



SPALDING UNIVERSITY
COLLEGE OF EDUCATION

STUDENT TEACHING

** CLINICAL PRACTICE **

HANDBOOK



Student Teaching (Clinical Practice) Handbook

Purpose: To provide comprehensive guidance for the student teaching field experience

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Historical Overview

Spalding University is named in honor of Catherine Spalding, the founder of the Sisters of Charity of Nazareth. Spalding University's tradition of academic services dates back to 1814 when the Sisters of Charity of Nazareth established Nazareth Academy at Nazareth, near Bardstown, Kentucky. The chapter, enabling the institution to confer academic diplomas, was granted by the legislature of the Commonwealth of Kentucky in 1829.

As was the case with many 19th century academies for young women, the school not only conducted the standard secondary school curriculum but college subjects as well, and served as a training center for sisters who were teaching in other schools.

In 1920, Nazareth College was opened in Louisville, Kentucky, the first four-year Catholic college for women in the Commonwealth. One year later, Nazareth Junior College was formally opened on the old Nazareth campus. The two institutions eventually merged, and in 1971 all instructional activity was consolidated on the Louisville campus.

By 1984, in recognition of the wide range of programs offered, the institution was designated Spalding University. Now, in the 21st century, Spalding University is a diverse community of learners and not only offers undergraduate degrees, but a variety of graduate-level programs leading to masters and doctoral degrees.

Institutional Mission Statement

Spalding University is a diverse community of learners dedicated to meeting the needs of the times in the tradition of the Sisters of Charity of Nazareth through quality undergraduate and graduate liberal and professional studies, grounded in spiritual values, with emphasis on service and the promotion of peace and justice.

College of Education Mission Statement

In keeping with the Spalding University pioneer spirit of service and the tradition of collaborative commitment to the development of the total person, the College of Education has as its mission the preparation of educators who possess intellectual understanding, holistic perspective, and professional skills to lead others to the maximum use of their potential for lifelong learning in a multicultural community.

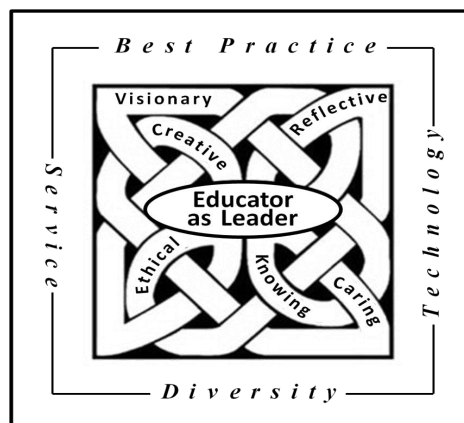
Conceptual Framework

The conceptual framework for the Spalding University is Educator as Leader has evolved since the development of the unit's knowledge base for its first NCATE accreditation in 1988. The unit believes that educators are leaders. To that end, the unit has defined the *Educator as Leader* as a professional who embodies six (6) specific **Functional Dimensions** and demonstrates a set of six **professional dispositions** characterized by a metaphor of an interlaced Celtic knot. The never ending strands represent the permanence and the continuum of teacher professional dispositions drawn from a knowledge-base aligned with national, state, and professional standards in support of student learning and development.

Functional Dimensions

1. Change Agent/Transformational Leader
2. Knowledgeable Practitioner
3. Consistent Advocate
4. Continuous Assessor
5. Technologically Astute Practitioner
6. Responsible Professional

Professional Dispositions



Educators are leaders who are . . .

- **Visionary** Demonstrate *insight* in creating a learning environment and communicating a view of teaching and learning that empowers others to achieve their potential
- **Ethical** Demonstrate a commitment to *fairness and the principles of personal, academic, and professional integrity*
- **Caring** Demonstrate *respect* for self and others, *openness* to diverse perspectives and cultures, and *perseverance in serving learners, families, schools, and communities*
- **Reflective** Demonstrate a *belief that all students can learn and the ability to evaluate teaching and learning experiences for personal and professional growth*
- **Creative** Demonstrate *flexibility in meeting needs and using best practices to promote student learning*
- **Knowing** Demonstrate a continued devotion to acquiring knowledge about the content, pedagogy, and professional areas of teaching



Letter to Student Teacher Candidate

Dear Student Teacher:

Congratulations! It is my pleasure to inform you that your application for Student Teaching in the College of Education has been approved.

