the right to use professional discretion in placing the Student Teacher at a school of his/her choice.

PERSONNEL INVOLVED IN STUDENT TEACHING

The Student Teaching experience involves the efforts of many people, both at LWC and in the participating school districts. The role and responsibilities of each individual is delineated below:

1. **Education Programs Director:** The Education Programs Director serves as Chairperson of the Teacher Education Committee. He/She presents relevant information on all Student Teacher candidates to the committee and notifies the Student Teacher of the action of the committee. The Director has the authority to change or terminate the Student Teaching assignment. All requests for change must be directed to the Director of Student Teaching and be approved by the Education Programs Director.

2. **Director of Student Teaching:** The director is responsible for establishing the relationship between the college and the school district and provides liaison with the central office as required. The director is responsible for the assignment of Student Teachers. As the representative of the college, the director is also authorized to enter into written agreements (contracts), approved by the education division chair, with the school districts as specified in the state regulations.

3. **Teacher Education Committee:** Members of this committee include all members of the education programs at LWC, representatives of area school systems including at least one administrator and at least one classroom teacher, at least two members representing the College Arts & Sciences divisions, and one candidate selected by KEA-SP. This committee serves in an advisory capacity to the education programs. Other duties of the committee include acceptance of candidates into the Teacher Education Program and approval of all Student Teacher candidates.

4. **Registrar of the College:** The Registrar provides academic information during the students' application process, both into the Teacher Education Program and into Student Teaching. He/She works in coordination with the Education Programs' Data Manager, who serves as the Certification Officer, to determine eligibility.

5. **College Supervisor:** The college supervisor, a member of the education programs, maintains the primary contact between the college, the Cooperating Teacher, and the Student Teacher. The college supervisor visits the Student Teacher a minimum of four times (twice during each assignment) during the Student Teaching experience and meets for a conference with Student Teacher and/or Cooperating Teacher following each visit. The Supervisor may videotape the Student Teacher during one of his/her observations. It is not necessary for the supervising teacher to announce observation visiting times. The Supervisor will file an evaluation report for each visit as well as any other relevant documentation generated during the Student Teaching experience in the candidate's permanent file. In consultation with the Cooperating Teacher, the College Supervisor will determine the final grade for Student Teaching.

6. **Central Office of Participating School Districts:** A person designated by the central office will be consulted regarding Student Teacher placement. The college will provide the designated district office member with a list of Student Teachers to be placed within the system and discuss possible placements with

the staff members. In situations where the district office assigns the responsibility to the school principal, he/she is the contact person.

7. Building Administrator: The building administrator serves as a liaison between the college and the Cooperating Teacher regarding placement of the Student Teacher. The Administrator is encouraged to observe the Student Teacher as the schedule permits, and to include the Student Teacher in as many professional activities as appropriate.

8. Cooperating Teacher: The role of the Cooperating Teacher is the cornerstone of the Student Teaching experience. As the professional "on-site", the Cooperating Teacher takes the primary responsibility to provide the day-to-day experiences that make up the Student Teaching assignment. He/she regularly evaluates the progress of the Student Teacher through observation and reports the progress through regular conferences with the Student Teacher and the college supervisor. The Cooperating Teacher provides two formal evaluations by mid-term and two additional formal evaluations by the end the semester, which is returned to the college supervisor. At the conclusion of the Student Teaching experience, the Cooperating Teacher provides significant input regarding a final grade. The district and the LWC select teachers to be Cooperating Teachers who demonstrate the following: effective classroom management skills; best practices for delivery of instruction; mastery knowledge of the content knowledge or subject matter being taught; aptitude and ability to contribute to the mentoring and development of a pre-service educator; usage of multiple forms of assessment to inform instruction; and creation of learning communities that value and build upon students' diverse backgrounds. Prior to the Student Teaching placement, a Cooperating Teacher shall receive training approved by the EPSB and by the educator preparation institution which shall include the following components: basic responsibilities of a Cooperating Teacher; best practice in supporting the Student Teacher (co-teaching); and effective assessment of the Student Teacher.

9. Student Teacher: As the primary beneficiary of the Student Teaching experience, the Student Teacher is most responsible for the success of the experience. The Student Teacher participates in all activities expected of a classroom teacher, including extra duties, teacher's meetings, and professional activities where appropriate. The Student Teacher represents LWC and the school district during the Student Teaching experience and is responsible to all parties as outlined in this handbook.

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POLICIES AND PROCEDURES

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The Policies and Procedures of the Division of Education apply to all students who take courses in the education program including those courses designated as pre-entry or have been admitted to the program.   This includes students who take EDUC 2123, 2713, 3123, and 3143 without the intent of entering the program.   The Policies and Procedures include all those outlined in the Candidate Handbook, the Field Handbook, and the Student Teaching Handbook. Failure to comply to the approved policies and procedures of the Lindsey Wilson College Education Program, the Kentucky Education Professional Standards Board, or the Kentucky Department of Education can result in a reprimand, the consequences outlined in the policy, the need to drop the course where the violation occurred or, if more serious in nature, not being admitted to the program or being dropped from the program.

Class Absences
In keeping with Lindsey Wilson College policy, students are responsible for regular class attendance, in-class participation, and completion of assignments. In the Education Program students are expected to attend all class sessions and absences are counted. Absences from classes that meet one day a week will count as three class absences since the session is credited for three class periods. Excessive tardiness especially those students who habitually arrive to class late, can result in being counted absent from the class. If an emergency arises, the student must make every effort to notify the instructor prior to class through email or by calling if during regular office hours.

Students will only be allowed to make up work or tests from missed classes if the absence is excused. Excused absences include doctor appointments, funerals for immediate family, or valid emergencies. In order to have an absence excused the student must submit a signed excuse from the physician or bring proof of the emergency. This should be submitted to the instructor on the day the student returns to class. Missing class or arriving late because of taking a test in another course will not be excused unless the request is submitted to the instructor for prior approval. The approval is at the discretion of the instructor. Completion of field hours **is not** an excuse for missing an education class or any other class. Field hours are assigned early enough in the semester and at times when no classes are scheduled. Work is also not a valid excuse for missing classes.

According to College policy absences for scheduled, authorized obligations (e.g., athletic events, choir tours, field trips in other classes, etc.) are not counted as class absences. In order for these to be excused the student must notify the instructor prior to the absence. Students are responsible for completion of missed class work due to an authorized absence within a reasonable (defined by instructor) length of time. Participation in extracurricular activities (intercollegiate athletics in particular) place additional demands and responsibilities on students and therefore requires that any additional absences may jeopardize the course grade.

When a pattern of excessive absence, tardiness, or other unsatisfactory performance occurs, the instructor will take one or more of the following actions:
- Request the student make special arrangements to improve his or her performance (e.g., meeting with a tutor);
- Enter the student in the Starfish System, a system in which the student's instructor, academic or freshman advisor, Academic Affairs office, Student Affairs office, and coach (if the student is an athlete);
- Place the student on attendance probation, whereby an additional unexcused absence would result in a grade of F for the course; and
- Contact the student's parent(s)/legal guardian about continuing problems if the student has given written permission for contacts.

Cell Phone Policy
No cell phones are to be visible or turned on in public school classrooms including all clinical field experiences, practicum, and student teaching.   If the cell phone is to be used for legitimate instructional purpose such as students responding on a website, used as a timer, or used as assessment (clickers), it must be written as part of the lesson plan and approved by the cooperating teacher.
The Education Division will adhere to the Lindsey Wilson cell phone policy for college classrooms that states "Student cell phones will be off during class time unless prior arrangement is made with the instructor. All cell phones must be put away during the class period. "Violation of LWC policy will be grounds for dismissal from class. Education instructors may impose additional cell phone policies and note these in their course syllabi. Any requests to keep the cell phone on but silent and not visible, such as family or medical emergencies, must be given prior approval by the classroom instructor.

Audio and Video Recordings
Any recording of class sessions, group information meetings offered by the Education Division, meetings with advisers or individual instructors, Stage interview sessions, or meetings with education faculty are not to be recorded either through audio or video. If there is a valid reason for recording, this request must be made prior to the meeting and have approval from all participating parties. Any meetings involving discussion of public-school students or situations in the public schools may not be recorded because of FERPA and privacy issues.

Privacy Policy and Social Media
Students cannot disclose information or incidence that occur in the public schools, classrooms, or clinical situation either through personal interaction or social media with friends and family. This includes any private meetings with P-12 faculty or administration. Avoid posting any school information, student information or education division information on social media including Facebook, Twitter, Instagram, and similar forms of

social media. This does not include general school announcements from authorized school officials to the general public.   The policy is supported by KY Code of Ethics and FERPA regulations for student / faculty privacy.

Interactions with P-12 Students and Teachers
Lindsey Wilson College education students are in the schools as guests of the school system. The school is a work place for teachers and administrators, as well a safe learning environment for students. It is not a forum for socialization with teachers and / or students. Education students will not be placed in schools where immediate family members are present in order to avoid conflict of interest. Education students who are placed in a school for field / clinical experiences, especially for student teaching, will have no social contact with P-12 students in the school they meet initially during the field experience. All interaction should relate to classroom work or extracurricular assignments. All interaction with students must take place on school grounds and be supervised by school personnel. In those field experience situations where teacher candidates have previous social contact with teachers and students, the candidate must use their best judgment in social interaction.
 During hours when completing the field experience, the candidate must maintain professional conduct in all interactions with P-12 students and teachers. During the student teaching semester, teacher candidates must avoid socialization, interaction through social media, and transporting by car all P-12 students in the school to which they are assigned.

Teacher education candidates must respect the work environment and maintain professional interaction with P-12 teachers. Teacher education candidates must avoid initiating inappropriate or excessive contact with faculty in the schools where they are assigned.

Incomplete Field Observation Hours
Students will not receive credit for field hours until all hours have been uploaded and entered in the KFETS database and approved by the LWC course instructor. Failure to upload all field hours in KFETS will result in an F grade for the course. The Coordinator of Field Placements must place students for additional hours.

The Student Teaching Experience

Student Teaching is a 70-day teaching experience (minimum) for the following programs:
- Secondary Education for 8-12 students;
- Middle School Education for 5-9 students;
- Elementary School Education for P-5 students;
- P-12 Art Education;
- P-12 PE & Health.

All programs except single major Middle School Educators and Secondary Education 8-12 have split placements during the clinical semester. During this time the Elementary P-5, Art P-12, and Health/Physical Education P-12 Student Teachers will complete two separate Student Teaching experiences at different grade levels. Middle School 5-9 with two areas will complete two separate experiences in both content emphasis areas. The 8-12 Student Teachers will normally have only one placement for the entire semester. In the event a candidate is majoring in two program areas such as Middle and Secondary grades, two placements, one in each level, will occur. This is a requirement for certification.

Student Teachers (P-5, 5-9, P-12) will complete placements in two different school districts unless extenuating circumstances exist. Such placements will be determined by the education committee. Secondary candidates will not be placed in the school from which they graduated. The Director of Student Teaching, after conferring with the education division chair, also reserves the right to use professional discretion in placing the Student Teacher at a school of his/her choice. The ratio of Cooperating Teacher to Student Teacher will be one-to-one.

Throughout the semester, the Student Teachers will meet once a week, for seminars, with their supervising teachers at LWC. The time and date for these seminars will be announced at the beginning of each term. The Student Teacher and the school districts will be notified before the Student Teacher reports to begin the teaching experience.

PROGRESSION OF STUDENT TEACHING

It is expected that Student Teaching will take place in organized, progressive steps. While the following provides an outline, it is recognized that each experience must be adjusted to the needs and abilities of each individual Student Teacher. The Student Teacher will attend the Cooperating Teacher Orientation Dinner with his/her Cooperating Teachers. This meeting is an opportunity for the Cooperating Teacher and the Student Teacher to clarify expectations.

During the first week of Student Teaching, it is expected that the Student Teacher will become familiar with the new school and classroom as an active participant observer. This includes the co-teaching strategies of One Teach, One Observe and One Teach, One Assist. The Student Teacher should develop seating charts, keep journal entries, and prepare to take a larger role at the school during the initial week. As the Student Teacher becomes more familiar and comfortable with the classroom routine and has a clear understanding of the expectations of the Cooperating Teacher, the Student Teacher should assume full co-teaching responsibilities. This means the teacher candidate takes an active teaching role in the full instructional day, while progressively adding classes to teach.

Normally, by the beginning of the fourth or fifth week of the program, the Student Teacher should be ready to assume complete responsibility for the school day. It is expected that a Student Teacher will complete a minimum of two full weeks of "solo/co-teaching" in each placement for P-5, 5-9, P-12 Physical Education or P-12 Art Education. Four weeks of "solo/co-teaching" is required for secondary students. Co-teaching strategies can be used throughout the Student Teaching experience including during the solo teaching period. The Student

Teacher must clearly understand that assuming responsibility in a classroom is a decision that is made cooperatively between the solo/co-teaching and the Student Teacher.

INSTITUTIONAL POLICIES REGARDING STUDENT TEACHER

The following are policies developed by the Education Programs at LWC. The Student Teacher should be thoroughly familiar with these policies before beginning Student Teaching:

1. **Fee:** Candidate will be charged $155.00 Student Teaching fee / $38.00 for criminal background check / $10.00 for neglect check / $30.00 for KEA-Aspiring Educators

2. **Professionalism**: The Student Teacher is a representative of LWC and a guest in the classroom; as such, the Student Teacher is expected to act in a reasonable and professional manner at all times. The College expects a level of performance and sense of responsibility commensurate with those claiming membership in the education profession. The Student Teacher should be cognizant of the fact that he/she is a representative of the school district in which he/she is working and should understand and adhere to the expectations of the community and college in regard to appropriate dress and grooming, smoking on the school grounds, and social behavior.

   When in schools the Student Teacher is a professional educator. He/she is expected to dress and act professionally at all times during the Student Teaching experience in compliance with the Education Programs guidelines. Examples of inappropriate dress may include, but is not limited to: (a) bare midriffs or bare lower backs; (b) visible body piercing(s); (c) visible tattoos; (d) shirts without sleeves or collars for men; (e) shorts; (f) men not wearing belts or socks; (g) gang associated attire such as 'color' bandannas or 'sagger' pants; (h) caps or hats; (i) jeans; (j) t-shirts with logos; (k) any attire that is too short, tight or revealing; (l) any look, style, or dress that disrupts the school process; (m) hair styles that are extreme, dirty, or unkempt; or (n) any modeling of looks or attire, including clothing and accessories such as jewelry and shoes, that is deemed inappropriate by the school or school district. Inappropriate dress could result in the Student Teacher's removal from Student Teaching. Good hygiene is also a sign of professionalism and Student Teachers will be notified if personal grooming interferes with their performance in the classroom. In summation, the Student Teacher should be sensitive to the social norms of his/her placement school(s) at all times.

   Confidentiality is a key component of professionalism. Discussion of students or school affairs with individuals other than the Cooperating Teacher and approved parties is not acceptable. Student Teachers must be careful in what is said to and about students in public places within the school and community. Breach of confidentiality is a violation of the Code of Ethics. Student Teachers should also avoid involvement in gossip with faculty, parents, students, or persons outside the school related to students, school personnel or school affairs.

   Cell Phone Policy: No cell phones are to be seen or heard in public school classrooms including clinical field experiences, practicum, and Student Teaching. If possible, they should be turned off. If the cell phone is to be used for legitimate instructional purposes such as students responding on a website, used as a timer, or used as assessment (clickers), it must be written as part of the lesson plan and approved by the Cooperating Teacher. The Education Programs will adhere to the LWC cell phone policy for college classrooms that states "Student cell phones will be off during class time unless prior arrangement is made with the instructor. All cell phones must be put away during the class period. "Violation of LWC policy will be grounds for dismissal from class. Education instructors may impose additional cell phone policies and note these in their course syllabi. Any requests to keep the cell phone on but silent and not visible, such as family or medical emergencies must be given prior approval by the classroom instructor.

3. **Attendance:** The Student Teacher should be in his/her assigned school classroom at the time designated by the Cooperating Teacher and/or the Building Administrator. Tardiness is not acceptable and may result in poor evaluations. The Teaching Candidates should remain for a minimum of thirty minutes after the closing of school or until all assigned duties are completed. On days when there are meetings, school activities, or professional development that the Student Teacher is to take part in as part of the placement, he/she will be expected to stay until completed. The Student Teacher is expected to have perfect attendance. If a Student Teacher is absent, he/she is required to notify the school and the college supervisor as soon as possible, but no later than the official beginning time of the school day.

   Any unexcused absence, or the failure to notify the appropriate people of an absence in a timely fashion, can lead to immediate dismissal from the Student Teaching program. All absences will be made up during the second placement. Excessive tardiness may also result in dismissal.

   Should a special circumstance arise that requires extensive absence, the college supervisor, building administrator, and the Cooperating Teacher will meet with the Student Teacher to determine appropriate action to be taken.

4. **Lesson Plans:** A copy of detailed lesson plans is due at weekly seminars at LWC one week in advance. This requirement will be suspended once the Student Teacher demonstrates to the supervising teacher the ability to advance plan and prepare proper lesson plans according to LWC format. The abbreviated lesson plan format may be used once approved by the supervising teacher. It is expected that lesson plans will be prepared for all lessons taught and, as always, should be discussed and approved by the Cooperating Teacher before the lesson is taught. All official evaluation observations and the unit lesson plans must be submitted in the full lesson plan format, however. In either event, if the Student Teacher does not perform as expected, the full lesson plan requirements may be again required. During the Student Teaching experience, it is required that the Student Teacher participate fully in all activities at the school. This will include, but is not limited to, extracurricular activities, parent-teacher conferences (if appropriate), parents' night or PTA activities, bus duty, and professional or in-service activities. While Student Teaching, the Student Teacher will follow the calendar and vacation schedule of the school district.