It is our hope that your student teaching experience will be both challenging and rewarding. We look forward to working with you as you pursue your goal of becoming a classroom teacher. Soon the Director of Field Experiences and Clinical Practice will contact you with more detailed information regarding orientation, additional requirements and your Student Teaching assignment. Please contact your advisor or the Director of Field Experiences and Clinical Practice at (502) 585-9911, ext. 2385 if you have questions or need assistance.

Best wishes for continued success.

Sincerely,

Beverly Keepers, Ph.D.
Dean, College of Education



Letter to Cooperating Teacher

Dear Cooperating Teacher:

Thank you for your commitment to serve as a supervising teacher for _____. Student teaching is considered the most significant field experience in the student's professional preparation program. Your willingness to guide, support, analyze, evaluate, give constructive feedback, model "best practices" and provide solo teaching experiences will enhance the development and success of our teacher leader.

We hope the performance of the student teacher has a positive impact on the successful school experience for students in the classroom. The student teaching experience provides an opportunity for the student teacher to spend fourteen weeks in classroom settings where they gradually assume complete responsibility for teaching but always under your supervision.

In addition, you will work closely with the university supervisor in evaluating the student teacher's progress and recommending a grade for the student teaching experience. We look forward to working with you as our student teacher learns to become an effective and successful classroom teacher.

I will contact you soon with more detailed information regarding student teaching orientation and the placement. Do not hesitate to contact the university supervisor or me at 585-9911, ext. 2385 if you have any questions or need assistance. I look forward to meeting you at the student teacher orientation.

Sincerely,

Director of Field Experiences and Clinical Practice

Philosophy and Courses

The philosophy and objectives of student teaching, under the direction of the College of Education, reflect the philosophy and objectives of the entire Spalding University. The student teaching experience is considered the most significant field experience in the student's professional preparation program. It is at this time that education students integrate their professional preparation with their professional practice in a school setting. At Spalding University, students seeking provisional certification in the Initial Education Programs are scheduled fourteen weeks of the term, five days a week under the direction of a Supervising teacher, university supervisor and school principal.

The student teaching experience is expected to support student teachers as they embark on their careers in a rapidly changing world. Their experiences are diverse and opportunities for reflection and self-evaluation are provided. Ultimately, the expectation is for student teachers to develop into visionary, ethical, caring, reflective, creative, and knowing leaders capable of educating today's children and youth.

Undergraduate

EDU 441 – Supervised Student Teaching

Credit: 9 semester hours (14 weeks)

Provides an opportunity for students to spend 14 weeks in classroom settings where they gradually assume complete responsibility for teaching. Planned observations of teaching and discussions with the university and school-based supervisors provide feedback for continuous improvement. Students also attend a weekly one-hour campus-based seminar

EDU 447 – Education Capstone Seminar

Credit: 3 semester hours

Supervised Scheduled in conjunction with the student teaching seminar, this course provides for the completion and defense of the professional teaching portfolio documenting knowledge, skills and dispositions identified by the university and the Kentucky Education Professional Standards Board.

Graduate

Course EDU 672 – Supervised Student Teaching

Credit: 9 semester hours, MAT candidates (14 weeks)

Provides directed experiences in observation, participation, and teaching at the elementary school level, middle school level, or high school level. Includes a weekly seminar.

Course EDU 547 – Capstone Seminar

Credit: 3 semester hours

Scheduled in conjunction with the student teaching seminar, this course provides for the completion and defense of the professional teaching portfolio documenting knowledge, skills and dispositions identified by the university and the Kentucky Education Professional Standards Board.



Spalding University College of Education

Admission to Student Teaching

Timeline

Projections	Fall Student Teaching	Projections	Spring Student Teaching
October/ November Year ____	Schedule Senior/MAT Program Audit with advisor	April/ May Year ____	Schedule Senior/MAT Program Audit with advisor
January 30 Yr ____	Submit Application for Student Teaching	August 30 Year ____	Submit Application for Student Teaching
February/ March Year ____	Schedule Student Teaching Interview with Director of Field Experiences and Clinical Practice	September/ October Year ____	Schedule Student Teaching Interview with Director of Field Experiences and Clinical Practice
March/ April	Approval of Temporary Placement	October/ November	Approval of Temporary Placement
Late July	Completion of all coursework requirements for admission to student teaching verified by the Certification Officer	Late November	Completion of all coursework requirements for admission to student teaching verified by the Certification Officer
Early August	Required Student Teaching Orientation	Early December	Required Student Teaching Orientation
August Year ____	Begin first student teaching placement – First day of school in the district	January Year ____	Begin first student teaching placement – First day of school in the district
October/ November Year ____	Schedule Senior/MAT Program Audit with advisor	April/ May Year ____	Schedule Senior/MAT Program Audit with advisor

Admission

Student teacher candidates must submit *Application for Student Teaching* during semester prior to the time the student teaching field placement is to occur, according to the projected dates on the Admission to Student Teaching Timeline. Candidates must comply with all requirements of the student teaching experience as specified in the *Student Teaching Handbook* and be rated by the university and school-based supervisors as demonstrating each of the Kentucky Teacher Standards and the College of Education's Professional Dispositions at a satisfactory level.

Candidates must also demonstrate an acceptable or higher rating on the *Spalding Teacher Candidate Disposition Assessments*. The Director of Field Experiences and Clinical Practice will work closely with the student's advisor to review all admission requirements and will schedule an interview with the student teacher candidate to include a discussion about appropriate field placements. (*Additional admission requirements are listed on the Application to Student Teaching*)

Interviews are scheduled during the months indicated on the timeline for student teaching.

Assignment of Student Teacher to Field Placement

The Director of Field Experiences and Clinical Practice will coordinate the student teacher field placement in conjunction with the school district, principal, cooperating teacher, university advisor and university supervisor. Placements may be in public and/or non-public schools; diverse experiences are required. Every effort will be made to assign the student teacher to a cooperating teacher who reflects the philosophy of Spalding University. Consideration will be given to the student teacher's request for placement and the university's Students are asked not to contact schools and/or make arrangements for an assignment. Student teachers will not be placed in a school where there are close social or family ties (i.e., schools in which family members teach, work, or attend school; or close friends are in positions that might have undue influence on the student teaching experience). The Director of Field Experiences and Clinical Practice will notify the student teacher of the final field placement decision once confirmed.

Summer Student Teaching Assignments

Due to the nature of student teaching, the student will derive a more meaningful, enriching and rewarding teaching experience during the regular fall or spring term. Therefore, student teaching in summer school is not an option for initial certification.

In special circumstances, certified teachers seeking additional certification may be approved for a summer student teaching placement, if the request can be accommodated. The student's program advisor must recommend the certified teacher for this special summer student teaching assignment.

Medical Examination and Tuberculosis Screening

"A record or report from a valid and current medical examination, which shall include a tuberculosis test (16 KAR 5:040)," must be submitted with the application for student teaching and shall be placed in the student teacher's file. Students are to advise the Director of Field Experiences and Clinical Practice of any physical conditions that may affect classroom teaching. (American with Disabilities Act 1990).



Spalding University
College of Education

Application for Student Teaching

Name _____ ID # _____

Address _____ Phone _____

Number and Street _____

City _____ State and Zip Code _____ E-mail _____

Application for Student Teaching:

Due **January 30** of the Spring Semester prior to **Fall** student teaching in Year _____

Due **August 30** of the Fall Semester prior to **Spring** student teaching in Year _____

Submit application to College of Education Office,
attention Director of Field Experiences and Clinical Practice.

Check the teacher preparation program you are enrolled in. List content specialty area/s.

- ☐ B.S Elementary Grades P-5
- ☐ B.S. Middle School Grades 5-8 (content focus _____)
- ☐ B.S. Learning and Behavior Disorders P-12
- ☐ MAT Elementary Grades P-5
- ☐ MAT Middle School Grades 5-8 (content focus _____)
- ☐ MAT High School Grades 8-12 (content focus _____)
- ☐ MAT Learning and Behavior Disorders P-12
- ☐ Other

Attachments *Unless taking EDU 324/514 during the same term as the interview

- ☐ Senior or MAT Program Audit (verification of coursework completion)
- ☐ GPA of 2.5 or higher for undergraduates and 3.0 for MAT candidates
- ☐ Verification of field experiences up to the current semester
- ☐ Results of PRAXIS® tests required for admission, certification, and program completion (see program contract) – Principles of Learning and Teaching*
- ☐ Spalding Teacher Candidate Disposition Self-Assessment
- ☐ Results of tuberculosis screening
- ☐ Verification of Criminal Records Check (no felony conviction)
- ☐ Professional Code of Ethics for Kentucky School Certified Personnel Form
- ☐ Proof of liability insurance through one of the following:
 - Kentucky Education Association – Student Program (KEA-SP) and/or National Education Association – Student Program (NEA-SP)
 - Council for Exceptional Children (CEC) Membership www.cec.org
 - Professional liability insurance through employment in a school system
- ☐ Philosophy of Education
- ☐ Two examples of most recent lesson plans
- ☐ Classroom Management Plan*

Spalding Advisor Signature

Date

Spalding Teacher Candidate Signature

Date

Director of Field Experiences and Clinical Practice

Date

The College of Education Admission and Retention Committee reviews the student teaching application and documentation, as well as determines eligibility for student teaching placement.