5. **Change of Placement:** If the Cooperating Teacher is unable to perform the supervisory function, the Student Teacher will notify the Director of Student Teaching. The director will meet with the appropriate district official, and another placement will be made. The Student Teacher must understand that if there is a delay in finding a placement, the Student Teaching experience could be extended.

6. **Remuneration While Student Teaching:** No Student Teacher may receive monetary compensation for any classroom instruction or for performing any other duties at the assigned school. *(Addendum: State level waivers take precedence over EPP Policy)*

7. **Substitute Teaching:** The Student Teacher cannot serve as a substitute teacher. The Student Teacher is permitted to assume teaching responsibilities only if there is a certified teacher present in the classroom. *(Addendum: State level waivers take precedence over EPP Policy)*

8. **Transporting Pupils:** Transportation of the pupils from the school shall not be provided in automobiles belonging to or driven by Student Teachers as part of the Student Teaching experience.

9. **Transportation to and from clinical placements (and associated costs) is the sole responsibility of the student candidate.**

10 **Termination of the Student Teaching Assignment:** There are times when it is in the best interest of the public school system and LWC that a Student Teacher is removed from the classroom prior to his/her

completion of Student Teaching. The director of Student Teaching, college supervisor, Cooperating Teacher, and the principal of the school must be in agreement that this is the proper thing to do. (See Termination of the Student Teaching Assignment).

11 **Taking Courses While Student Teaching:** Because of the nature of Student Teaching, Student Teachers may not take any courses while completing Student Teaching without official approval from the Teacher Education Program.

12. **Employment While Student Teaching:** LWC's commitment to Cooperating Teachers is that Student Teachers will be available on a schedule that corresponds with "regular" teaching days including but not limited to early arrival, after school and evening school functions, faculty meetings, parent conferences, and in-service/professional development functions. Due to this commitment, it is highly recommended students not work a "second" job. The recommendation of the Teacher Education Program is that Student Teachers not work more than twenty (20) hours per week during the Student Teaching semester.

13. **Civil Cases**: If a Student Teacher is requested by his/her Cooperating Teacher, school principal, or any other school staff member to take action in a civil case against a student in the cooperating school in any way, the Student Teacher should immediately request a conference to include the building administrator, the Cooperating Teacher, and the LWC Director of Student Teaching. No Student Teacher should sign any legal documents pertaining to civil action in a cooperating school until after this meeting is held.

14. **Leave of Absence:** Students who contemplate leaving Lindsey Wilson College voluntarily and who anticipate that they will not be able to return *the semester following their withdrawal* are encouraged to file for Leave of Absence (LOA) of up to two semesters. If unable to return at the end of the first semester on a LOA, a student on LOA may make application for continuation by writing or calling the Academic Affairs Office. The LOA assures re-admission without further paperwork or review by the Admissions Committee and the ability of the student to continue under the terms of the academic requirements that applied at the time the LOA was granted. At any time after returning to full-time status, a student who has been on LOA may opt to study under the terms of a later catalog. The Leave of Absence application is available in the Registrar's and Academic Affairs Offices and must be approved by the Vice President for Academic Affairs.

15. **Withdrawal from the College:** A student contemplating withdrawal from the College should first consult with his or her advisor. If after advisor consultation the student still wishes to withdraw, he or she must contact the Academic Affairs Office or the Vice President for Student Services & Enrollment Management to complete an official Withdrawal form. A student withdrawing from the College before the end of a semester or module forfeits credit for work done in that semester or module. Students who need to withdraw from all their courses should refer to the Withdrawal Refund Policy located in this catalog.
   ● Withdrawal from the College is not permitted during the last 30 days of the semester.
   ● Students who do not complete the withdrawal process as stated above may receive grades of F in all courses in which they were enrolled. These Fs may result in loss of eligibility for financial assistance, whether at Lindsey Wilson College or another institution to which the student transfers.
   ● Proper withdrawal from the College is important!

16. **Criteria for the Outstanding Academic Achievement Awards in P-5, 5-9, 8-12, P-12 P.E./Health, & P-12 Art Education:**

The following criteria will be used to identify Student Teachers who are eligible for the Outstanding Academic Achievement Awards:

A. Performance as a Student Teacher
    1. Classroom management skill
    2. Use of variety of teaching techniques

B. Contribution to LWC
    1. Leadership roles (especially KEA-Aspiring Educators)
    2. High regard for LWC
C. Relationship with peers and faculty
    1. Cooperation in class
    2. Genuine professional attitudes
    3. Leadership roles in education at LWC

*Awards will be given at the discretion of the Education Programs.

EVALUATION AND GRADING DURING STUDENT TEACHING

The purpose of evaluation is two-fold: (a) to provide the Student Teacher with a realistic assessment of his/her potential as a teacher, and (b) to identify weaknesses that need improvement to enhance the Student Teacher's ability as a teacher. Although there are formal times for evaluation, the evaluation should be an on-going process. Student Teachers should actively seek opportunities to meet with the Cooperating Teacher and evaluate each lesson taught.

A minimum of two persons will evaluate the Student Teacher during the Student Teaching experience — the classroom (cooperating) teacher and the college supervisor. The classroom (cooperating) teacher will complete two formative evaluation forms by the mid-term point and one formative and one summative by the end of the placement. The secondary Cooperating Teacher (s) will complete four formative evaluations and one summative evaluation. The college supervisor completes an observation form during each of the four visits to the classroom.

During the mid-term and final evaluations, the Student Teacher should expect to meet with the classroom (cooperating) teacher and review the evaluation form before it is delivered to the college. The Student Teacher will have an opportunity to comment on the evaluation and discuss the classroom (cooperating) teacher's evaluation. This discussion is not an opportunity for the Student Teacher to provide editorial comments on the classroom (cooperating) teacher's performance.

The college supervisor will observe the Student Teacher a minimum of two times during each placement and complete an observation form (4 total observations for all students). Prior to the visit, the supervising teacher will check the lesson plans for thoroughness and appropriateness. Meetings with the college supervisor will take place following each observation.

During this debriefing, the college supervisor will review the Student Teacher's performance and may make recommendations; at the end of the meeting, the supervisor will indicate a measure of performance, according to the scale utilized. A copy of each observation will be placed in the Student Teacher's portfolio.

In determining the final grade, the evaluation forms of the Cooperating Teacher and the college supervisor will be utilized. Also considered in the final grade are performance assessments as indicated in the syllabus (e.g.: Unit, Leadership Plan, PGP, Lesson Plans, Reflections, all paperwork, etc.).

To be considered successful in Student Teaching, it is expected that there are no unacceptable holistic standard scores and only a minimal number of acceptable standard holistic scores. It is expected that the Student Teacher will achieve primarily target and exceeds target holistic standard scores.

REQUIRED KEY ASSESSMENTS FOR STUDENT TEACHING

The Student Teacher will be required to complete the following Assessment Items, as well as other assignments as indicated in the syllabus:

1) 10-day Instructional Unit
2) Leadership Plan/ Professional Involvement
3) Professional Growth Plan
4) Ethical Reasoning Case Study

THE INEFFECTIVE STUDENT TEACHER

While the college places only those LWC Student Teachers who demonstrate the potential to successfully complete Student Teaching, occasionally a Student Teacher will falter, and his/her performance will be below standard. This Student Teacher is normally identifiable early, may need more assistance, and may not be ready to manage and facilitate learning in a solo setting according to the recommended timeline schedule.

If a Student Teacher is identified as ineffective or marginal, steps will be taken by the Cooperating Teacher and the supervising teacher to decide if the candidate can continue in the same placement with a remediation plan. If continuation is appropriate, the Student Teacher, the Cooperating Teacher and the supervising teacher will develop a remediation plan using the LWC Remediation Form. If the remediation procedure does not successfully resolve the problem during the designated time period, the Student Teacher may be removed from the current placement and either assigned to a mentoring/remediation teacher or removed from Student Teaching. For removal from the placement, agreement among the Cooperating Teacher, principal, supervising teacher and Director of Student Teaching is necessary. Due process will be followed at all times if the Student Teacher is to be removed from Student Teaching.

REMEDIATION OUTSIDE THE NORMAL STUDENT TEACHING PLACEMENT

The supervising teacher, Education Programs Director, and the Director of Student Teaching will decide if the candidate should be placed with a remediation teacher (not part of Student Teaching) or if the Student Teacher should be totally removed from the Student Teaching experience.

If a remediation placement is appropriate, the director of Student Teaching will attempt to secure a remediation placement for the Student Teacher. Prior to placement, the Student Teacher, the mentoring/remediation teacher, the school principal, and the director of student teaching will meet to collaboratively develop a remediation plan, using the LWC Remediation Form. The specific information in the form will identify: (a) areas of needed improvement; (b) specific strategies for implementation; (c) expectations or specific outcomes desired; (d) the person responsible for validation of the outcomes for successful completion of the placement; (e) a timeline; (f) consequences of unsuccessful completion of those expectations and requirements; and (g) options for the Student Teacher. The date and signature of the Student Teacher, mentoring teacher, school principal, and the director of student teaching shall also be added to the form. Copies of the plan will be distributed to the Student Teacher and other persons involved in the remediation process. Weekly remediation reports will be provided to the director of Student Teaching and the school principal regarding the Student Teacher's progress toward reaching the goals of the remediation plan.

A professional growth plan (PGP) will be developed by the Student Teacher and the mentoring teacher. The PGP, which becomes an integral part of the Remediation Plan, is submitted for approval to the school principal and the director of Student Teaching in no more than 5 school days.

If the remediation plan and Student Teaching extend beyond the current semester, an "Incomplete" will be assigned until the completion of the Student Teaching experience. The Student Teacher will pay the stipend of the Cooperating Teacher(s) for one or both placements.

If the remediation plan does not result in successful performance, the decision to terminate the remediation placement will be made based on input from and discussions with the mentoring/remediation teacher, principal, and director of Student Teaching. Upon termination of the placement, the Student Teacher will be given a failing grade for the Student Teaching experience and advised of available options. Due process will be followed at all times if the Student Teacher is to be removed from Student Teaching.

If the Student Teacher candidate applies to retake Student Teaching, he/she must petition the education faculty requesting another opportunity. If an opportunity is granted, additional remediation in the Student Teacher candidate's areas of weakness will be recommended by the director of clinical practice in consultation with the education division faculty. A written plan for remediation, with requirements for documentation, will be outlined. This documentation must accompany the Student Teaching application when the Student Teacher candidate reapplies. The Student Teacher candidate will be given no credit for any of the previous Student Teaching and must meet current admission requirements at the time of re-application. The Student Teacher candidate must register in Student Teaching following the normal registration process, paying the normal enrollment fees and Student Teaching costs.

Removal from Student Teaching into a remediation placement is an option on only one occasion. Subsequent ineffective or marginal performance during Student Teaching will result in removal from Student Teaching and the Teacher Education Program. Due process will be followed at all times when a Student Teacher is to be removed for Student Teaching.

TERMINATION OF THE STUDENT TEACHING ASSIGNMENT

The college places only those LWC candidates who complete the Stage 2 assessment process and who, in the professional judgment of the education faculty and Teacher Education Committee, will have the potential to successfully complete Student Teaching. While the college and the Cooperating Teacher(s) will provide support to the Student Teacher and serve as a resource for him/her, successful completion of Student Teaching is the responsibility of the Student Teacher.

There are times when it is in the best interest of the teacher, the public school system and LWC that a Student Teacher be removed from the classroom prior to the completion of the Student Teaching. A placement will be terminated if the Student Teacher's actions: (a) threaten the quality of the education in the classroom; (b) threaten the health and safety of the classroom students; (c) defy or break college, public school/district policies; and/or (d) break the OLEO Code of Ethics.   Other potential actions that can result in termination include: (e) preparing unacceptable lesson plans; (f) delivering unacceptable lessons; (g) unacceptable classroom management; (h) unacceptable interaction with and unacceptable communication with others in your placement schools; (i) not in attendance for extra duties that your Cooperating Teacher performs (bus duty, faculty meetings etc.); (j) lack of promptness and attendance at work; (k) lack of promptness in submitting lesson plans; (l) lack of promptness in returning graded papers; and (m) not interacting with and unacceptable communication with LWC representatives. The director of Student Teaching and clinical practice, the college supervisor, the Cooperating Teacher, and the principal of the school must be in agreement this is the proper thing to do. Written documentation must accompany any request for removal. These requirements are absolute expectations and requirements for all professional educators.

It should be further understood that if a "Code of Ethics" violation occurs or if the Student Teacher is removed from the school setting by the school principal, the warning steps are negated.

Formal procedures to terminate a Student Teaching assignment shall begin with the Director of Student Teaching, who must inform the Student Teacher, in writing, the date the Student Teaching experience will end, and the specific reasons for such actions. Copies of the letter shall be sent to the college supervisor, the Cooperating Teacher, the principal of the school, the Education Programs Director, and the Vice President for Academic Affairs.

A Student Teacher who believes the decision to have his/her Student Teaching experience terminated did not follow proper education programs policy or procedure may appeal in the following manner:

<div align="center">

DUE PROCESS POLICY
For Student Teachers Whose Student Teaching Experience has been Terminated

</div>

<u>Who is eligible to appeal</u>: A Student Teacher whose Student Teaching experience has been terminated.

<u>Grounds for appeal:</u> The Student Teacher can appeal on the basis of violations of education programs policy or procedure that resulted in a decision that the Student Teacher believes was inaccurate.

<u>Procedure for appeal:</u>
a. Following the receipt of the Student Teaching termination letter, Student Teachers who wish to appeal will inform the director of clinical practice, in writing within three school days. The appeal letter must state specifically what part(s) of policies or procedures of the termination process has been violated. Only issues raised in the appeal letter will be considered by the Appeals Committee.
b. The Director of Student will forward the appeals letter to the Director of Education Programs. The Director will then forward the letter to the Appeals Committee within two school days.
c. The Appeals Committee will meet with the candidate, normally within five days of receipt of the appeals letter. The Appeals Committee consists of the candidate's adviser, the VP for Academic Affairs, a Student Government President or designee, and the Education Programs Director. The director of Student Teaching and/or Supervising Teacher may attend the meeting as a non-voting member.
d. Testimony during the appeals meeting must address only issues raised in the appeal letter. The candidate is entitled to have a campus representative present, however, only the candidate, school principal or designee, and employees and students of LWC may provide testimony. Testimony is recorded and all information is confidential. The candidate and members of the Appeals Committee may question anyone making statements to the appeals committee. If further investigation is needed, the appeals meeting will recess until the appeals meeting can reconvene.
e. Following the meeting, members of the Appeals Committee will meet in private to determine if the allegations were adequately investigated or if the original judgment was arbitrary. Once the investigation is judged complete, the appeals committee will render a decision by majority vote. This decision will be written by a member of the Appeals Committee based on written and oral testimony and will be sent by certified/registered mail to the candidate within three school days or as soon as possible. A copy of the appeal and decision must be forwarded to the Education Programs Director and the candidate's adviser.

Success in Student Teaching

Student Teachers are about to embark on one of the most significant professional experiences of their educational career. As Student Teachers, they will be afforded the opportunity to practice the theory and skills they have acquired during their college career. Student Teaching is a challenging, broadening experience. How challenging and how broadening the experience is depends upon them, for they are the first and foremost responsible for the quality of their own Student Teaching experience.

This section of the handbook has been designed to assist them in making their Student Teaching experience as rewarding as possible.

PREPARATION FOR STUDENT TEACHING

Preparation is the key to success in Student Teaching. This preparation involves not only the organizing of teaching materials, but also the organization of life circumstances so that nothing detracts from the Student Teaching experience. The following may assist the Student Teacher:

1) Successful Student Teaching is an all-consuming task. While Student Teaching, other activities should be curtailed. If at all possible, a Student Teacher should not be employed more than 20 hours during the Student Teaching experience.
2) All arrangements for outside concerns should be made well in advance of the Student Teaching experience. This would include such items as childcare and transportation.
3) Prepare for the initial meeting with the Cooperating Teacher. Questions dealing with the teacher's philosophy of teaching, of Student Teaching and of discipline, hours that teachers are expected to be in the building and classroom routine are all appropriate.
4) The Student Teacher should plan to arrive at the school early enough each day so that he/she has time to organize the day and the classroom. The early morning is a good time to review the lessons for the day and to adjust for any contingencies.
5) The Student Teacher should remain at a school a minimum of thirty minutes after the closing of school to review and assess the day. Notes regarding the material presented and the success of the methods used to be made. This is an excellent time to meet with the Cooperating Teacher to "sum up the day's events."
6) Lesson preparation should be thorough and done at least one week in advance of the presentation. All materials required for each lesson, including completed assessment should be noted and accumulated as part of the preparation process.

CHECKLIST FOR PREPARATION FOR STUDENT TEACHING

_____ 1. Have I spent the required number of hours of pre-Student Teaching conferences with my Cooperating Teacher(s)?

_____ 2. Does my Cooperating Teacher have a copy of the LWC Student Teaching Handbook?

_____ 3. Have I explained to my Cooperating Teacher(s) the requirements and expectations of LWC for "me" as a teacher?

_____ 4. Have I discussed the LWC Student Teaching Timeline with my Cooperating Teacher(s)?

_____ 5. Have I discussed the procedures that should be followed when I cannot report to school? Including plans for lessons I am scheduled to teach?

_____ 6. Where do I park my car?

_____ 7. What is the Cooperating Teacher's daily schedule?

_____ 8. What non-teaching responsibilities (e.g., hall duty, cafeteria duty, bus duty, etc.) does the Cooperating Teacher perform and that I will be expected to do?

_____ 9. What format is followed by the cooperative teacher in lesson planning? Are these the same procedures expected of the Student Teacher?