- ☐ A temporary placement for student teaching is approved. The following requirements must be met before a teacher candidate can begin student teaching.
- ☐ Completion of all course work for degree program
 - ☐ Completion of all field experiences in at least 50% in diverse settings
 - ☐ GPA of 2.5 or higher for undergraduate candidates; and GPA of 3.0 or higher for MAT candidates
 - ☐ Acceptable Rating or higher on the Spalding Teacher Candidate Disposition Assessment by advisor and one or more College of Education instructors
 - ☐ Attend the Student Teaching Orientation
- ☐ Student teaching placement is deferred until the following conditions are met:

College of Education Admission and Retention Committee Chair

Date

Note: The Student teacher candidate may appeal the decision by following the Appeals Process as outlined in this handbook and as listed in the *Spalding University Policy Manual Volume VI Academic Policies*.

(Copy to: Student, Advisor, Academic File)



Spalding University College of Education

Student Teaching Checklist

Date Prior to Applying to Student Teaching:

- _____ Be admitted unconditionally to Spalding's Teacher Education Program
- _____ Complete Senior or MAT Program Audit with advisor 2 semesters prior to student teaching
- _____ Submit Application for Student Teaching at the beginning of the semester prior to student teaching including the documentation of the following:
 - ☐ Senior or MAT Program Audit (verification of coursework completion)
 - ☐ GPA of 2.5 or higher for undergraduates and 3.0 for MAT candidates
 - ☐ Verification of field experiences up to the current semester
 - ☐ Results of PRAXIS® tests required for admission, certification, and program completion (see program contract)
 - ☐ Spalding Teacher Candidate Disposition Self-Assessment
 - ☐ Results of tuberculosis screening
 - ☐ Verification of Criminal Records Check (no felony conviction)
 - ☐ Professional Code of Ethics for Kentucky School Certified Personnel Form
 - ☐ Proof of liability insurance through one of the following:
 - Kentucky Education Association – Student Program (KEA-SP) and/or National Education Association – Student Program (NEA-SP)
 - Council for Exceptional Children (CEC) Membership www.cec.org
 - Professional liability insurance through employment in a school system
 - ☐ Philosophy of Education
 - ☐ Two examples of most recent lesson plans
 - ☐ Classroom Management Plan (Completed sections prior to interview)

Date Prior to First Student Teaching Placement:

- _____ Submit completed application according to the timeline at the beginning of the semester prior to student teaching
- _____ Interview with Director of Field Experiences and Clinical Practice during semester prior to student teaching
- _____ Receive temporary placement from the Director of Field Experiences and Clinical Practice
- _____ Completion of all course work for degree program
- _____ Completion of all field experiences in at least 50% in diverse settings
- _____ GPA of 2.5 or higher for undergraduate candidates; and GPA of 3.0 or higher for MAT candidates
- _____ Acceptable Rating or higher on the Spalding Teacher Candidate Disposition Assessment by advisor and one or more Spalding instructors of
- _____ Attend the Student Teaching Orientation
- _____ Contact the assigned cooperating teacher to schedule a planning meeting

Date During Student Teaching (2 seven-week placements):

Begin the Student Teaching experience for 14 weeks (full days) according to the “placement start date”

Begin attending all required Spalding seminars as scheduled

Complete Kentucky Teaching Standards Self-Evaluation and begin developing a Professional Development Plan – Task E

Typical Progression of Activities - *These will vary from placement to placement.*

Weeks 1-2: Take attendance, learn student names, become familiar with the school, meet the principal/staff, observe the cooperating teacher, work with a student one on one, work with small groups of students, attend faculty/team/departments meetings, participate in local school professional development, plan with cooperating teacher, share professional growth plan, review student IEPs, take full responsibility for teaching one subject/content area, begin completing the weekly reflection journal

Weeks 3-4: Teach lessons as assigned and/or planned by cooperating teacher, attend and participate in parent conferences, teach lessons planned by the student teacher to small groups of students or the whole class, increase responsibility for teaching other subjects/content areas by week 4, complete formal observations and conferences as scheduled

Week 5 or 6: Solo teach 1 week, continue previously listed responsibilities, complete formal observations as scheduled, complete Solo Teaching Reflection

Week 7: Complete Mid-Semester Evaluation, begin transitioning to next placement

Weeks 8-9: Take attendance, learn student names, become familiar with the school, meet the principal/staff, observe the cooperating teacher, work with a student one on one, work with small groups of students, attend faculty/team/departments meetings, participate in local school professional development, plan with cooperating teacher, share professional growth plan, review student IEPs, take full responsibility for teaching one subject/content area, begin completing the weekly reflection journal

Weeks 10-11: Teach lessons as assigned and/or planned by cooperating teacher, attend and participate in parent conferences, teach lessons planned by the student teacher to small groups of students or the whole class, increase responsibility for teaching other subjects/content areas by week 4, complete formal observations and conferences as scheduled

Weeks 12 or 13: Solo teach 1 week, continue previously listed responsibilities, complete formal observations as scheduled, complete Solo Teaching Reflection

Week 14: Complete Final Student Teacher Evaluation; submit evaluations for Cooperating teacher and university supervisor; cooperating teacher and university supervisor consult on final grade recommendation; complete final journal reflection; and end student teaching placement according to “end date” on placement form (if no extension is required)

Begin interviewing for teacher positions

Date After Student Teaching:

Present and defend e-portfolio during seminar

Exit interview

Submit TC-1 Application

Continue the interview process

Complete all requirements for graduation

Begin KTIP once notified and after receiving a teaching position

Procedures and Legalities

Student Teaching/Clinical Practice Calendar

Fall semester student teachers begin their 14-week experience on the first day of school for teachers according to the district calendar. **Spring semester** student teachers begin their 14-week experience on the first day in January of the New Year when teachers return from the winter break according to the district calendar. All student teaching assignments are full-day.

Elementary – Seven weeks in two placements (one primary level placement and one intermediate level placement) for a total of 14 weeks.

Middle – Seven weeks in each of two content teaching areas for a total of 14 weeks.

Middle and High - Seven weeks in each of the two placements (one middle school level placement and one high school level placement) for a total of 14 weeks.

Secondary – Fourteen weeks in certifiable subject area.

Special Education – Seven weeks in two placements (P-12), divided into two blocks for certification purposes.

Student teachers follow the assigned school district's calendar and attend all meetings, professional development sessions and conferences related to school activities as they complete the 14-week field experience. The Student Teacher Placement Form will indicate a Starting Date and an Ending Date for the student teaching experience, but may be extended under special circumstances, if needed, to complete the required State hours for successful program completion.

Legal Status of Student Teachers

Several opinions have been issued by the attorney general regarding the legal status of student teachers (see KRS 161.042). Although a student teacher may be competent and skillful, the law clearly states that a student teacher is **not** a teacher within the meaning of the law. Based on this information, a student teacher may **not** legally take charge of a classroom in the absence of a teacher. The following policy statements will guide cooperating teachers and student teachers.

- A. A student teacher may not be used as a substitute for a certified teacher or for his/her cooperating teacher.
- B. A student teacher has no legal authority as a certified teacher either in or out of the classroom. It is not necessary for the cooperating teacher to be physically present in the classroom at all times; however, the cooperating teacher must be close by so that the student teacher can receive supervision.
- C. The student teacher may not legally assume responsibility for any activities (such as field trips, debate contests, etc.) that occur away from the assigned school.
- D. A student teacher has a responsibility to perform his/her duties in a responsible manner. Therefore, a student teacher may be held liable for negligent acts or omissions. For this reason, student teachers are required to purchase educator's liability insurance (NEASP) or other private policies.
- E. A student teacher cannot be employed by the local board of education or receive compensation from said board for student teaching services.
- F. In accordance with the **Kentucky School Personnel Code of Ethics**, student teachers "...shall keep in confidence all information about students..."

Legal Actions/Liability Insurance

Student teachers charged with violations of criminal law will be suspended immediately from student teaching until the case is settled. In all cases, it is the student teacher's responsibility to report such charges to the Director of Field Experiences and Clinical Practice. Student teachers have the responsibility to perform their duties in a responsible manner. All student teachers sign a **Professional Code of Ethics** statement when admitted to the Education Program at Spalding.

Background checks are required and the responsibility of the student teacher and school district. All student teachers must have liability insurance coverage prior to beginning the student teacher experience. Liability insurance is provided with membership in KEA-SP or CEC. A student teacher may be held liable for negligence, and cannot serve as a substitute teacher, or teach in the absence of the regular classroom teacher.

Criminal Records Check

As required by KRS 160.380 student teachers must obtain a criminal background check and be cleared prior to eligibility for student teacher placement. It is the responsibility of the teacher candidate to obtain the criminal record and fingerprint check. Boards of Education also require criminal background checks prior to hiring and student teacher placements. Spalding University may require the criminal background check for all teacher candidates **prior** to an **initial** field placement experience.