_____ 10. What are the school resources and policies/procedures for using copying machines, overhead projectors, computers, digital cameras, DVD players and other technological equipment?

_____ 11. What texts/instructional materials will I be using?

_____ 12. What is my Cooperating Teacher's philosophy of education and/or instruction?

_____ 13. What is my Cooperating Teacher's classroom management system? And does my Cooperating Teacher expect me to follow the system or develop my own?

_____ 14. How does the school report student progress to parents?

_____ 15. What methods does my Cooperating Teacher use in evaluating students? And what records must be maintained?

_____ 16. What special services, (reading, special education) are available to students in the class? And which students are involved?

_____ 17. When are faculty meetings?

_____ 18. What in-service activities will my Cooperating Teacher be doing this semester in which I can be included?

_____ 19. What procedures should be followed when the Cooperating Teacher is absent? Will the substitute take charge of all the classes?

_____ 20. What procedures are followed in emergencies? (Fire, Bomb threat, Tornado, Medical emergencies, Other)

_____ 21. What are the first-aid procedures that teachers may employ?

_____ 22. What are the school policies regarding the dispensing of medicine to students?

_____ 23. Have I reviewed a copy of the Policy Manual for teachers in my school?

_____ 24. Have I reviewed a copy of the Student Handbook for my school?

_____ 25. Have I arranged to attend a School-Board meeting?

_____ 26. Have I arranged to attend an SBDM meeting for my school?

_____ 27. What will be the Student Teacher's first teaching responsibility?

_____ 28. What procedures will the Cooperating Teacher use in assessing and reporting my progress?

INTERPERSONAL SKILLS

The Student Teaching experience requires working with a wide range of people. To a large degree, the success of Student Teaching is his/her ability to "get along with people."

The following may be helpful to remember:
1) A teacher must be enthusiastic. In order to "infect" the student with the joys of learning, the teacher must provide an environment where the student can be caught up in the excitement.
2) Suggestions offered by the Cooperating Teacher should be accepted and acted upon; seek the advice of the Cooperating Teacher.
3) The best way to deal with people is to be honest and open at all times.
4) Making observations and comments about other people's teaching are not appropriate for a Student Teacher.
5) Discussing sensitive issues related to the school or the school district, or an individual student is inappropriate.
6) A willingness to take responsibility and to assist the Cooperating Teacher will be appreciated greatly.
7) Students should be treated fairly and with respect at all times.
8) Showing interest in the out-of-class activities of the students helps the teacher build a rapport.
9) Lecturing fellow teachers on pedagogical success and educational theory may be viewed as "showing off."
10) Becoming involved in another teacher's personal problems or in politics may cause the Student Teacher to lose focus on the primary objectives of Student Teaching.

COMMON SENSE RULES FOR SUCCESSFUL STUDENT TEACHING

1. Learn each student's name immediately. Anonymity gives a sense of security to misbehaving students.
2. Begin your lesson promptly. Show the students how important it is to be on time. Plan lessons so that there are no long periods of unoccupied time.
3. Establish standards of conduct in the classroom. Reinforce the standards as often as necessary.
4. Establish standards of performance. What is exceptional work, what is good work, and what is poor work should be clearly defined.
5. Stay alert to what is happening in the classroom.
6. Praise each student regularly.
7. State expectations and assignments clearly. If more than one or two students have a question about the assignment, it may help to rephrase the assignment so that it is clearer.
8. Insist that the students be quiet when someone is speaking. The teacher should never speak over noise.
9. Identify activities that are different and that allow all children to participate.
10. Do not force a confrontation in front of the class. Meet with the student individually.
11. State clearly the logical consequences of a child's action. Act on that statement. Be consistent in carrying out the consequences.
12. Use praise to modify behavior. Give examples of positive behavior to students who are "acting out."
13. Be flexible. Adjust the lesson/day to accommodate unexpected events. Always be alert to the unplanned learning experience.
14. Always remember that teaching is an interactive process. Just because the material was presented does not mean that it was learned.

15. Have fun! If you are not enjoying what you are doing, it will certainly be reflected in your attitude toward the students. If the Student Teaching experience is no fun, perhaps you need to rethink your career choice.

PLANNING LESSONS

Kentucky Department of Education defines planning as "that domain of teaching in which teachers formulate a course of action for carrying out instruction over a school year, a semester, a week or several weeks, a day or a lesson. Decisions made by the teachers as they plan for instruction have an influence on all aspects of ... classroom behavior and, consequently, on the nature of the learning outcomes that result from instruction."

Well planned lessons, therefore, are a key part of Student Teaching. All lessons should be developed and planned well in advance, and always within the context of the larger unit of information covered during the school year. Although a Student Teacher may feel he/she can "wing today's activities", without a coherent, cohesive plan, the educational objectives of the class cannot be met.

In planning lessons, several formats may be used. However, all plans should include the following, and the college supervisor will look for these components when reviewing the lesson plans. (See Appendix A)
1) **Content Coverage:** These are teacher decisions about the subject matter to be taught during a given segment of instruction. Within this content coverage portion, the teacher identifies the skills, concepts, facts, rules, principles, laws or value statements to be taught. The materials are then evaluated to determine its appropriateness based on an analysis of timelines, learner state, or any other relevant factors. From this, the teacher is able to develop one or more unified objectives. The teacher then separates the content to be taught into distinctive elements or parts, such as concepts and their examples, or skills and their consequential steps, and then determines the order for presentation of the material. If an instructional unit is being prepared, the teacher identifies the length of time it will take to cover the material planned.
2) **Utilization of Instructional Material:** After the teacher has identified the topic to be taught, the next step is to identify the material to be used to present the lesson. These materials include textbooks, visual aids, or any other material the teacher deems appropriate. The teacher reviews the relevant materials and determines those materials most appropriate for meeting the needs of the learners. The teacher then ensures that the materials are available for use at the appropriate time.
3) **Instructional Activity:** During this phase of preparation, the teacher specifies what he/she and the students are able to do during the lesson. After identifying the activity, the teacher will then cite an order or pattern for the series of activities. This includes specifying the steps to be taken in the presentation, identifying how materials will be used and explain how the students will participate in the activity.
4) **Goal Focusing:** After identifying the material to be covered and the materials and methods to be used, the teacher then returns to the objective stated in part one. A check is made to determine if the activities/methods identified will meet the educational goal.
5) **Diagnosis:** As part of the planning process, the teacher should take into account the learner — his/her needs, abilities, background and preparation. The teacher matches the activities planned with the learner's ability to complete the task successfully and meet the educational goal as stated.

As a final activity, the teacher will evaluate the lesson after it has been presented and determine if the educational objective, as stated, was met. This information will then be synthesized into the planning process to ensure that all educational goals are met.

NEED HELP?

There may be times when the Student Teacher feels they need help during Student Teaching. There are many people who are available to assist them; however, it is important to realize that certain people can accomplish certain tasks; therefore, Student Teachers should keep the following in mind:
1) The **Cooperating Teacher** is the best resource for all of the concerns related to the teaching activity. As the on-site supervisor, he/she can provide the best insight into the children's needs, the methods of

handling the class, the specific material to be covered in the lessons, and the rules and regulations of the school. As a professional in the educational field, the Cooperating Teacher may also be an excellent resource when thinking about future goals and aspirations.

2) The **college supervisor** is the person who provides back-up information regarding the teaching activity. When the supervisor visits, he/she will not only provide advice with regard to the Student Teacher's progress in Student Teaching, but also provide suggestions or alternatives to enhance the Student Teacher's teaching style and methodology. The college supervisor is the best resource for concerns that involve the Student Teaching placement, the Cooperating Teacher, other teachers at the school, or the principal. **No Student Teacher should speak in a critical manner to or about a member of the school community.**

3) The **Director of Student Teaching** is the contact person that the Student Teacher will see if there is a concern with the college supervisor. Any concerns should be brought first to the college supervisor, if the problem cannot be resolved, you may then take it to the Director of Student Teaching and Clinical Practices. The Education Programs Director has the final word on all issues dealing with the Student Teacher.

It is important to remember that many **problems can be solved if they are brought to the attention of the right person at the earliest possible moment.** Please also remember that a solution to a problem involves many different considerations, and that oftentimes the most obvious solution, or the solution that the student sees as most viable is not always the best solution when taken in consideration of the entire Education Program.

Please be assured, however, that all people involved in the Education Programs at LWC will endeavor to provide a fair, open hearing of the concern, and will do everything appropriate to resolve any concerns. These items will be submitted digitally to Google and be accompanied by a demographic page.

The Cooperating Teacher

This section provides the Cooperating Teacher with information for the student's teaching experience. It is hoped that the observations, comments and suggestions contained here will make the Student Teaching experience rewarding and enjoyable for all involved. Any information dealing with policy and procedure regarding the Student Teacher will be found in the "Student Teaching" section of this Handbook. All Student Teachers receive a copy of the **Student Teacher Handbook** and will be familiar with its contents before beginning the Student Teaching experience.

If Cooperating Teachers have any questions regarding the information in the Handbook, contact the college supervising teacher assigned to your Student Teacher, the Director of Student Teachers, or the Education Programs Director at LWC.

PURPOSE OF STUDENT TEACHING

It is the responsibility of the Education Programs at LWC to provide each candidate majoring in education with a relevant, comprehensive practice teaching experience. It is important that the Student Teacher is provided the opportunity to model and demonstrate strategies learned at LWC. This experience is the culminating activity of the Education Programs. It is expected that the Student Teacher will have the opportunity to participate in all phases of teaching — planning and presentation, supervising students, and professional development activities. It is hoped that the Student Teacher will be seen as a new member of the educational team; one who not only has much to learn, but also one who has much to contribute.

The outcome of a successful Student Teaching experience is a person who has acquired the information, skills and confidence necessary to be a competent professional.

KENTUCKY QUALIFICATIONS FOR COOPERATING TEACHERS

School-based clinical practice faculty (Cooperating Teachers) must meet the requirements as set forth in the Kentucky Administrative Regulations (16 KAR 5:040): Cooperating Teacher Eligibility Requirements.

1. The teacher shall hold a valid Kentucky teaching certificate for each grade and subject taught; and a minimum of three (3) years of teaching experience as a certified educator.
2. A teacher assigned to a teaching position on the basis of provisional, probationary, or emergency certificate issued by the EPSB shall not be eligible to serve as a cooperation teacher.
3. The district and educator preparation program shall select teachers to be Cooperating Teachers who demonstrate the following:
   a) Effective classroom management techniques that promote an environment conducive to learning;
   b) Model best practices for the delivery of instruction;
   c) Mastery of the content knowledge or subject matter being taught;
   d) Aptitude and ability to contribute to the mentoring and development of a preservice educator;
   e) Usage of multiple forms of assessment to inform instruction; and
   f) Creation of learning communities that values and builds upon students' diverse cultures.
4. Priority is given to Rank II teachers endorsed in Teacher Leadership. The unit expects Cooperating Teachers to be trained in the Kentucky Teacher Internship Program; or to have completed a class in the supervision of Student Teachers; however, this policy can be waived in the event of a shortage of Cooperating Teachers.
5. Prior to Student Teacher placement, a Cooperating Teacher shall receive training approved by the Educational Professional Standards Board and provided at no cost to the Cooperating Teacher by the educator preparation institution which shall include the following components:
   1) Basic responsibilities of a Cooperating Teacher;
   2) Best practices in supporting the Student Teacher, and
   3) Effective assessment of the Student Teacher

6. Training modules for Cooperating Teachers can be accessed through the www.idrivedigital.com website or by contacting LWC's Education Data Manager or the Director of Student Teaching and Clinical Practices at LWC.

The complete listing of requirements may be found in the Kentucky Teacher Preparation and Certification Handbook, available through the EPSB, Office of Instruction, Division of Teacher Education and Certification, Frankfort, Kentucky 40601.

EXPECTATIONS OF THE COLLEGE WITH REGARD TO THE COOPERATING TEACHER:

As a member of the Student Teaching triad, the Cooperating Teacher plays a significant role in the Student Teaching experience. In order to ensure that the Student Teacher is supervised properly, the College expects the Cooperating Teacher to:
1. Attend an orientation session at LWC prior to the time the Student Teacher begins the Student Teaching experience;
2. Meet regularly with the Student Teacher to discuss the Student Teacher's plans and lessons, as well as any other relevant classroom matters;
3. Keep the college supervisor apprised of the Student Teacher's progress (this is generally done as a part of the supervisor's visit to the school);
4. Complete two written evaluations of the Student Teacher, one at the midpoint and one at the conclusion of the Student Teaching experience (the secondary Cooperating Teacher will complete four evaluations---three formative and one summative); and
5. Notify the college supervisor when the Student Teacher is having difficulty.
6. Participate in co-teaching lesson (September 2013)

PAYMENT TO COOPERATING TEACHERS

Cooperating Teachers are paid for each Student Teacher assigned to them. Payment is made by the College at the conclusion of each 7–8-week session, after the College has received both the midpoint and final evaluations. Cooperating Teachers also receive pay from the EPSB in Frankfort. This pay is in addition to the amount received from LWC. While the service provided may be in the fall, all checks from the EPSB come at the end of the fiscal year in May or June. The Cooperating Teacher should be alert to correspondence from the EPSB in late October/early November or late March/early April, depending on the semester a Student Teacher is supervised. That correspondence will detail the directions necessary to receive pay. For more details, see: 704 KAR 20:706.

If a Student Teacher is removed from the Student Teaching assignment, or if the Cooperating Teacher is unable to complete the assignment, or if a determination concerning payment will be made by a committee consisting of the college supervisor, the Education Programs Director, and the Vice President of Academic Affairs at LWC, after consultation with the Cooperating Teacher.

Working with a Student Teacher

This section is designed to help Cooperating Teachers as they work with the Student Teacher. Many of the suggestions listed here have been taken from the book *Working with Student Teachers*, by Stratemeyer and Lindsey, and from the Kentucky Teacher Internship Program.

BEGINNING WORK WITH THE STUDENT TEACHER:

The Student Teacher is usually apprehensive about the Student Teaching experience. To ease the Student Teacher into the teaching experience, one of the most helpful things that can be done is to share with them as much information as possible.

It would be helpful if the Cooperating Teacher took some time to decide which information he/she would like to share with the Student Teacher at their initial meeting. Some topics that might be included, aside from any personal notes, are:
1. Cooperating Teacher philosophy of education;
2. What the role of a teacher should be;
3. How the relationship between yourself and the Student Teacher is viewed;
4. Standards for the pupils in terms of behavior and in terms of academic work;
5. Specific explanation of disciplinary process, and whether or not the Student Teacher should maintain the same process;
6. Classroom organization;
7. Should the Student Teacher be allowed to change any of the classroom policies;
8. Providing an explanation of the ways of doing things; for example, the conditions under which students may use the learning center, how "snack time" is to be handled, or how opening exercises are conducted;
9. An overview of the school; the location of certain rooms, what teachers do about lunch, where additional materials not stored in the classroom are located;
10. Professional considerations; any rules for the teachers; the length of the school day; a dress code; and
11. An overview of the first day; what time to arrive, where to report, any materials that the Student Teacher should bring with them.

It is especially important that the standards and expectations of the Cooperating Teacher are explained to the Student Teacher. These should be specific; the evaluation is helpful, but the Cooperating Teacher should also discuss such topics as how much initiative the Student Teacher to take (should they just get up and help students the first day; should they take over the classroom when the Cooperating Teacher is with a visitor); the rate at which the Cooperating Teacher wish them to assume duties, the rate at which they might start teaching classes, and which classes they should teach first.

The critical part when deciding what to cover with the Student Teacher with regard to standards is that the Student Teacher should understand clearly what constitutes "a good job Student Teacher" while working with the Cooperating Teacher.

PREPARING THE STUDENTS

The students in the classroom play a critical role in the Student Teaching experience. The class needs to be prepared for the introduction of another professional into the class routine. The students need to know about the Student Teacher — who is coming, why this person is coming, and how this person will "fit" into the class. While integration into each classroom will be different, there are some common methods that will make this introduction easier. If at all possible, children should be included in the preparations for the new teacher: the teacher should display a positive attitude toward the concept of another teacher in the classroom; and most importantly, the students must see the Student Teacher as a teacher, and not a student who has "a lot to learn."

THE FIRST DAY

Welcoming a Student Teacher to the classroom is a key part of setting the tone for the entire Student Teaching experience. A desk or space should have been prepared for the Student Teacher so that he/she has a place to work. Provision should have been made for storage/security of personal belongings, and if at all possible, copies of texts, teacher's editions, and any other relevant teaching materials should be ready for the Student Teacher. Introducing the Student Teacher to the class is also very important. Once all pupils have arrived, and the work of the day is about to begin, time should be taken to introduce the "new teacher". As the students will follow the Cooperating Teacher cue with regard to how he/she feels about the Student Teacher, the introduction should be enthusiastic; it should include a clear pronunciation of the Student Teacher's name (perhaps even putting the name on a board), and a brief description of how the Student Teacher will work with the class.

While the recommended strategy at LWC is to let the Student Teacher "observe" the first week, this observation should not be construed as "sitting and watching" exclusively. It is hoped that the Cooperating Teacher will provide opportunities for the Student Teacher to participate in the class activities, either by working with the students individually or in small groups, or by doing some of the more routine activities (leading children to cafeteria, rest rooms). If this "active observation" is to be the rule, this should also be explained to the students on the first day.

While time should be taken every day to review the activities with the Student Teacher, it is especially important to meet with the Student Teacher at the end of the first day. During this time, the Cooperating Teacher should review the events of the day and discuss with the Student Teacher any questions or concerns he/she may have. If the Cooperating Teacher has concerns these should also be voiced.

"GETTING ALONG" WITH YOUR STUDENT TEACHER

As the term progresses, it is very important that a professional working relationship is maintained between the Student Teacher and the Cooperating Teacher. This is perhaps the most difficult part of working with a Student Teacher. The following are offered to help the Cooperating Teacher maintain the optimal learning experience for the students in your class while working with a Student Teacher:

1. Communication is the key to a successful Student Teaching experience. The Student Teacher must know how the classroom teacher feels with regard to all of his/her actions. While it is easy to praise the good classroom performance, it is much more important to point out and help to correct the bad aspects of a new teacher's performance. Open communication should also extend to include those little things the Student Teacher does that interfere with the interpersonal dynamics, and as a result, the learning environment of the classroom.
2. The Cooperating Teacher should assist the Student Teacher as much as possible but understand that the Student Teacher must have the opportunity to discover what techniques work and don't work. While no classroom teacher would allow a Student Teacher such latitude so as to adversely affect a class, it is important that the Student Teacher be given a chance to present his/her own lessons.
3. The Cooperating Teacher should provide constructive criticism. He/she should help the Student Teacher to understand not only which aspects of the lesson that were appropriate and which aspects were needed improvement, but why the lesson was or was not effective. The Cooperating Teacher should use this process to help the Student Teacher become proficient in objective evaluation of all of his/her classes.
4. The Student Teacher should be included when planning lessons. The Cooperating Teacher should explain the rationale for materials and activities selected so the Student Teacher can gain insight into planning for the class. The Cooperating Teacher should identify, if possible, those activities from the teacher's manual that are especially effective, or not so effective.
5. The Cooperating Teacher should work with the Student Teacher as he/she plans lessons. He/She should review the plans with an eye toward meeting instructional objectives and providing a good learning experience for the students. In addition, he/she should help the Student Teacher to plan a lesson that will be successful.

6. The Cooperating Teacher should treat the Student Teacher as a team member and seek his/her opinion at times with regard to the class and its activities. The Cooperating Teacher should also work cooperatively with the Student Teacher to complete classroom chores.
7. The Cooperating Teacher should listen to the Student Teacher. Before making a judgment, he/she should take time to let the Student Teacher explain the action by always starting by asking a question, not by demanding an answer.
8. It is important the Cooperating Teacher treats the Student Teacher as any fellow professional.

EVALUATION OF STUDENT TEACHER PERFORMANCE

One of the most important aspects of working with a Student Teacher is evaluating performance. Evaluation is important not only because the evaluation form becomes part of a Student Teacher's permanent record at LWC, but also because the evaluation of teaching performance is critical to the improvement of the Student Teacher. The evaluation process is completed formally two-four* times during the Student Teaching experience. However, evaluation should be a constant and on-going process. Every lesson that the Student Teacher completes should be evaluated by the Cooperating Teacher and the Student Teacher.

Student Teachers at LWC receive a letter grade for performance (A, B, C, D, F). Grades are issued by the college supervisor, after consultation with the Cooperating Teacher. The Education Programs recommends extensive use of the "comments" column on the evaluation form, as this narrative method provides the opportunity for a more complete evaluation of the Student Teacher. Formal evaluations are completed twice during each 7–8-week period. The midterm evaluation is used by the college supervisor to ensure that the Student Teacher is "on-track', and so that any concerns can be addressed. It is especially important that the Cooperating Teacher not only complete the formative assessment evaluation form, but also meet with the Student Teacher to discuss the results. After the Cooperating Teacher has met with the Student Teacher, the evaluation form should be added to the students portfolio, either through the supervising teacher, Student Teacher or by mail.

In evaluating a Student Teacher's class, the following may help:
1. Did the Student Teacher have a clear statement of the objective of the lesson? I Can Statements? Did the instructional strategies planned guide students to meet the stated objectives?
2. Was the lesson well planned? Were the instructional sequence and strategies appropriate for the grade level taught? Was the instructional sequence appropriate for the allotted time?
3. Was an appropriate learning environment maintained? Did the Student Teacher capture the students' attention, and maintain the attention span throughout the entire lesson and keep students on task? Were appropriate classroom management strategies used?
4. Was the Student Teacher able to adjust the lesson to accommodate the learning needs of individual students and address student diversity? Did he/she change the activity when the students were "lost" or bored, or did the lesson progress regardless of the students?
5. Does the Student Teacher relate well to the students? Does he/she speak to the students at the appropriate level? Do the students respect the Student Teacher?
6. Did the Student Teacher meet the stated goals of the lesson demonstrated through appropriate formative and summative assessment?
7. Does the Student Teacher demonstrate enthusiasm for teaching?

To provide the most benefit to the Student Teacher. Some Cooperating Teachers would rather conduct the lesson evaluation conference at a specific time during the day when the teacher and the Student Teacher will not be interrupted. Regardless of when the evaluation is conducted, it should be seen as a time of constructive criticism and sharing; the objective always being improvement of the teaching style of the Student Teacher.

The College strongly encourages the Cooperating Teacher to sit with the Student Teacher and review the evaluation with him/her. Sitting with a person and assessing his/her performance is a most difficult task.

However, for the student to receive the most benefit from the evaluation process, this discussion is necessary. After the evaluation conference, please send the completed forms to the education program. The Student Teacher will place the form in their portfolio.

It may be helpful to the Cooperating Teacher to remember:
1. That good evaluation starts at the first meeting of the Cooperating Teacher and the Student Teacher. The Student Teacher should have a clear understanding of what is expected for work both in quantity and in quality before beginning the Student Teacher experience;
2. When doing an evaluation, observation forms before meeting with the Student Teacher. Make notes, citing specific occurrences of a behavior whether positive or negative;
3. When presenting critique use objective language. Instead of "you didn't", use "it doesn't usually work well if...";
4. To solicit feedback from the Student Teacher. Rather than tell the Student Teacher how he/she did, ask specific questions of the Student Teacher that will allow for discussion of the performance;
5. That evaluation is not "giving" the Student Teacher a grade. The Student Teacher completes projects at a certain level of competency. It is the Cooperating Teacher's obligation to evaluate the competency and assign the grade;
6. Not to negotiate with the Student Teacher when assigning a grade. If there is a disagreement, speak with the supervising teacher.
7. Evaluating performance is stressful for every supervisor. However, a thorough, honest evaluation is the most important key to improving performance.

Where To Go When You Need Help

While everyone in the Education Programs at LWC is optimistic that the Student Teaching experience will be positive for all people involved, we recognize that occasionally problems arise. If a problem arises during the Student Teaching experience, please feel free to contact the College at the earliest possible moment.

To help get the quickest response to a concern, the first person to speak with is the college supervisor. This is the person most familiar with the individual Student Teacher and can best advise you with regard to how to handle a particular situation.

The Director of Student Teacher is the person to speak to if there is a concern with the college supervisor. Although the department recommends that any problem with the college supervisor be addressed to the individual first, the Cooperating Teacher should feel free to speak to the director of student teaching with regard to any matter affecting the Student Teaching experience. If the concern is not addressed satisfactorily, the Education Programs Director should be contacted.

Please be assured, however, that all people involved in the Education Programs at LWC will endeavor to provide a fair, open hearing of the concern and will do everything appropriate to resolve any concerns.

Civil Actions

If it becomes necessary for a cooperating institution's administrator to request that a LWC Student Teacher take action in a civil case against a student at the cooperating school, please immediately request a conference to include the Student Teacher, building administrator, the Cooperating Teacher, and the LWC Director of Student Teaching and Clinical Practices. No Student Teacher should be asked to sign legal documents before that conference takes place.

MONITORING CLASSROOM

The Student Teacher is a teacher candidate placed in the classroom to learn and grow professionally with the direct help and supervision of an experienced teacher. Without the Cooperating Teachers' feedback, the Student Teaching experience becomes much less effective for beginners. As we move to the Co-Teaching Model, the name itself necessitates the Cooperating Teacher remaining in the classroom as an active participant in instruction even during the solo period. Yet, it is also important for the Student Teacher to have a sense of managing the class on his/her own. During the Student Teacher's solo teaching time, Cooperating Teachers should follow his or her existing school policy and professional judgment in the amount of time they are away from their classroom. Because of legal responsibility, the classroom should be monitored by a certified teacher at all times. The Cooperating Teacher should stay within the building if another teacher is monitoring the class during a required absence. Follow your school's policy.

Appendix - Student Teaching Forms

LWC LESSON PLAN FORMAT

Use this template, the LWC lesson plan format, to develop <u>a stand-alone lesson for each day in your unit</u>. Attach rubric, scoring guides, worksheets, activity sheets, etc. along with each lesson.

Name:	Date:	Content and / or Integrated Subject
Age/grade level	# of students:	Gifted:
#IEP	#ELL	Lesson Title

Lesson Context:
- **Yesterday, students learned about**
- **Today, students will**
- **Tomorrow, students will**

<u>KENTUCKY ACADEMIC STANDARD (KAS)</u>

*ELA Interdisciplinary Literacy Practices (required for ALL content areas K-12) (Literacy Component)

Math
Standard(s):

English Language Arts / College Career Readiness Literacy Content Standards
Standard(s):

Social Science / Science / Art / Integrated Music / Health / Physical Education
Standard(s):

Unit Objective(s) Addressed in this Lesson <u>(for stand-alone lessons, indicate NA)</u>
1.
2.

List lesson learning targets/objective(s) aligned with KAS (ie, Prog of Studies and/or Ky. Core Content): At least 1
1.
2.

List the "I Can" statements based on the learning targets / objectives:
1.
2.

Lesson Outline

Instructions: Mark all that apply

Strategies/Activities:

Direct Instruction		Indirect Instruction		Guided Practice/Modeling	
Discussion		Learning Stations		Technology	
Graphic Organizer		Cooperative Group work		Anchor Chart	
Independent Practice		Guided Questioning		Student Choice	
Game		Experiment		Bellringer/Hook	
Concept Map		Interactive notebook		Case Study	
Mark/Annotate		BDA reading activity		Doodle/Guided notes	
Jigsaw		Gallery Walk		Think/Pair/Share	
Other:					

21st Century /College Career Readiness Skills (Demonstrated by Students during lesson)

Ethical Behavior		Technology User		Leader/Team Contributor	
Media Literacy		Self-directed learning		Financial Literacy	
Socially Responsible		Multi-lingual		Personally Accountable	
Critical Thinker		Effective Communicator		Global Awareness	
Adaptable/flexible		Personal Responsibility		Student as a Researcher	

Co-teaching Strategy:

One teach-one observe		Station Teaching		Parallel Teaching	
One teach-one assist		Alternative Teaching		Team Teaching	

Special Ed Teacher (SET): Accommodations and Modifications if collaborating with SET

One-on-one		Small Group		Modified Assignment	
Scribe		Graphic Organizers		Standing Desk	
Reader		Annotated Notes		Alternative Seating	
Extended Time		Guided Questioning		Student Choice	
Manipulatives		Calculator		Picture Schedule/cards	
Behavior Chart		Environmental Change		Large/Double Spaced Print	
Quiet Seating		Step-by-step Instructions		Assisted Technology	
Other:					

Differentiated strategies/activities: IEP, ELL, and Gifted

Group/Teamwork		Guided Discussion		Graphic Organizers	
Guided Questions		Reader		Learning Stations	

Simplified instructions		Written instructions		Picture instructions	
Translated Materials		Scribe		Student Choice	
One-on-one		Small Group		Modified Assignment	
Guided Questions		Graphic Organizers		Standing Desk	
Extended Time		Annotated Notes		Alternative Seating	
Manipulatives		Calculator		Picture Schedule/cards	
Behavior Chart		Environmental Change		Large/Double Spaced Print	
Special Interest Area		Step-by-step Instructions		Assisted Technology	

Media/Technologies/Resources:

Interactive Board		Google Drive		Google Classroom	
Digital Assessment		Classroom Library		Virtual Gaming	
Virtual Collaboration		Webquest		Learning App	
Teacher Designed Website		Kahoot		Quizlet	
EdPuzzle		Socrative		Wonderopolis	
TED Talks		Podcast			
Content Texts		ESL Texts			
Video links:					
Other Resources/materials:					
Equipment:					
Research Sources:					

Assessments (Formative/Peer/Self): Indicate how the students will be assessed and how these assessments will be used to improve/guide instruction.

Observation		Exit Slip		Think/Pair/Share	
Peer		KWL		Discussion	
Summary		Questioning		Dry Erase Boards	
Response game		Quiz		Reflective Writing	
Checklist		Anecdotal Notes		3,2,1	
Student Data Notebook		Learning Log			
Describe self-assessment:					

Accommodations for assessments?

Extended Time		Increased Print size		Audio Recording	
Written instructions		Reader		Calculator	
Setting Accommodations		Scribe		Paraphrasing	
Modified Lesson		Translation App		Manipulatives	
Other:					

Lesson Procedures and Sequence
Instructions: Fully develop the learning strategies incorporated in the learning sequence.
Assessments: Even though a pre-assessment was given for the Unit, include pre-assessment(s) of a specific concept if needed. Clearly identify. Also identify formative assessments throughout the lesson plan and label summative assessments when included. Opportunities for student self-assessment should be included.

a. Describe the sequence of strategies and activities you will use to engage students and accomplish your objectives within this sequence. Use the outline below and i*nclude only those sections needed.* Identify (IN BOLD) each item from the lesson outline that you checked above in the lesson sequence below when it appears in your instruction.

1. **Concept / Skill Review (Activate prior knowledge)**

2. **Concept / Skill Preview (Hook your audience)**

3. **Using the Gradual Release Model of Teaching and Learning, develop and give full detail for the Learning Strategies and Experiences. Explain step by step what the teacher will do and what the student will do from the time the lesson begins until the lesson ends.**

   a.
   b.
   c.
    d.

4. **LIST the questions you will use to promote CRITICAL THINKING during your lesson. This section should outline the who, what, when, where of the instructional strategies and activities. LABEL Bloom's Taxonomy levels to ensure Higher Order Thinking (HOT/Critical thinking) questions are being asked.**

Attach a copy of all materials used in the lesson including but not limited to:
- **Handouts**
- **Activity sheets**
- **Instructions**
- **PowerPoints**
- **Assessments**
- **Copies of or links to web pages**

LWC LESSON PLAN FORMAT (Abbreviated)

Use this template, the LWC lesson plan format, to develop <u>a stand-alone lesson for each day in your unit</u>. Attach rubric, scoring guides, worksheets, activity sheets, etc.

Name:	Date:	Content and/or Integrated Subject:
Age/Grade level:	# of students:	#Gifted:
#IEP:	#ELL:	Lesson Title:

Lesson Context:
- **Yesterday, students learned about**
- **Today, students will**
- **Tomorrow, students will**

KENTUCKY ACADEMIC STANDARD (KAS)

List learning targets/objective(s) aligned with KAS (ie, Prog of Studies and/or Ky. Core Content):

1.

List the "I Can" statements based on the learning targets / objectives:

1.

Lesson Outline		
Instructions: Mark all that apply		

Strategies/Activities:

Direct Instruction		Indirect Instruction		Guided Practice/Modeling	
Discussion		Learning Stations		Technology	
Graphic Organizer		Cooperative Group work		Anchor Chart	
Independent Practice		Guided Questioning		Student Choice	
Game		Experiment		Bellringer/Hook	
Concept Map		Interactive notebook		Case Study	
Mark/Annotate		BDA reading activity		Doodle/Guided notes	
Jigsaw		Gallery Walk		Think/Pair/Share	
Other:					

21st Century /College Career Readiness Skills (Demonstrated by Students during lesson)

Ethical Behavior		Technology User		Leader/Team Contributor	
Media Literacy		Self-directed learning		Financial Literacy	
Socially Responsible		Multi-lingual		Personally Accountable	
Critical Thinker		Effective Communicator		Global Awareness	
Adaptable/flexible		Personal Responsibility		Student as a Researcher	

Co-teaching Strategy:

One teach-one observe		Station Teaching		Parallel Teaching	
One teach-one assist		Alternative Teaching		Team Teaching	

Special Ed Teacher (SET): Accommodations and Modifications if collaborating with SET

One-on-one		Small Group		Modified Assignment	
Scribe		Graphic Organizers		Standing Desk	
Reader		Annotated Notes		Alternative Seating	
Extended Time		Guided Questioning		Student Choice	
Manipulatives		Calculator		Picture Schedule/cards	
Behavior Chart		Environmental Change		Large/Double Spaced Print	
Quiet Seating		Step-by-step Instructions		Assisted Technology	
Other:					

Differentiated strategies/activities: IEP, ELL, and Gifted

Group/Teamwork		Guided Discussion		Graphic Organizers	
Guided Questions		Reader		Learning Stations	
Simplified instructions		Written instructions		Picture instructions	
Translated Materials		Scribe		Student Choice	
One-on-one		Small Group		Modified Assignment	
Guided Questions		Graphic Organizers		Standing Desk	
Extended Time		Annotated Notes		Alternative Seating	
Manipulatives		Calculator		Picture Schedule/cards	
Behavior Chart		Environmental Change		Large/Double Spaced Print	
Special Interest Area		Step-by-step Instructions		Assisted Technology	

Media/Technologies/Resources:

Interactive Board		Google Drive		Google Classroom	
Digital Assessment		Classroom Library		Virtual Gaming	
Virtual Collaboration		Webquest		Learning App	
Teacher Designed Website		Kahoot		Quizlet	
EdPuzzle		Socrative		Wonderopolis	
TED Talks		Podcast			
Content Texts		ESL Texts			
Video links:					
Other Resources/materials:					
Equipment:					
Research Sources:					

Assessments (Formative/Peer/Self): Indicate how the students will be assessed and how these assessments will be used to improve/guide instruction.