Vacations

Student teachers will follow the vacation schedule as indicated by the assigned school, not the vacation of the university. Students are not to take family or recreational vacations during the student teaching assignment when they are scheduled to be at the school.

Job Interviews

Student teachers may occasionally schedule job interviews at schools that take them away from their student teaching assignments. Interviews should be scheduled at times that do not interfere with the teaching schedule. In all instances, however, arrangements must be made with the cooperating teacher and the university supervisor for approval if the interview will take the student teacher away from his/her assignment.

Transporting Students

Transporting students to and from school, field trips, or other activities shall not be provided in automobiles belonging to or driven by a student teacher.

Substitute Teaching

You are **not** be used as a substitute teacher. You are not permitted to be employed on a regular or statute basis while enrolled as a student teacher.

University Supervisor Visits

Your university supervisor will spend sufficient time with you to provide adequate supervision. A minimum of four visits will be made for each student teacher. Student teachers will be visited a minimum of two times per seven-week period. Additionally, university supervisors are available during the semester when the administration, your cooperating teacher, or you feel that a visit would be advisable.

Attendance

Your school day will be the same as that of your cooperating teacher. Ordinarily, this means being present thirty minutes before school starts and thirty minutes after school. However, the duties of the day and preparation for the next day determine if additional time is necessary. In addition to teaching, you are expected to share duties with your cooperating teacher. Such duties may include participating in the school's extracurricular programs, faculty meetings, professional organizations, routine administrative and clinical tasks, parent-teacher conferences, PTA meetings, community activities, and any other activities expected of teachers.

After you have worked out your schedule with your cooperating teacher, adhere to it. Be on time. Try not to miss a day. If you are forced to miss school due to illness or other causes, inform the cooperating teacher by no later than 7:00 a.m. when you cannot be present. Make up days may be required. Absences not due to illness must be approved by your University supervisor.

Professional Improvement/Intensive Assistance Plan

In the event the student teacher candidate is not showing progress in each of the Kentucky Teacher Standards and identified professional dispositions, the Director of Field Experiences and Clinical Practice, university supervisor, cooperating teacher, student's advisor, or the student teacher may initiate the process for placing the student teacher on an Improvement Plan. The Director of Field Experiences and Clinical Practice will coordinate the Improvement Plan Process.

Removal from Student Teaching

In the event, a candidate does not meet each of the Kentucky Teacher Standards and identified professional dispositions, the Director of Field Experiences (in consultation with the University Supervisor) may recommend an extension of time in the student teaching experience or in rare cases recommend to the College Dean that a student be advised to withdraw from the program.

Extended Student Teaching Experiences

The student teaching experience may be extended **under special circumstances** upon the recommendation of the university supervisor and/or the Director of Field Experiences. The student teacher is expected to teach on a full-time basis for the assigned period. An "incomplete" grade may be given until the full assignment is completed.

Termination of Student Teaching Assignments

Upon the recommendation of the cooperating teacher, school principal, university supervisor, or Director of Field Experiences (following procedures outlined in the Professional Improvement/Intensive Assistance Plan), a student teaching assignment may be terminated.

When such termination is a result of an unsuccessful student teaching experience, the student teacher may not be given another option to commence a second assignment in another. The Director of Field Experiences will make the decision on any second assignments depending upon the candidate's ability to complete the required number of weeks in a particular school.

Process for Repeating Student Teaching

A student teacher may petition in writing to repeat student teaching only if an assignment was terminated or if a failing grade was issued. The procedures outlined in the Appeals Process and Professional Improvement/Intensive Plan will be followed.

Successful Program Completion and Graduation

Student teaching, program completion and graduation require that all curricula be completed with a GPA of at least 2.5 for undergraduate candidates and 3.0 for MAT candidates. In addition, candidates must attain at least a “satisfactory” rating on the e-portfolio and oral defense.

Teacher Certification and KTIP

Licensure requires that candidates pass all tests specified by the Kentucky Education Professional Standards Board for the teaching license sought. Candidates complete a TC-1 application that is signed by the Dean of the College and order official transcripts from all colleges attended as well as an official Spalding transcript showing the degree. Transcripts should be directed to the Certification Office in the College of Education Office. Official transcripts are to be mailed with the TC-1 form to Frankfort.

Candidates receive a Statement of Eligibility for Internship that is valid for a period of 5 years. Upon employment in a school where KTIP may be conducted, the Statement of Eligibility is to be signed by the employing principal and sent to the Kentucky Education Professional Standards Board. New teachers then receive a one-year certificate that is renewable for an additional four years upon completion of KTIP. Thereafter, certificates must be renewed on a five-year cycle.