Observation		Exit Slip		Think/Pair/Share	
Peer		KWL		Discussion	
Summary		Questioning		Dry Erase Boards	
Response game		Quiz		Reflective Writing	
Checklist		Anecdotal Notes		3,2,1	
Student Data Notebook		Learning Log			

Describe self-assessment:

Lesson Procedures and Sequence

Instructions: Fully develop the learning strategies incorporated in the learning sequence.
Assessments: Even though a pre-assessment was given for the Unit, include pre-assessment(s) of a specific concept if needed. Clearly identify. Also identify formative assessments throughout the lesson plan and label summative assessments when included. Opportunities for student self-assessment should be included.

a. Describe the sequence of strategies and activities you will use to engage students and accomplish your objectives within this sequence. Use the outline below and *include only those sections needed.* Identify (IN BOLD) each item from the lesson outline that you checked above in the lesson sequence below when it appears in your instruction.

1. **Concept / Skill Review**

2. **Concept / Skill Preview**

3. **Using the Gradual Release Model of Teaching and Learning, develop and give full detail for the Learning Strategies and Experiences. Explain step by step what the teacher will do and what the student will do from the time the lesson begins until the lesson ends.**

4. **LIST the questions you will use to promote CRITICAL THINKING during your lesson. This section should outline the who, what, when, where of the instructional strategies and activities. LABEL Bloom's Taxonomy levels to ensure Higher Order Thinking (HOT/Critical thinking) questions are being asked.**

Attach a copy of all materials **used in the lesson including but not limited to:**
- **Handouts**
- **Activity sheets**
- **Instructions**
- **PowerPoints**
- **Assessments**
- **Copies of or links to web pages**

Lesson Plan Rubric
Used to Assess LWC Teacher Candidate Lesson Plans
In Fundamentals, Professional Preparation Methods Courses, and Student Teaching

Instructions: This rubric aligns with the EPP Lesson Plan

*Faculty/instructors must use the indicators and critical attributes listed below to assess the Lesson Plans/ Lesson Plans in the Unit template across EPP programs.

*Students should use the rubric to ensure that their lesson plans meet or exceed expectations for each stage.

Score needed:
Stage 1: Acceptable (2) or above on all indicators
Stage 2 & 3: Target (3) or above on all indicators

CAEP	KTPS (InTASC)		Tech & Diversity	Indicators	Critical Attributes as defined by KTPS/KAS/CAEP standards	Above Target (4)	Target (3)	Acceptable (2)	Unacceptable (1)
1.1	1-3	1-3	D	Knowledge of Student Characteristics	*Subject/content *Age/grade *Students with IEP *Students with Gifted *ELL	All critical attributes related to knowledge of student characteristics are identified and explicit.	All critical attributes related to knowledge of student characteristics are identified.	Minimal (1-3) critical attributes related to knowledge of student characteristics identified.	No/limited knowledge of student characteristics identified.
1.2	7	1	T	Standards/ Objectives	*ELA/ILP *KAS *Learning target/ objectives *I can statements	Correct standards/ objectives listed and aligned with the correctly identified Kentucky Academic Standards and demonstrates ability to create lesson specific objectives from standards while maintaining the rigor of the standard.	Correct standards/ objectives listed/created and align with the correctly identified Kentucky Academic Standards and demonstrates understanding of the connection between standards and objectives in lessons.	Correct standards/ objectives listed but does not demonstrate understanding of the connection between the standards and writing objectives for specific lessons.	No/incorrect standards listed. Student does not demonstrate sufficient understanding of the critical attributes circled on the left.
1.1 1.2 1.3	1-8	1-3	T/D	Key Lesson Components	*Lesson context *Instructional strategies/learning activities *21st century/CCRS *Co-teaching strategies *Accom/Modifications (SET)	Critical attributes are identified and applies a complete and in-depth understanding of each attribute and alignment to the standards and demonstrates that understanding by utilizing those identified critical attributes within the instructional sequence.	Critical attributes are identified and application of each attribute /alignment to the standards is demonstrated by developing within the instructional sequence. Attributes selected demonstrate knowledge of	Some critical attributes are selected from each category relevant for the lesson and developed in the instructional sequence. Attributes selected demonstrate limited knowledge of	Critical attributes are missing/ incorrect in lesson outline or sequence. Attributes selected do not demonstrate sufficient understanding of the critical attributes circled on the left.

| CAEP	KTPS (InTASC)		Tech & Diversity	Indicators	Critical Attributes as defined by KTPS/KAS/CAEP standards	Above Target (4)	Target (3)	Acceptable (2)	Unacceptable (1)
					*IEP/ELL/Gifted differentiation *Media/tech/ resources *Formative assessment & accommodations	Attributes selected demonstrate knowledge of high-quality pedagogy, research, and learners.	high-quality pedagogy, research and/ or learners.	high-quality pedagogy, research, or learners.	
1.1 1.2 1.3	1-8	1-4	T/D	Lesson Procedures & Sequence skill review, preview	*Concept/skill review *Concept/skill preview *Learning strategies/ experiences *Critical thinking questions * Attached materials used	Detailed description of critical attributes displayed. Demonstrates deep understanding of each attribute, including high quality instructional practices. Instruction seamlessly integrates standards, objectives, and assessments together within the procedures and sequence	Critical attributes are provided. Demonstrates clear understanding of each attribute, including high quality instructional practices. Instruction aligns with standards, objectives, and assessments.	Critical attributes are provided. Demonstrates limited understanding of each attribute, depth/ development/ or high-quality instructional practices. Instruction partially aligns with standards, objectives, or assessments	Critical attributes are missing/ limited (minimal description). Does not demonstrate sufficient understanding of the critical attributes circled on the left. Instruction does not align with standards, objectives, and assessments
1.1 1.3	1-8	1, 3	T	Technology	*Teacher use of technology *Student use of technology	Teacher **and** student technology is current, integrated deeply into lesson, and appropriate/ beneficial for lesson, age, grade, and content.	Teacher **and** student technology is utilized. Technology utilized is appropriate/beneficial for lesson, age, grade, and content.	Teacher **or** student technology is utilized in lesson. Technology utilized is adequate/appropriate for lesson, age, grade, and content.	No/limited technology is used. Technology utilized is inappropriate for lesson, age, grade, and content.
1.1 1.3	1-3, 6-8	1, 3	D	Diversity	*Teacher identifies plans for diversity including factors such as: learning preferences and strategies, socioeconomic status, ethnicity, culture, educational background, geographical location, gender, etc.	Lesson incorporates culturally relevant pedagogies to meet the needs of the population, decrease bias and promote Diversity, Equity and Inclusion (DEI) for all students in a variety of creative and innovative ways.	Lesson incorporates culturally relevant pedagogies to meet the needs of the population, decrease bias and promote Diversity, Equity and Inclusion (DEI).	Lesson attempts to incorporates culturally relevant pedagogies to meet the needs of the population, decrease bias and promote Diversity, Equity and Inclusion (DEI).	Lesson does not attempt to incorporate culturally relevant pedagogies to meet the needs of the population, decrease bias and promote Diversity, Equity and Inclusion (DEI).

1.2	6	3, 4	T/D	Assessment	*Formative *Self	Several types of assessments are used creatively and correctly to engage, evaluate, and reflect on learning throughout the lesson to by teacher and students. Assessment aligns with standards and seamlessly integrates into the lesson.	Both formative and self-assessments are utilized correctly in the lesson to evaluate student progress. Assessment aligns with standards, objectives, and instruction and measures what the objective has stated it measures.	Either formative and self-assessments are utilized correctly in the lesson to evaluate student progress. Assessment partially aligns with standards, objectives, or instruction but might not measure what the objective has stated or is missing a measure.	No/limited/ inappropriate assessments are used. Assessment does not align with standards, objectives, and instruction.

Actions/Feedback:

Guidance on 10-Day Unit Formation and Presentation
LWC Teacher Performance Assessment

A significant portion of your work/grade during your semester of student teaching comes from the research, formation, execution, and data analysis of a 10 day unit of instruction. This document is to assist you in providing a possible framework/approach to these tasks.

The Basics:
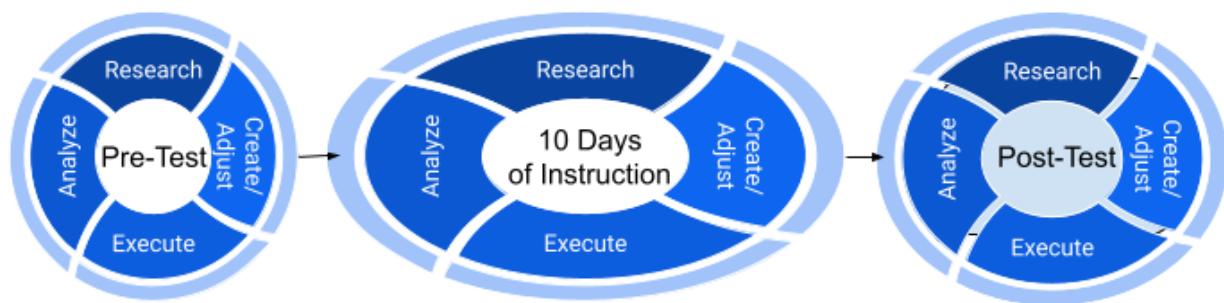
Pretest - A pretest is an assessment of student performance. This may be paper/pencil, performance based, and/or another acceptable format. Pretest assessments must be researched based and utilize best practice assessment strategies. Pretest questions/activities must be linked to specific content standards which will be addressed through the 10 day unit. After the pretest, the teacher should analyze student performance in order to best adjust instruction within the 10 day unit. *Note: References to resources for* choice of assessment questions and content standard should be maintained and documented officially.

Content Standards - Content standards should be chosen and identified from the Kentucky Core Academic Standards. These core standards should be the main focus of the pre and post assessments as well as the 10 day of instruction.

Instructional Strategies - The core instructional strategies utilized within the lessons of the 10 day unit are to be researched based/best practices. The cooperating teacher is a great resource in advising you on all components of the ten day unit. Choices for the core instructional strategies to be used in the unit must be backed up with references and resources to research. The use of research based instructional practices should be consistently executed as described by the research base. In addition, instructional strategies should be adjusted to address individual needs of students in the classroom.

10 Day Unit - Your 10 Day Unit must meet the standard of the Education Division requirements. The research, planning, execution, and results of your 10 Day Unit will be the focal points of your 10 Day Action Research Presentation near the end of the semester.
- 10 day Unit is expected to be taught during the first placement except for teacher candidates teaching at the kindergarten level or in a physical education classroom in their first placement.
- Content to be taught and assessed in the unit should be focused on specific content standards.
- Instructional strategies must be researched based/best practice instructional strategies targeted to teach the content standards within the unit.
- Pre and Post Test activities do not count as part of the ten daily lesson plans.

- Rough Draft - In order to support the development of a high quality 10 day unit, a rough draft will be reviewed and feedback provided. The rough draft of the 10 day unit must include:
  - pretest
  - Unit Overview Forms
  - Unit Assessment Plan Template
  - at least five complete lesson plans.
- **Final draft** of the 10 day unit will be evaluated utilizing Lindsey Wilson College Division Unit Plan Rubric
- Unit must be approved by the cooperating teacher and completed before the first day of the unit is taught.

Post-Test -A post-test is an assessment of student performance which aligns directly with a pretest in relation to the standards/performance each assess. The post-test may be the same as the pretest if appropriate. A post-assessment may be paper/pencil, performance based, and/or another acceptable format. Post-test assessments must be researched based and utilize best practice assessment strategies. Post-test questions/activities must be linked to the specific content standards which were addressed in the 10 day unit. After the post-test, the teacher should analyze student performance in order to discover the amount of learning achieved during the 10 day unit. *Note: References to resources for* choice of assessment questions and content standard should be maintained and documented officially.

10 Day Unit Action Research Presentation (Format to be determined each semester). This research presentation will be centered around the research, formation, execution and data collection/analysis in relation to the 10 day unit taught during student teaching. While the final format of these presentations may vary each semester depending upon the ability/regulation/ guidelines of assembly, the goal of these presentations is for students to be able to graphically represent and speak professionally on the research, formation, execution, and data analysis of a 10 day unit of instruction. *Each student-teacher must produce a full scale presentation poster digitally to be professionally printed for use during their Action Research Presentation.* There is a poster printer available for reserved use within the education department. 10 Day Unit Action Research Presentations will be evaluated based on how well the visual aids, conversations, and presentation showcase the students adherence to the Kentucky Teacher Performance Standards as described on the 10 Day Unit Action Research Presentation Rubric and the Oral Communication Rubric.

Unit Overview Forms and Instructions
LWC Division of Education
Please complete all parts of the template before submitting your unit.

Student Name	Unit Title

Professor	Class/Semester

[Kentucky Academic Standards](), Unit objectives and Learning Targets for the Unit

List at least one **Kentucky Academic Standards** that will be mastered in your Unit. Include the specific standard here and the full explanation of the standard (cluster/domain/strand/etc) on the lesson plan template.
1.

Based on the Kentucky Academic Standards, list your <u>unit objective statements/goals/targets</u> in the space below. Develop **TWO to FIVE** learning outcomes or **unit objectives** that will be the focus of your instruction in this unit.
1. **2.**

Essential Questions (often called EQs) are deep, fundamental and often not easy-to-answer **questions based on unit objectives** used to guide students' learning. **Essential Questions** stimulate thought, provoke inquiry, and transform instruction as a whole about the content being taught.

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Contextual Data

DIRECTIONS: Complete the Contextual Data Sheet from your Field/Clinical Placement. Write a teaching and learning statement containing implications for lesson plan and unit development based on the data collected. The completed Contextual Data Form and the Contextual Teaching and Learning Statement are included in this task.

Class Description/Diversity Data

Grade Level(s):	Class Period Length:		Ages:	# of Students:
Gender-	# of Males:		Ethnic/Cultural-	Group(s):
	# of Female:			# Gifted:
# ESL:	Title 1 School YES / NO			
# IEP's & Types of Disabilities-				
Number of students who are unusually demanding:				
Students not identified in other categories				

Assistance
(Indicate which of the following best describes the types of help available to you (teacher):)

Instructional Assistants:		Parent Volunteers:		Peer (student) Tutors:	
Resource Teachers:		Classroom Teachers:		Other (specify):	

Analysis of Contextual Data and Implications for Teaching and Learning

Describe in paragraph form using the numbers and information above to write a narrative about your classroom contextual factors:

•It is essential that you address **Differentiated Instruction by** describing the characteristics of your students who will require differentiated instruction. <u>Describe how their diverse needs impact instructional planning for the unit and describe the strategies you will use to address those needs.</u>

(a) classroom factors: physical features of your classroom, availability of technology, and scheduling;

(b) student characteristics including students' ages, gender, race/ethnicity, and special needs; and

(c) a discussion of two or three ways the factors impact planning and implementing instruction---implications for instruction.

Assessments: Pre-Test and Post-Test with Answer Key

Create a pre-test to be given the day before your first lesson plan is to be taught. You must use a variety of levels of Bloom's Taxonomy/DOK levels. You must also have an answer key. This test should contain selected response items
((multiple choice, fill in the blank, matching or true/false) and constructed response/short answer questions that align and assess ALL unit objectives. Identify objectives/targets per question.

*Attach the pre-test here. Make certain the pre-test is clearly labeled and the answer key is clearly labeled before submitting.

(Create a post-test to be given the day after you teach your final unit lesson. You must use a variety of levels of Bloom's Taxonomy/DOK levels. You must also have an answer key. This test should contain selected response items (multiple choice, fill in the blank, matching or true/false) and constructed response/short answer questions that align and assess ALL unit objectives.

*Attach the post-test here. Make certain the post-test is clearly labeled and the answer key is clearly labeled before submitting.

Link to Unit Assessment Plan Template

Performance Assessment: At specific points in your unit you may assess students on performance activities that ties the learning together and/or relates to real life. This can be a project or performance skill based. Create a rubric that measures student learning for the performance assessment that assesses the objectives you will measure during the performance. This may or may not be connected to your pre/post assessments.

*Attach rubric here. Make certain the rubric is clearly labeled before submitting.

THE Pre/Post ASSESSMENT PLAN TEMPLATE

Student Name	Unit Title	Date

Directions for Completing Task

In this section of the instructional unit, you will provide information about your pre-and post-assessments, and the alignment of objectives, assessments, and instruction.

Pre/Post Assessment Plan: Complete the template for the pre/post-assessment plan. You will:

- Identify unit objectives aligned to the pre-assessment.
- List the type(s) of pre-assessment items, including student self-assessments.
- **Include a copy of the assessment and rubrics of the pre- and post-assessments, including student self-assessment.**
- Indicate which item/performances measure the attainment of unit objectives.

Pre-Assessment Plan

	Question/Task	**Description or Type of Assessment Question**	**Unit Objectives Alignment**
Pre-Test Assessment			
Post-Test Assessment			

Analysis of Pre and Post Assessment Results is not included in the Stage 2 Unit Portfolio but is to be included in *10 Day Unit Action Research Presentation.*

For an example, visit this link.