Student Teacher Orientation

The Director of Field Experiences and Clinical Practice will notify the Student Teacher Candidate of dates for Student Teaching Orientation prior to beginning the student teaching field experience. **Participation in the Student Teacher Orientation is required.**

Teacher Performance Assessment

The College of Education Teacher Performance Assessment is based on the KTIP Teacher Performance Assessment. The teacher performance assessment is a focused collection of evidence and reflection selected from a teacher’s work, which clearly demonstrates the efforts to analyze student learning as well as the student teacher’s performance on the ten Kentucky Teaching Standards.

For Spalding student teachers, the teacher performance assessment will serve as the centerpiece of the reflective process because it will include such information as lesson plans, student work samples with evaluative comments, videotaped lessons, anecdotal records, and observation notes. Continuous and critical study of planning and instructional practice is one of the most important keys to student learning.

Cooperating Teacher

Eligibility Requirements

A cooperating teacher is a teacher employed in a (P-12) school in Kentucky who contracts with an educator preparation institution to supervise a student teacher for the purpose of fulfilling the student teaching requirement of the approved educator preparation program (KRS 161.042).

The cooperating teacher, whether serving in a public or nonpublic school, shall have:

1. A valid Kentucky teaching certificate for each grade and subject taught;
2. Attained Rank II certification and at least three (3) years of teaching experience on a Professional Certificate;
3. Taught in the present school system at least one (1) year immediately prior to being assigned a student teacher;

Teachers assigned to a teaching position on the basis of probationary or emergency certificate issued by the Education Professional Standards Board under KAR Title 16 shall not be eligible for serving as a cooperating teacher.

In selecting a cooperating teacher, Spalding University requires the following:

1. Recommended by the respective school principal;
2. Willing to participate in student teaching orientation at the university;
3. Be the teacher of record for the class the student teacher is to be assigned;
4. Willing to guide, support, analyze, and evaluate the teacher's work;
5. Have a demonstrated ability to engage in effective classroom management techniques that promote an environment conducive to learning;
6. Have a demonstrated ability to model best practices for the delivery of instruction;
7. Have a mastery of the content knowledge or subject matter being taught;
8. Demonstrate the aptitude and ability to contribute to the mentoring and development of a pre-service educator;
9. Have an ability to use multiple forms of assessment to inform instruction; and
10. Have an ability to create a learning community that values and builds upon students' diverse backgrounds and cultures.

Roles and Responsibilities

The primary responsibility of a cooperating teacher is the academic well being of the student he/she is assigned. The decision to accept a student teacher will have an effect on the successful school experience for the students in the classroom as the student teacher will gradually share teaching responsibilities.

The cooperating teacher's responsibilities include:

1. Registering as cooperating teacher with Education Professional Standards Board by creating an EPSB profile.

Log on to: <http://wd.kyepsb.net/EPSB.WebApps/Profile/Register/self-register.aspx>;

2. Attending Spalding University Student Teacher Orientation
(Early December before winter break for Spring Semester, Late July before school begins for Fall Semester, or another designated session but before the student teaching begins);
3. Becoming acquainted with the background, special interests, and educational experiences of the student teacher;
4. Preparing students in advance so the students will view the student teacher as a professional staff member whose decisions will be supported by the teacher;
5. Orienting the student teacher to school policies and classroom procedures and policies including daily/weekly schedule, expected time of arrival and departure, dress code, strategies for grouping students, behavior management procedures, methods of assessment, policies, curriculum, student IEPs and collaborative arrangements;
6. Making the student teacher feel useful, comfortable, and an integral part of the school staff by planning initial activities together;
7. Providing the student teacher with instructional materials, access to student records, and appropriate audiovisual equipment;
8. Helping the student teacher to develop lesson plans;
9. Reviewing lesson plans prepared by the student teacher 48 hours prior to formal observations by the university supervisor and principal (if applicable).
10. Observing the student teacher and conferring at least weekly to analyze performance and provide constructive feedback leading to professional growth and improvement;
11. Conducting at least 2 observations per 7-week placement using the Student Teacher Observation Form, conferencing with the student teacher about the observations, and submitting a copy of each observation to the Director of Field Experiences and Clinical Practice;
12. Engaging in reflective conversations with the student teacher following each solo teaching experience, focusing on strengths and areas for growth or concerns;
13. Submitting copies of the midterm/formative and final/summative evaluations to the Director of Field Experiences and Clinical Practice;
14. Conferencing with the university supervisor on student teacher evaluations to assess consistency in performance;
15. Advising university supervisor of student teacher's strengths and growth needs;
16. Participating and assisting with Improvement/Intensive Assistance Plan, if warranted;
17. Meeting with the university supervisor to reach consensus on a grade for the student teacher;
18. Submitting an evaluation of the student teacher's preparation to Director of Field Experiences and Clinical Practice;
19. Completing the "Cooperating Teacher Payment Voucher" once received from the Education Professional Standards Board on or before December 15 for a cooperating teacher supervising a student teacher during the fall semester, and on or before May 1 for a cooperating teacher supervising a student teacher during the spring semester.
(Log on to <http://www.lrc.state.ky.us/kar/016/005/040.htm> for more information on cooperating teacher payment. See Section 7 "Compensation of Cooperating Teachers").