Unit Plan Rubric
Used to Assess LWC Teacher Candidate Unit Plans
Professional Preparation Methods Courses, and Student Teaching

Instructions: This rubric aligns with the EPP Unit Plan For Stage 2 & 3
*Faculty/instructors must use the indicators and critical attributes listed below to assess units across EPP programs.
*Students should use the rubric to ensure that their unit plans meet or exceed expectations for each stage.
Score needed: Stage 2 & 3: Target (3) on all indicators

CAEP	KTP InTASC	Danielson's	Tech & Diversity	Indicators	Critical Attributes as defined by KTPS/KAS/CAEP standards	Above Target (4)	Target (3)	Acceptable (2)	Unacceptable (1)
1.1 1.2	7	1	T	Unit Objectives/ Learning Targets	*Standards *Learning target/ objectives for unit *Essential Questions	Correct standards/ objectives/ essential questions listed and aligned with the correctly identified Kentucky Academic Standards and demonstrates a deep knowledge of the connection (thread) that ties one to another.	Correct standards/ objectives/ essential questions listed and align with the correctly identified Kentucky Academic Standards.	Correct standards/ objectives/ essential questions listed.	No/incorrect standards listed. Student does not demonstrate sufficient understanding of the critical attributes circled on the left.
1.1 1.3	1-8	1-3	T/D	Unit Contextual Data Sheet and Teaching and Learning Statement	*Class description data *Diversity data *Physical features of classroom *Availability of technology *Scheduling *Student characteristics: age, gender, race, ethnicity, special needs *Factors impacting planning and implementation of instruction	Critical attributes are provided with detailed identifiers. Student applies a comprehensive and in-deep understanding of each attribute identified.	Critical attributes are identified. Student applies proficient understanding of each attribute identified.	Most critical attributes are identified. Student applies limited understanding of each of the attributes identified.	Critical attributes are missing/Incorrect. Student does not demonstrate sufficient understanding of the critical attributes circled on the left.

1.2	4,6	1,3	T/D	Unit Assessments: Pre & Post with Answer Key	*Aligns with unit objectives/learning targets *Measures unit objectives/learning targets *Contains a variety of levels of Bloom's/DOK/HOT questions *Questions are written appropriately for the grade, purpose and content being tested. *Length of assessment is appropriate for grade level, purpose, and content being assessed.	Critical attributes are listed and fully developed. Student applies a complete and deep understanding of each attribute and alignment to the standards.	Critical attributes are listed and fully developed. Student applies proficient understanding of each attribute and alignment to the standards.	Critical attributes are listed but not fully developed. Student applies limited understanding of attributes.	Critical attributes are missing/incorrect. Student does not demonstrate sufficient understanding of the critical attributes circled on the left.
1.1 1.2 1.3	1-8	1-4	T/D	Lesson Plans	*Lesson Context *Standards/objectives *Learning targets *Concept/skill review *Concept/skill preview * Instructional strategies/learning activities * Review of Student Learning * Lesson extensions *Attached materials used *Higher Order/Critical thinking questions *21st century skills/CCRS *Differentiated strategies/activities (IEP, ELL, Gifted: with or without SET) *Media/Tech *Formative assessment/accommodations	Detailed description of critical attributes displayed. Student creates plans that demonstrate deep understanding of each attribute, including high leverage practices.	All critical attributes are provided. Student creates plans that demonstrate clear understanding of each attribute, including high leverage practices.	Most or all critical attributes are provided. Student creates plans that demonstrate limited understanding of each attribute with minimal depth/ development/ or high leverage practices.	Critical attributes are missing/ limited (minimal description). Student does not demonstrate sufficient understanding of the critical attributes circled on the left.

1.1 1.3	1-8	1,3	T	Technology	*Teacher use of technology *Student use of technology	Teacher **and** student technology are current, integrated throughout the unit, and appropriate /beneficial for unit, age, grade, and content.	Teacher **and** student technology are utilized throughout the unit and utilized to support the lessons in the unit. Technology utilized is appropriate/ beneficial for unit, age, grade, and content.	Teacher **or** student technology is utilized in the unit, used in a limited capacity, or added to demonstrate technology use and not to support the lessons in the unit. Technology utilized is adequate/ appropriate for lesson, age, grade, and content.	No/limited technology is used throughout the lesson. Technology utilized is inappropriate for lessons in unit, age, grade, and content.
1.1 1.3	1-3	1-3	D	Diversity and inclusion	*Teacher identifies plans for diversity including factors such as: learning preferences and strategies, socioeconomic status, ethnicity, culture, educational background, geographical location, gender, etc.	Unit incorporates culturally relevant pedagogies to meet the needs of the population, decrease bias and promote Diversity, Equity, and Inclusion (DEI) for all students is demonstrated in a variety of creative and innovative ways across the unit lessons.	Unit incorporates culturally relevant pedagogies to meet the needs of the population, decrease bias and promote Diversity, Equity, and Inclusion (DEI) across the unit lessons.	Unit attempts to incorporates culturally relevant pedagogies to meet the needs of the population, decrease bias and promote Diversity, Equity, and Inclusion (DEI) across the unit lessons.	Unit does not attempt to incorporate culturally relevant pedagogies to meet the needs of the population, decrease bias and promote Diversity, Equity, and Inclusion (DEI) across the unit lessons.
1.2 1.3	6	3,4	T/D	Assessment	*Formative *Summative *Self	All three types of assessments are used creatively and correctly to engage, evaluate, and reflect on learning throughout the culmination of lessons throughout the unit to increase student success and plan for further instruction.	All three types of assessments are utilized correctly to evaluate students throughout the culmination of lessons in unit to increase student success and plan further instruction.	Two or more types of assessments are utilized correctly to evaluate students throughout the culmination of lessons in the unit to increase student success instruction.	No/limited/ inappropriate assessments are used. Student does not demonstrate sufficient understanding of the critical attributes circled on the left.

Actions/Feedback:

Lindsey Wilson College
Student Teaching Observation Form

Observee (Student Name)	Date of Observation	Observation # (1-4)

School	Age/Grade Level	Date

Content Area	College Supervisor/Cooperating Teacher

Please indicate a holistic analytical score for each standard as observed. Not all standards will be addressed/observable during a single observation. For more detailed descriptions of each standard review the Model Core Teaching Standards from CCSSO.

Standard 7: Planning for Instruction - 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 content.

4	3	2	1
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.	**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.**	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.	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.

Standard 4: Content Knowledge - The teacher shall
a. use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each
b. Encourage positive and social interaction, active engagement in learning, and self-motivation.

4	3	2	1
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.	**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 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.	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.

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.

4	3	2	1
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.	**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'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 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.
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.	**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 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 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.

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.

4	3	2	1
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.	**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 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 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.

Standard 3: Learning Environments -Learning environments. The teacher shall work with others to create environments that:
   a. Support individual and collaborative learning; and
   b. Encourage positive and social interaction, active engagement in learning, and self-motivation.

4	3	2	1
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.	**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.**	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.	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.

Standard 8: Instructional Strategies - The teacher shall understand and use and uses 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.

4	3	2	1
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.	**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.**	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, 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.
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.	**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'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.	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.

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 educators and learners decision making.

4	3	2	1
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.	**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.**	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.	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 nor any plan to use assessment results in designing future instruction.
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.	**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 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.	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.

Observation Notes and/or Scripting from the observation:

Recommendations and/or Needs Improvement:

Lindsey Wilson College

Student Teaching Formative/Summative Evaluation - Used in Stage 3

Observee (Student Name)	Date of Evaluation	Formative or Summative Evaluation	College Supervisor/Cooperating Teacher

School	Age/Grade Level	Content Area	Date

For each standard, highlight specific statements within the corresponding column which best represent the student teacher's cumulative level of performance. Then indicate a holistic analytical score of 1-4 for each standard as observed ratings to indicate performances as 1-Unacceptable, 2-Acceptable, 3-On Target, or 4-Exceeds Target for each. Notes are encouraged when appropriate. For more detailed descriptions of each standard review the InTASC Model Core Teaching Standards from CCSSO and/or The Framework for Teaching.

	Rating (4-1)
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, and emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences.	

4	3	2	1
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.	**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.**	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.	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.

Notes:

	Rating (4-1)

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.

4	3	2	1
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.	**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 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 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.

Notes:

Rating (4-1)

Standard 3: Learning Environments -Learning environments. The teacher shall work with others to create environments that:
    a. Support individual and collaborative learning; and
    b. Encourage positive and social interaction, active engagement in learning, and self-motivation.

4	3	2	1
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.	**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.**	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.	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.

Notes:

Rating (4-1)

Standard 4: Content Knowledge - The teacher shall
     a. use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each
     b. Encourage positive and social interaction, active engagement in learning, and self-motivation.

4	3	2	1
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.	**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 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.	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.

Notes:

	Rating (4-1)
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.	

4	3	2	1
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.	**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'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 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.
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.	**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 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 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.

Notes:

			Rating (4-1)

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 educators and learners decision making.

4	3	2	1
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.	**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.**	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.	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 nor any plan to use assessment results in designing future instruction.
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.	**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 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.	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.

Notes:

	Rating (4-1)

Standard 7: Planning for Instruction - 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 content.

4	3	2	1
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.	**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.**	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.	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.

Notes:

	Rating (4-1)

| **Standard 8: Instructional Strategies -** The teacher shall understand and use and uses 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. | |

4	3	2	1
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.	**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.**	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, 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.
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.	**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'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.	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.

		Rating (4-1)	

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.

4	3	2	1
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.	**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 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 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 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.	**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 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 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.

Notes:

	Rating (4-1)

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
   c. Advance the profession.

4	3	2	1
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.	**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 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 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'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.	**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 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 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.

Notes:

Notes about Document:

The Lindsey Wilson College Student Teaching Formative/Summative Evaluation is a combination of the Interstate Teacher Assessment and Support Continuum (InTASC) which are also the Kentucky Teacher Performance Standards (KTPS). Indicators from Kentucky Framework for Teaching (The Danielson Framework) have been utilized as descriptors of the ratings 1-4 (Unacceptable, Acceptable, On Target, Exceeds Target), for each standard. Indicators from the Danielson Framework were chosen as descriptors for each standard utilizing the "Important Document Crosswalk" within *Framework for Teaching* which was researched and provided by the Kentucky Department of Education which states:

> "The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into multiple standards clustered into four domains of teaching responsibility:
> 1. Planning and Preparation
> 2. Classroom Environment
> 3. Instruction
> 4. Professional Responsibilities
> It is important to realize that this Framework takes into account the Kentucky Teacher Standards, the Kentucky Board of Education's Program of Studies, Common Core Academic Standards, and the Kentucky Department of Education's Characteristics of Highly Effective Teaching and Learning."

To access the *Framework for Teaching* document directly, visit
https://education.ky.gov/teachers/PGES/TPGES/Pages/Kentucky-Framework-for-Teaching.aspx

Table of KTPS (InTASC) standards to Framework for Teaching Indicators

KTPS/InTASC Standard	Framework for Teaching Indicator
1	1C
2	1B
3	2A
4	1A
5	3A & 3E
6	1F & 3D
7	1E
8	3B & 3C
9	4A & 4E
10	4C & 4D

Professional Growth Plan Template (PGP)
LWC Teacher Performance Assessment

Student Name:

Semester:

Teachers design and implement a professional growth plan (PGP) to become more proficient *in impacting student learning as they meet* the Kentucky Teacher Standards and Indicators. PGP design involves determining one's strengths and areas for growth related to the Kentucky Teacher Performance Standards and then developing work plans that describe the activities and actions that will be implemented to address targeted areas for growth. *When the Professional Development is completed the teacher candidate reflects on what was learned and how it will improve his/her teaching to better impact student learning.*

Identifying Strengths and Areas for Growth	
After completing your first unit, identify two areas of strength and two areas for growth from the following Kentucky Teacher Performance Standards.	

Strengths - *Identify and write out the standard # and definition. Write the reasons that you think this is a strength and add supporting evidence for those assertions from your unit, class work, field experience, etc.*

Std	Reasoning/Supporting Evidence

Areas for Growth - *Identify and write out the standard # and definition. Write the reasons that you think this is an area for growth and add supporting evidence for those assertions from your unit, class work, field experience, etc.*

Std	Reasoning/Supporting Evidence

You must complete at least two Professional Development trainings focusing on the standards you identified as an area for growth. Select professional development opportunities that align with the two areas for growth you identified. You must choose from professional development activities approved or provided by LWC Education Faculty during the semester. Once you have selected a Professional Development event to attend, complete the following sections

Professional Development Activity 1 -Title:	
Presenter/Provider:	Date/Time:
If this is NOT an LWC provided PD - which member of the LWC Education Faculty approved? (Note approval must be obtained before attending the professional development activity)	
Approval:	*Approval Date:*

Discuss how this professional development activity relates to your growth area?

Discuss some of the key takeaways you learned during this PD activity?

Discuss some of the behaviors/practices will you implement/change as a result of this PD activity?

Professional Development Activity 2 -Title: C

Presenter/Provider:	Date/Time:
If this is NOT an LWC provided PD - which member of the LWC Education Faculty approved? (Note approval must be obtained before attending the professional development activity)	
Approval:	*Approval Date:*

Discuss how this professional development activity relates to your growth area?

Discuss some of the key takeaways you learned during this PD activity?

Discuss some of the behaviors/practices will you implement/change as a result of this PD activity?

Guidelines for PGP:

- *Only Professional Development Workshops provided by or approved by LWC Education Faculty may be used for the PGP. If a candidate believes PD offered by another agency will augment professional growth, approval must be obtained prior to completion. This includes webinars, conferences, online development opportunities, and community based workshops.*
- *Independent research may be used if the area for growth is unique. The plan will be developed in conjunction with the advisor. If reading professional articles is used, at least two articles from reputable sources written by experts within the field are the minimal requirement. The readings should be discussed with the advisor before the reflection is written.*
- *PGP must be completed in the semester preceding the Stage 2 semester.*

Final Reflection - to be completed near the end of the semester:

- Review the two areas and standards for growth you identified at the beginning of the semester and consider the learning, experiences, and professional development activities which you have participated in this semester. Write a one to one and a half page reflection (size 12 font double spaced) explaining which learning, experiences, and/or professional development activities influenced your growth the most and detail how this growth will manifest in your future teaching career. Be sure to reference the specific [Kentucky Teacher Performance Standards](#) in your writing. (you may type the reflection at the end of this document and/or attach a link.)

Professional Growth Plan Rubric

Used to Assess LWC Teacher Candidate Professional Growth Plans
Used in Stage 2 & Stage 3

Instructions: This rubric aligns with the EPP Leadership Plan for Stage 2 & 3
*Professors must use the indicators and critical attributes listed below to assess each Professional Growth Plan across EPP programs.
*Students should use the rubric to ensure that their video lesson or lesson observation meet or exceed expectations for each stage.
Scores needed-Stage 2 & 3: Target (3) or above on all indicators

CAEP	KTPS	Danielson	Tech & Diversity	KTPS Standard	Above Target (4)	Target (3)	Acceptable (2)	Unacceptable (1)
1.1 1.2	9	4a 4e	D	**Standard 9 Professional Learning and Ethical Practice** 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.	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, offers specific alternative actions, complete with the probable success of different courses of action.	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. Makes a few specific suggestions of what could be tried another time the lesson is taught.	Has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Makes general suggestions about how a lesson could be improved.	Does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson Has no suggestions for how a lesson could be improved.
					Seeks out opportunities for professional development and makes a systematic effort to conduct action research. Seeks out feedback on teaching from both supervisors and colleagues. Initiates important activities to contribute to the profession.	Seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration. Participates actively in assisting other educators.	Participates in professional activities to a limited extent when they are convenient. Accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues. Finds limited ways to contribute to the profession.	Engages in no professional development activities to enhance knowledge or skill. Resists feedback on teaching performance from either supervisors or more experienced colleagues. Makes no effort to share knowledge with others or to assume professional responsibility.
Actions/Feedback:								

Leadership/Service Plan Template
with focus on learners/families/collaboration/culture/diversity/SEL
-LWC Teacher Performance Assessment-

Summary
The purpose of a leadership plan is for the teacher candidate to participate in a leadership role outside of their own classroom which enhances the quality of the educational experience for students and others within the school. Brainstorm possible projects, make specific contacts within the school, and then identify a leadership role you can fulfill that will demonstrate your ability to contribute as a leader beyond your classroom.

The specific project you choose should focus on special populations of learners, families, cultural appreciation, diversity, and/or SEL (social emotional learning). The project may be done individually or as a member of a collaborative team project. **It must be completed in a K-12 school setting.**

Where to Look (some options)
Schools have ethical and legal responsibilities to assist and support special populations of learners and families. This includes specific programs/roles to increase students' acceptance and appreciation of cultural and personal diversity, closing the achievement gap, and teaching students how to recognize and improve their social emotional well being. There are often embedded activities and/or strategies being carried out within a school to provide experiences which promote related learning. Inquire within a school to discover the function and frequency of these efforts. Offer and become involved in one of these efforts in conjunction with another leader within the school.

- FRYSC (Family Resource Center) - Every school in Kentucky has a family resource center. The focus of the FRYSC is to help connect students and their families to needed services as a way to remove nonacademic barriers to learning and enhance student academic success. They constantly have multiple programs/initiatives in place to support the school and welcome additional leadership.
- Counselors - Counselors will be familiar with many of the programs within the school and specifically work with students on their social emotional learning. Counselors are also involved with students' academic growth and may oversee special population support.
- Librarian - Librarians fulfill many different roles in schools to support student learning through many different programs. They may have some great opportunities for you to be a leader.
- Principal - principals are aware of all the programs and efforts in the school to focus on every aspect of education
- PTA (Parent Teacher Association) - Many PTA's will have regular programs/activities which support the school and would welcome involvement.
- Leaders within the school - Each school has its own clubs, groups, activities which would benefit from others being involved. Consider if the school has a club, group, or program with which you can get involved. (ACT prep, LBGT club, Diversity for All, tutoring, homework team, Science Fair. . .)

Complete each section below

Is this an individual or collaborative team project? Circle one: individual   team

Name or Team Member's Names:

LWC education advisor/supervisor:

The K-12 school/community contact person(s) for your project:

You must write your own leadership plan proposal, even if you work collaboratively in a group. You must identify each person in the group, their role and responsibilities for planning and executing the project in detail. This proposal must be approved and signed off by your education advisor before you can execute your plan in the schools.

Objective(s): What do you plan to accomplish with this project? Which area is the main focus of your work? (special populations of learners, families, cultural appreciation, diversity, SEL)

Project/Event: Include roles/responsibilities of each team member, describe activities, the preparation/materials needed, and a timeline for completion of the leadership plan.

Team Member	Role/Responsibility

Describe Activities:

Preparation/Materials needed:

Timeline for Completion:

Approval Signature of College Advisor or Supervisor:	Date

Reflection - Write a 1-2 page reflection on what your project accomplished regarding student learning and/or the professional environment of the school. What did you learn from the experience? What were some difficulties you encountered and how did you overcome them? What challenges do you see within the program and how might those challenges be overcome?

<table>
<tr><td colspan="2"></td></tr>
<tr><td colspan="2">Signature of individual or team members indicating the project has been **completed**:</td></tr>
</table>

Student(s) Signature	Date

Signature college supervisor indicating the project has been **completed**:

Signature	Date

Leadership Plan Rubric
Used to Assess LWC Teacher Candidate Leadership Plans
Used in Stage 2 & Stage 3

Instructions: This rubric aligns with the EPP Leadership Plan for Stage 2 & 3
*<u>Professors must</u> use the indicators and critical attributes listed below to assess each Leadership Plan across EPP programs.
*<u>Students should</u> use the rubric to ensure that their Leadership Plan meets or exceeds expectations for each stage.
Score needed-Stage 2 & 3: Target (3) or above on all indicators

C A E P	K T P S	Danielson	Tech & Diversity	KTPS Standard	Above Target (4)	Target (3)	Acceptable (2)	Unacceptable (1)
1. 2 1. 2	10	4c 4d	D	**Standard 10 Leadership and Collaboration** Shall seek appropriate leadership roles and opportunities to a. Take responsibility for student learning b. Collaborate with learners, families, colleagues, and other school professionals, and community members to ensure learner growth; and c. Advance the profession	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. Efforts to engage families in the instructional program are frequent and successful.	Communicates frequently with families about the instructional program and conveys information about individual student progress. Makes some attempts to engage families in the instructional program. Information to families is conveyed in a culturally appropriate manner.	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.	Communication with families—about the instructional program, about individual students—is sporadic or culturally inappropriate. Makes no attempt to engage families in the instructional program.
					Relationships with colleagues are characterized by mutual support and cooperation, taking initiative in assuming leadership among the faculty. Takes a leadership role in promoting a culture of professional inquiry. 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.	Relationships with colleagues are characterized by mutual support and cooperation; actively participates in a culture of professional inquiry. Volunteers to participate in school events and in school and district projects, making a substantial contribution.	Maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Becomes involved in the school's culture of professional inquiry when invited to do so. Participates in school events and school and district projects when specifically asked to do so.	Relationships with colleagues are negative or self-serving. Avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Avoids becoming involved in school events or school and district projects.

Actions/Feedback:

Lindsey Wilson College
10 Day Unit Action Research Checklist

The following list is not comprehensive, but contains the primary components expected to be included in your presentation and visual aids. Descriptors should be easily identified on the visual aid with additional explanations shared in presentation/conversation please utilize the following rubric to evaluate the level of accomplishment for each descriptor.

KTPS Primary Stds	**Area** Descriptors
1, 4, & 5	**Content/Standards** (to be taught/learned/assessed in the Unit) • Kentucky Core Academic Standards are clearly identified and referenced. • Appropriate choice of standards • Appropriate number of standards
6, & 9	**Pre assessment** • Actual pre assessment is professional and visually pleasing • High quality format (easy for student use and appropriate to the content area). • Questions/Tasks Aligned with Standards (visual aid should demonstrate which questions/task indicate student performance for specific standards) • Student teacher demonstrates how pre assessment results show analysis of individual and classroom level of performance for individual standards • Student teacher indicates impact of pre assessment results on unit/lesson design
2, 3, 5, & 7	**Instructional Strategies** • At least 3 core research based instructional strategies unutilized in the Unit are identified & referenced • Choice of core research based instructional strategies are appropriate • Official steps for core research based instructional strategies are demonstrated • Frequency of the core research based instructional strategies is indicated • Student teacher adjust instructional strategies to address individual needs of students in the classroom • Quality assessment, reflection, and adjustments to core instructional strategies are demonstrated
5 & 6	**Formative Assessments** (learning checks) • Specific formative assessments utilized during the unit are identified • Formative assessments are high quality and appropriate • Formative assessments utilized during the lesson are aligned to specific learning targets/standards • Results of formative assessment is utilized to adjust instruction
6 & 9	**Post Assessment** (may be the same as the pre assessment) • Actual pre assessment is professional; High quality format Questions/Tasks Aligned with Standards (visual aid should demonstrate which questions/task indicate student performance for specific standards) • Student teacher demonstrates how post assessment results show analysis of individual and classroom level of performance for individual standards • Student teacher indicates the impact of unit instruction on student performance as a whole and to individual standards
9 & 10	**Student Teacher Professional Growth/Learning** • Student teacher shares thoughtful professional reflections in relation to the 10 day unit • Student teacher clearly articulates specific details of personal growth in relation to the 10 day unit • Student teacher is able to indicate specific needed next steps to improve their ability to teach this unit (or one similar) if they were to teach it again in the future.

Lindsey Wilson College
10-Day Unit Action Research Presentation Rubric-for Stage 3 Presentations

Student Name:_____ Date of Evaluation:_____ Rater:_____

For each area below, indicate a holistic analytical score of 1-4 for each category as observed. Descriptors should be easily identifiable among the visual aids with additional explanations shared during the presentation/conversation. After the presentation, please utilize the third page of this form to evaluate each student's oral communication skills.

KTPS Primary Stds	Area/ Descriptors	Above Target (4)	Target (3)	Acceptable (2)	Unacceptable (1)
1, 4, & 5	Content/ Standards	Kentucky Academic Standards in the unit are clearly identified and embedded within the context of the curricula. Choice and presentation of standards indicate an in depth understanding of student learning needs and real-world application of content.	All Kentucky Academic Standards for the unit are clearly identified and referenced. Appropriate choice of standards. Appropriate number of standards	Kentucky Academic Standards are identified, but not all are clearly referenced/utilized in the unit. Mostly appropriate choices and number of standards chosen.	No or few standards identified/referenced/utilized in the unit. Standards are not clearly identified and/or referenced.
6, & 9	Pre-Assessment	Pre-assessment is professional and visually pleasing. High quality format (easy for student use and content appropriate). All questions/tasks highly aligned with standards and assessment (visual aid should demonstrate which questions/task indicate student performance for specific standards). Results show analysis of individual and classroom level of performance for individual standards. Analysis of pre-assessment data results in multiple high-quality adjustments to instruction throughout the unit/lesson.	Pre-assessment is professional and visually pleasing. Format is appropriate and non-distractive (easy for student use). Most questions/tasks are aligned with standards (visual aid should identify which questions/tasks indicate student performance on specific objectives). Assessment results show analysis of individual student performance for individual objectives. Analysis of pre-assessment data results in appropriate adjustments to instruction within the unit/lesson.	Pre-assessment is functional and free from distraction. Many questions/tasks are aligned with standards however, some questions/standards need adjustment. Results are analyzed/presented, but do not identify specific strengths/ weaknesses for individual students. Analysis of pre-assessment data results in few adjustments to instruction within the unit/lesson.	Pre-assessment is absent or inappropriate. Questions/tasks are not aligned or only partially aligned with standards. Results of pre-assessment are not analyzed/ presented. Pre-assessment data results are not informative to instruction within the unit/lesson design.
2, 3, 5, & 7	Instructional Strategies	Four or more high quality research-based instructional strategies utilized in the unit are identified and referenced. High quality research based instructional strategies promote student mastery of the standards including support, feedback, and self-assessment. Official steps for high quality research-based instructional strategies are demonstrated throughout the unit with evidence of fidelity. Instructional strategies are regularly adjusted for individual needs of students in the classroom. High-quality assessment, reflection, and adjustments to strategies are demonstrated.	At least three high-quality research-based instructional strategies utilized in the unit are identified and referenced. Choice of high-quality research-based instructional strategies are appropriate. Recommended steps for high quality research based instructional strategies are demonstrated. Frequency of the high-quality research based instructional strategies is identified and appropriate. Instructional strategies are adjusted for individual needs of students in the classroom at specific times in the unit.	Two or less high-quality research-based instructional strategies are utilized in the unit. Instructional strategies are demonstrated. A few high-quality research based instructional strategies identified, but strategies lack the description necessary for implementation with fidelity. Instructional strategies have the potential to be used to adjust instruction for the individual needs of students.	None/few high quality research based instructional strategies are utilized in the unit. Instructional strategies are absent or poorly demonstrated Instructional strategies have little potential to inform adjustments for individual needs of students.

KTPS Primary Stds	Area/ Descriptors	Above Target (4)	Target (3)	Acceptable (2)	Unacceptable (1)
5 & 6	Formative Assessments (learning checks)	Many high-quality formative assessments utilized in each lesson of the unit are identified. Formative assessments are high quality, appropriate, and integrated into the student learning. Formative assessments utilized during the lesson are aligned to specific learning targets/standards and support mastery of standards by all students. The teacher and students use the results of formative assessments regularly to adjust instruction and learning.	Many high-quality formative assessments utilized during the unit are identified. Formative assessments are high quality and appropriate. Formative assessments utilized during the lesson are aligned to specific learning targets/standards. The teacher uses results of formative assessments regularly to adjust instruction.	Some high-quality formative assessments utilized during the unit are identified. Most formative assessments are high quality and appropriate. Some formative assessments are utilized during the lessons to inform instruction/ learning.	No/little formative assessments utilized during the unit are identified. Many formative assessments are not high quality or are inappropriate. Formative assessments are not useful and/or not utilized during the lessons to inform instruction/learning.
6 & 9	Post Assessment (The Pre-Assessment and Post-Assessment may be the identical when appropriate)	Post-assessment is professional, visually pleasing, and organized to promote performance analysis (easy for student use and content appropriate). Questions/Tasks highly aligned with standards and post-assessment (visual aid should identify which questions/task indicate student performance for specific objectives). Results show analysis of individual student learning/growth for individual objectives indicating strengths/weaknesses of the learning throughout the unit. Analysis of post-assessment data clearly identifies individual student learning/growth on specific objectives from pre to post-assessment.	Post-assessment is professional and visually pleasing (easy for student use). Most questions/tasks aligned with standards and pre-assessment (visual aid should demonstrate which questions/task indicate student performance for specific standards) Assessment results analysis identifies individual student learning/growth for individual objectives. Analysis of post-assessment data clearly identifies individual student learning/growth on specific objectives from pre to post-assessment.	Post-assessment is functional and free from distraction. Many questions/tasks aligned with standards and pre-assessment, but some questions/standards need additional adjustment. Results are analyzed/presented, but do not identify specific strengths/ weaknesses for individual student learning/growth. Analysis of post-assessment data results in limited evidence of student learning/growth.	Post-assessment is absent or inappropriate. Questions/tasks are not aligned or are only partially aligned with standards or pre-assessment. Results of post-assessment are not analyzed/ presented. Post-assessment data results are not informative of student learning.
9 & 10	Student Teacher Professional Growth/ Learning	Student teacher shares insightful professional reflections about key aspects in relation to the 10-day unit and relates them to the KTPS standards. Student teacher clearly articulates specific details of personal growth in relation to the 10-day unit and relates them to the KTPS standards. Student teacher is able to identify specific steps needed to improve their ability to teach students/strategies from this unit (or one similar) if they were to teach it again in the future.	Student teacher shares professional reflections about key aspects in relation to the 10-day unit Student teacher articulates areas of personal growth in relation to the 10-day unit. Student teacher is able to identify specific needed areas for improvement to their ability to teach.	Student teacher shares reflections in relation to the 10-day unit. Student teacher shares areas of personal growth. Student teacher shares teaching strategies in which they currently struggle to effectively use in lessons.	Student teacher shares no/little/inappropriate reflections in relation to: The 10-day unit Personal growth Teaching strategies

Notes/Comments:

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

AAC&U — Association of American Colleges and Universities

Definition: Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to the audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to the audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to the audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to the audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and the speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and the speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and the speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and the speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.

Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

WRITTEN COMMUNICATION VALUE RUBRIC

A A C U Association of American Colleges and Universities

for more information, please contact value@aacu.org

Definition: Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Context of and Purpose for Writing *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).*	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions *Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).*	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate	Demonstrates consistent use of credible, relevant sources to support ideas that are situated	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are	Demonstrates an attempt to use sources to support ideas in the writing.

	for the discipline and genre of the writing	within the discipline and genre of the writing.	appropriate for the discipline and genre of the writing.	
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

Candidate Disposition Inventory
LWC Division of Education

Student Name:			
	Last	First	Middle

Evaluator:		Date:	
Course Name:		Stage Level:	1 2 3

Dispositions are operationally defined as tendencies of beliefs that are conveyed or made public through observable behaviors. Identify your choice by placing a check in the corresponding checkbox which best describes the manner in which each behavior has been exemplified. Please remember that students are graded with respect to their level of acceptable behavior or their deviation from it. If you have no evidence upon which to base your decision, please place a check in the box beside "Neither agree or disagree".

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:

Maintains appropriate confidentiality
□ Strongly agree   □ Agree   □ Neither agree or disagree   □ Disagree   □ Strongly disagree
Demonstrates compliance with laws/regulations/policies/standards
□ Strongly agree   □ Agree   □ Neither agree or disagree   □ Disagree   □ Strongly disagree
Maintains professional appearance
□ Strongly agree   □ Agree   □ Neither agree or disagree   □ Disagree   □ Strongly disagree
Is prepared for class or appointments
□ Strongly agree   □ Agree   □ Neither agree or disagree   □ Disagree   □ Strongly disagree
Is punctual for class or appointments
□ Strongly agree   □ Agree   □ Neither agree or disagree   □ Disagree   □ Strongly disagree
Demonstrates honesty/ academic integrity
□ Strongly agree   □ Agree   □ Neither agree or disagree   □ Disagree   □ Strongly disagree

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

Demonstrates high expectations for others
□ Strongly agree   □ Agree   □ Neither agree or disagree   □ Disagree   □ Strongly disagree
Demonstrates respect for the beliefs of others
□ Strongly agree   □ Agree   □ Neither agree or disagree   □ Disagree   □ Strongly disagree
Demonstrates and/or promotes effective collaboration skills (with colleagues, instructors, students)
□ Strongly agree   □ Agree   □ Neither agree or disagree   □ Disagree   □ Strongly disagree
Demonstrates respect for cultural differences
□ Strongly agree   □ Agree   □ Neither agree or disagree   □ Disagree   □ Strongly disagree
Demonstrates patience with and/or compassion for those experiencing difficulty in the learning process
□ Strongly agree   □ Agree   □ Neither agree or disagree   □ Disagree   □ Strongly disagree
Demonstrates flexibility during the learning process

	□ Strongly agree □ Agree □ Neither agree or disagree □ Disagree □ Strongly disagree

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

Demonstrates critical thinking in written or verbal form □ Strongly agree □ Agree □ Neither agree or disagree □ Disagree □ Strongly disagree	
Addresses issues of concern professionally (with instructors/colleagues/students) □ Strongly agree □ Agree □ Neither agree or disagree □ Disagree □ Strongly disagree	
Responds positively to constructive criticism □ Strongly agree □ Agree □ Neither agree or disagree □ Disagree □ Strongly disagree	
Takes responsibility for his or her learning by actively seeking out new information □ Strongly agree □ Agree □ Neither agree or disagree □ Disagree □ Strongly disagree	
Demonstrates personal progress through professional development to improve content and pedagogical knowledge □ Strongly agree □ Agree □ Neither agree or disagree □ Disagree □ Strongly disagree	
Demonstrates reflective practice in written or verbal form □ Strongly agree □ Agree □ Neither agree or disagree □ Disagree □ Strongly disagree	

Based on your experiences would you recommend this student?

⛵ Recommend ⛵ Recommend with Reservations ⛵ Do not Recommend ⛵ Other

| Comments:	
Reference Signature	Date

This disposition survey was originally designed by KITEP (Kentucky Information Technology in Educator Preparation Committee) which is a standing committee of KACTE (Kentucky Association of Colleges for Teacher Education) committee - in the fall of 2017. The survey statements were evaluated by a panel of experts in 2017 and shared with KACTE in the spring of 2018. KITEP's conducted a review of the survey by a panel of 21 experts and calculated the percent positive response for each survey statement. The average percent positive response was 85%. All but four statements received greater than 80% positive response.

Upon review of the survey by the LWC EPP in the spring of 2024 it was noted that the response options on the current survey format did not follow research recommendations for the presentation of Likert scales. As a result the answer portion of the survey was reconstructed to align with research recommended Likert scale language/presentation. (Edmondson, 2005), (Spector, 1980), (Spector 1992)

Edmondson, D.R. (2005) Likert scales: A history. In L. C. Neilson (Ed.), *Proceedings of the12th conference on historical analysis and research in marketing (CHARM)* (pp.127-133). Retrieved from
https://ojs.library.carleton.ca/index.php/pcharm/article/view/1613

Spector, P. E. (1980). Ratings of equal and unequal response choice intervals. *The Journal of Social Psychology, 112,* 115-119.

Spector, P.E. (1992). *Summated rating scale construction: An introduction.* Newbury Park, CA: Sage.
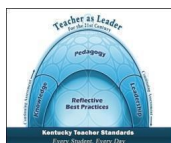
| Stage 3 Summative Instrument |
| Teacher Education Program |

Student: _____ **Major:** _____**Date:**_____
Chair: _____

The goal for candidate performance at Stage 3 Program Entrance is a "target" level (or higher) of proficiency based on the criteria for the Kentucky Teacher Performance Standards.

Instructions: Interviewers will determine a summary score of the student's portfolio, presentation, dispositions, and written component. Using the recorded scores a determination for recommendation for program admission will be made and submitted to the Education Division.

Portfolio Summary Score Table 1 (Scoring obtained from Portfolio Scoring Rubric, Stage 3)

Portfolio	Chair
Praxis II Content & PLT Assessment Requirements Met	
KTPS 1 Learner Development	
KTPS 2 Learning Differences	
KTPS 3 Learning Environments	
KTPS 4 Content Knowledge	
KTPS 5 Application of Content	
KTPS 6 Assessment	
KTPS 7 Planning for Instruction	
KTPS 8 Instructional Strategies	
KTPS 9 Professional Learning/Ethical Practices	
KTPS 10 Leadership and Collaboration	
AACU Written Rubric	
Holistic Score Portfolio	

Presentation Summary Score Table 2 (Scoring obtained from Stage 3 Presentation Product Evaluation and the AACU Oral Rubric)

Presentation	Chair	Rater	Avg.
KTPS 1, 4 & 5: Content Standards			
KTPS 6 & 9: Pre-Assessment			
KTPS 2, 3, 5, & 7: Instructional Strategies			
KTPS 5 & 6: Formative Assessment			
KTPS 6 & 9: Post-Assessment			
KTPS 9 & 10: Professional Growth & Learning			
AACU Oral Rubric			
Holistic Score Presentation			

Disposition Holistic Summary Score Table 3

	College Supervisor	Cooperating Teacher 1	Cooperating Teacher 2	Avg.
Disposition 1: Professional Integrity				
Disposition 2: Caring				
Disposition 3: Reflective Practice				
Holistic Score Disposition				

Recommendation for Program Entry

_____ Recommend for Graduation
All holistic / summary scores rated at TARGET or above

_____ Recommend for Graduation, pending completion of requirements by end of current Semester.

_____ Recommend for Program Completion pending meeting conditions as listed below.

_____

_

_____

_

_____ Require second Presentation if all scores are at or above Target except Presentation score

_____ Reapply for Stage 3 Presentation and Portfolio the following semester upon completion of requirements listed below to remedy deficiencies in scored items at the unacceptable level.

_____ Not recommended for Graduation due to:
___ Failure to prepare an acceptable portfolio
___ Failure to demonstrate appropriate teacher dispositions
___ Failure to demonstrate a level of communication skills required of a classroom teacher

_____**Candidate**

_____ **Chair, Portfolio & Presentation Committee**

(By signing this page, the candidate acknowledges having received a copy of the results)   Date: _____

Requirements (specific entry and program requirements in process of completing)**:**

Conditions (may include but not limited to remediation, tutoring, counseling, and/or working with a faculty mentor to correct deficiencies.)**:**

Condition DUE
Date:_____

Remediation Recommendations For AACU Written and Oral Rubrics

Written Language Remediation   **Oral Language Remediation**
_____ Recommended _____ Required   **_____ Recommended _____ Required**
Remediation includes 15 hours of tutoring in the Academic Success Center (1 hour each week per semester)
Candidate must document required tutoring hours in either writing or spoken language, whichever is indicated above.

_____

Conditions, if any, completed on _____ (Date)

_____**Candidate**

_____ **Chair, (Signature indicates _Recommend for Admission_)**

** *If a student has a remediation plan, please submit remediated scores to office for recalibration of data.*

Student Teacher Remediation Report
Lindsey Wilson College
Student Teacher Remediation Report

Semester: _____   Student Teacher: _____ _____ _____ Date: _____

Mentoring Teacher: _____   School: _____

Subject/Grade/ Level: _____Student Teacher Major: _____

Specific Area(s) for Improvement	Expectations or Specific Outcomes Desired
1.	1.
2.	2.
3.	3.
4.	4.

The areas for improvement listed above jeopardize the Student Teacher's successful completion of Student Teaching and must be remediated as outlined. The Student Teacher must meet the specific outcomes desired to be successful. Failure to successfully remediate in the time indicated will result in removal from the Student Teaching experience. Please complete the table below, providing the requested information.

Specific Strategies for Implementation For Each Improvement Area:	Person(s) responsible for validation of successful or unsuccessful completion.	Date of completion
1.		
2.		
3.		
4.		

_____
Director of Student Teaching/Date

_____
Student Teacher/Date

_____
Mentoring (Remediation) Teacher/Date

_____
Principal/Date

LWC Student Teacher Remediation Follow-up Report

Semester/Year: _____ Student Teacher: _____

Cooperating Teacher: _____ Supervising Teacher: _____

School: _____ Student Teacher Major: _____

Assigned Subject/Grade: _____

The Student Teacher Remediation Plan was filed for this student on_____.

The results of the remediation steps were:

_____The remediation steps were successfully completed.

_____The remediation steps were not successfully completed, resulting in a subsequent remediation plan or the candidate:

- _____withdrew from Student Teaching
- _____was removed from Student Teaching

PLEASE ATTACH THE COMPLETED REMEDIATION FORM TO THIS FOLLOW-UP FORM AT THE CONCLUSION OF THE REMEDIATION

Comments:

Handbook Agreement Form

I, _____ hereby acknowledge that I am familiar with and will abide by the policies contained in the Student Teacher Handbook.

Signature of Student Teacher: _____ Date: _____

Model Code of Ethics for Educators

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

Welcome

There is a movement growing with the greater P-12 and educator preparation educational communities to ensure educators and prospective educators understand how professional decision-making can impact the safety and well-being of children, as well as the culture and mission of the school. The increased focus on examining, understanding, and informing best practices in educator decision-making is a critical part of the mission of the National Association of State Directors of Teacher Education and Certification. (NASDTEC)

A professional code of ethics sets a higher threshold than regulatory codes of conduct. A code of conduct provides absolutes for employment, licensure, and/or criminal sanctions. The MCEE, however, helps mitigate the risks inherent within the profession and is designed as a guide for current and future educators to construct the best course of action when faced with ethical dilemmas, providing a basis for educator learning, self-reflection, and self-accountability.

For more information, visit www.nasdtec.net

Principles 1: Responsibility to the Profession

The professional educator is aware that trust in the profession depends upon a level of professional conduct and responsibility that may be higher than required by law. This entails holding one and other educators to the same ethical standards.
   A. The professional educator demonstrates responsibility to oneself as an ethical professional by:
      1. Acknowledging that lack of awareness, knowledge, or understanding of the Code is not, in itself, a defense to a charge of unethical conduct.
      2. Knowing and upholding the procedures, policies, laws and regulations relevant to professional practices regardless of personal views.
      3. Holding oneself responsible for ethical conduct.
      4. Monitoring and maintaining sound mental, physical, and emotional health necessary to perform duties and services of any professional's assignment, and taking appropriate measures when personal or health-related issues may interfere with work-related duties.
      5. Refraining from professional or personal; activity that may lead to reducing one's effectiveness within the school community.
      6. Avoiding the use of one's position for personal gain and avoiding the appearance of impropriety.
      7. Taking responsibility and credit only for work actually performed or produced, and acknowledging the work and contributions made by others.

B. The professional educator fulfills the obligations to address and attempt to resolve ethical issues by:
1. Confronting and taking reasonable steps to resolve conflicts between the Code and the implicit or explicit or explicit demands of a person or organization.
2. Maintaining fidelity to the Code by taking proactive steps when having reason to believe a situation.
3. Neither discrimination nor retaliating against a person on the basis of having made an ethical complaint.
4. Neither filing nor encouraging frivolous ethical complaints solely to harm or retaliate.
5. Cooperating fully during ethics investigations and proceedings.
C. The professional educator promotes and advances the profession within and beyond the school community by:
1. Influencing and supporting decisions and actions that positively impact teaching and learning, educational leaderships, and student services.
2. Engaging in respectful discourse regarding issues that impact the profession.
3. Enhancing one's professional effectiveness by staying current with ethical principles and decisions from relevant sources including professional organizations.
4. Actively participating in educational and professional organizations and associations.
5. Advocating for adequate resources and facilities to ensure equitable opportunities for all students.

Principles 2: Responsibility for Professional Competence

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

A. The professional educator demonstrates commitment to high standards of practice through:
1. Incorporating into one's practice state and national standards, including those specific to one's discipline.
2. Using the Model Code of Educator Ethics and other ethics codes unique to one's discipline to guide and frame educational decision-making.
3. Advocating for equitable educational opportunities for all students.
4. Advocating responsibilities, performing duties, and providing services corresponding to the area of certification, licensure, and training of one's position.
5. Reflecting upon and assessing one's professional skills, content knowledge, and competency on an ongoing basis.
6. Committing to ongoing professional learning.
B. The professional educator demonstrates responsible use of data, materials, research, and assessment by:
1. Appropriately recognizing others' work by citing data or materials from published, unpublished, or electronic sources when disseminating information.
2. Using developmentally appropriate assessments for the purposes for which they are intended and for which they have been validated to guide educational decisions.
3. Conducting research in an ethical and responsible manner with appropriate permission and supervision.

4. Seeking and using evidence, instructional data, research, and professional knowledge to inform practice.
5. Creating, maintaining, disseminating, storing, retaining, and disposing of records and data relating to one's research and practice, in accordance with district policy, state and federal laws.
6. Using data, data sources, or findings accurately and reliably.
C. The professional educator acts in the best interest of all students by:
1. Increasing students' access to the curriculum, activities, and resources in order to provide a quality and equitable educational experience.
2. Working to engage the school community to close achievement, opportunity, and attainments gaps.
3. Protecting students from any practice that harms or has the potential to harm students.

Principle 3: Responsibility to Students

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

A. The professional educator respects the rights and dignity of students by:
1. Respecting students by taking into account their age. Gender, culture, setting and socioeconomic context.
2. Interacting with students with transparency and in appropriate settings.
3. Communicating with students in a clear, respectful, and culturally sensitive manner.
4. Taking into account how appearance and dress can affect one's interactions and relationships with students.
5. Considering the implication of accepting gifts from or giving gifts to students.
6. Engaging in physical contact with students only when there is a clearly defined purpose that benefits the students and continually keeps that safety and well-being of the student in mind.
7. Avoiding multiple relationships with students which might impair objectivity and increase the risk of harm to student learning or well-being or decrease educator effectiveness.
8. Acknowledging that there are no circumstances that allow educators to engage in romantic or sexual relationships with students.
9. Considering the ramifications of entering an adult relationship of any kind with former students, including but not limited to, any potential harm to the former students, public perception, and the possible impact on the educator's career. The professional educator ensures that the adult relationship was not started while the former students were in school.
B. The professional educator demonstrates an ethic of care through:
1. Seeking to understand students' educational, academic, personal and social needs as well as students' values, beliefs, and cultural background.
2. Respecting the dignity, worth, and uniqueness of each individual student including, but not limited to, actual and perceived gender, gender expression, gender identity, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, socio-economic status, and culture.

3. Establishing and maintaining an environment that promotes the emotional, intellectual, physical, and sexual safety of all students.
C. The professional educator maintains students trust and confidentiality when interacting with students on a developmentally appreciate manner and within appropriate limits by:
   1. Respecting the privacy of students and the need to hold in confidence certain forms of student communication, documents, or information obtained in the course of professional practice.
   2. Upholding parents/guardians' legal rights, as well as any legal requirements to reveal information related to legitimate concerns for the well-being of the students.
   3. Protecting the confidentiality of student records and releasing personal data in accordance with prescribed state and federal laws and local policies.

Principle 4: Responsibility to the School Community

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

A. The professional educator promotes effective and appropriate relationships with parents/guardians by:
   1. Communicating with parents/guardians in a timely and respectful manner that represents those students' best interests.
   2. Demonstrating a commitment to equality, equity, and inclusion as well as respecting and accommodating diversity among members of the school community.
   3. Considering the implication of accepting gifts from or giving gifts to parents/guardians.
   4. Maintaining appropriate confidentiality with respect to student information disclosed by or to parents/guardians unless required by law.
B. The professional educator promotes effective and appropriate relationships with colleagues.
   1. Respecting colleagues as fellow professionals and maintaining civility when differences arise.
   2. Resolving conflicts, whenever possible, privately, and respectfully and in accordance with district policy.
   3. Keeping students' safety, education, and health paramount by maintaining and sharing educational records appropriately and objectively in accordance with local policies and state and federal laws.
   4. Collaborating with colleagues in a manner that supports academic achievement and related goals that promote the best interests of students.
   5. Enhancing the professional growth and development of new educators by supporting effective field experiences, mentoring or induction activities across the career continuum.
   6. Ensuring that educators who are assigned to participate as mentors for new educators, cooperating teachers, or other teacher leadership positions are prepared and supervised to assume these roles.
   7. Ensuring that educators are assigned to positions in accordance with their educational credentials, preparation, and experience in order to maximize student's opportunities and achievement.
   8. Working to ensure a workplace environment that is free from harassment.

C. The professional educator promotes effective and appropriate relationships with the community and other stakeholders by:
1. Advocating for policies and laws that the educator supports as promoting the education and well-being of students and families.
2. Collaborating with community agencies, organizations, and individuals in order to advance students' best interests without regard to personal reward or remuneration.
3. Maintaining the highest professional standards of accuracy, honesty, and appropriate disclosure of information when representing the school or district within the community and in public communications.

D. The professional educator promotes effective and appropriate relationships with employers by:
1. Using property, facilities, materials, and resources in accordance with local policies and state and federal laws.
2. Respecting intellectual property ownership rights (e.g., original lesson plans, district level curricula, syllabi, grade books, etc.) when sharing materials.
3. Exhibiting personal and professional conduct that is in the best interest of the organization, learning community, school community, and profession.
4. Considering the implications of offering or accepting gifts and/or preferential treatment by vendors or an individual in a position of professional influence or power.

E. The professional educator understands the problematic nature of multiple relationships by:
1. Considering the risks that multiple relationships might impair objectivity and increase the likelihood of harm to students' learning and well-being or diminish educator effectiveness.
2. Considering the risks and benefits of professional relationships with someone with whom the educator has had past personal relationships and vice versa.
3. Considering the implications and possible ramifications of engaging in a personal or professional relationship with parents and guardians, student's teachers, colleagues, and supervisors.
4. Ensuring that professional responsibility to students, their learning, and well-being.

Principle 5: Responsible and Ethical Use of Technology

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

A. The professional educator uses technology in a responsible manner by:
1. Using social media responsibly, transparently, and primary for the purpose of teaching and learning per school and district policy. The professional educator considers the ramifications of using social media and direct communication via technology on one's interactions with students, colleagues, and the general public.
2. Staying abreast of current trends and uses of school technology.
3. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members.
4. Knowing how to access, document and use proprietary materials and understanding how to recognize and prevent plagiarism by students and educators.

5. Understanding and abiding by the district's policy on the use of technology and communication.
6. Recognizing that some electronic communications are records under the Freedom of Information Act (FOIA) and state public access laws and should consider the implications of sharing sensitive information electronically either via professional or personal devices/accounts.
7. Exercising prudence in maintaining separate and professional virtual profiles, keeping personal and professional lives distinct.

B. The professional educator ensures students safety and well-being when using technology by:
1. Being vigilant in identifying, addressing, and reporting (when appropriate and in accordance with local district, state, and federal policy) inappropriate and illegal materials/images in electronic or other forms.
2. Respecting the privacy of students' presence on social media unless given consent to view such information or if there is a possibility of evidence of a risk of harm to the students or others.
3. Monitoring to the extent practical and appropriately reporting information concerning possible cyber bullying incidents and their potential impact on the student learning environment.

C. The professional educator maintains confidentiality in the use of technology by:
1. Taking appropriate and reasonable measures to maintain confidentiality of student information and educational records stored or transmitted through the use of electronic or computer technology.
2. Understanding the intent of the Federal Educational Rights to Privacy Act (FERPA) and how it applies to sharing electronics student's records.
3. Ensuring that the rights of third parties, including the right of privacy, are not violated via the use of technologies.

D. The professional educator promotes the appropriate use of technology in educational setting by:
1. Advocating or equal access to technology for all students, especially those historically underserved.
2. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personal, parents, and community members.
3. Promoting technological applications (a) that are appropriate for student's individual needs, (b) that students understand how to use and (c) that assist and enhance the teaching and learning process.

MCEE: The Power of a Common Language

The Model Code of Ethics for Educators (MCEE), supported by national education organizations that undergone our profession, was developed by a diverse and representative task force of educational practitioners. The MCEE connects the aspirations of professional ethics with the day-to-day realities of the practicing educator.

The MCEE facilitates a broad understanding of what constitutes ethical best practice and helps ensure that educators are equipped with a framework for ethical decision-making.

The MCEE, which can be adopted, adapted, or endorsed, provides a basis for conversations across the profession about the importance of having a common language rooted in professional ethics. These conversations have power.

The Model Code of Ethics for Educators – Giving the professional common language to guide professional decision-making.

National Council for the Advancement of Educator Ethic

Established by NASDTEC, the national Council for the Advancement of Educator Ethics (NCAEE) consists of practitioners and educational partners that represent the profession. NCAEE's mission is to promote and foster an intentional and thoughtful focus on professional ethics for educators. Its role is to provide national leadership in advancing ethical understanding and practice, while promoting awareness and use of the MCEE

Founded in 1928, NASDTEC represents professional standards boards, commissions and state departments of education that are responsible for the preparation, licensure, and discipline of educational personnel. Associate members include constituent groups with an interest in the preparation, continuing development, and certification of education personnel.

More information on NASDTEC and the development of the MCEE may be found at www.nasdtec.net

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I have read and agree to abide by the Professional Code of Ethics for Kentucky teachers.

Signature _____ Date: _____