Director of Field Experiences and Clinical Practice

Roles and Responsibilities

The Director of Field Experiences and Clinical Practice coordinates all aspects of the Student Teaching Program and field placements. The Director of Field Experiences and Clinical Practice's responsibilities include:

1. Serving as the liaison for Spalding University with districts and schools regarding student teaching;
2. Consulting and collaborating with university supervisors, advisors, district and school staff to ensure effective communication and high quality, diverse student teaching experiences;
3. Consulting with districts and schools to build strong partnerships for Spalding University students' field placements;
4. Coordinating all field placement assignments for Spalding teacher candidates at the request of program advisors (required request form must be completed).
5. Interviewing Student Teacher Candidates regarding field placement preferences and their professional dispositions;
6. Coordinating/facilitating the Student Teacher Orientations;
7. Reviewing the Student Teacher Handbook with student teacher candidates, cooperating teachers and university supervisors;
8. Notifying student teachers of their approved field placements;
9. Coordinating university supervisor assignments for student teachers;
10. Conducting/coordinating the weekly Student Teaching Seminar;
11. Knowing and adhering to all district rules, policies, and procedures;
12. Seeking constructive feedback from the cooperating teacher, the university supervisor, school principal and student teacher;
13. Using evaluation feedback and suggestions for program improvement;
14. Ensuring all deadlines are met for student teacher placements, cooperating teacher payments, reports, etc., for the student teacher program;
15. Assisting with the development and review of Professional Improvement/Intensive Assistance Plans, if applicable;
16. Recommending student teaching field experience terminations or extensions (if applicable) and supported by required documentation to the Dean;
17. Notifying the Dean immediately of any issues that could negatively impact Spalding University or the Student Teaching Program;
18. Maintaining accurate and complete records/files for each student teacher during the field placement experience;
19. Consulting with the university supervisor regarding the final student teaching grades; and
20. Meeting all responsibilities promptly and displaying a willingness to accept additional responsibilities.

University Supervisor

Roles and Responsibilities

The university supervisor is assigned by the university to work with student teachers and cooperating teachers during student teaching. The university supervisor acts as liaison with the school and the university and shall be available to work with the student teacher and personnel in the assigned school regarding any problems that may arise relating to the student teaching experience. The university supervisor's responsibilities include:

1. Registering as a university supervisor with Education Professional Standards Board by creating an EPSB profile. Log on to:
<http://wd.kyepsb.net/EPSB.WebApps/Profile/Register/self-register.aspx>;
2. Helping student teachers, cooperating teachers, and school administrators understand the student teaching program (review the Student Teacher Handbook);
3. Reviewing lesson plans prepared by the student teacher at least 48 hours to observation; (No observation should be conducted if the student has not submitted lesson plans in advance.)
4. Reviewing the student teacher's weekly reflections and providing student teachers with constructive feedback leading to professional growth and improvement;
5. Providing leadership and intervention of any issues that arise and that may jeopardize the student teacher's progress or continued field placement;
6. Conducting at least 4 observations using the Student Teacher Observation Forms, conferencing with the student teacher about the observations;
7. Engaging in reflective conversations with the student teacher following each observation focusing on strengths and areas for growth or concerns;
8. Submitting a copy of each observation form to the Director of Field Experiences and Clinical Practice;
9. Completing midterm/formative and final/summative evaluations and submitting copies to the Director of Field Experiences and Clinical Practice;
10. Working with the cooperating teacher to ensure consistency in evaluations and observations;
11. Assisting with the development, implementation, and evaluation of Professional Improvement/Intensive Assistance Plans, if applicable;
12. Recommending termination or extension of the student teaching experience, if applicable (supported by required documentation and submitted to Director of Field Experiences and Clinical Practice);
13. Maintaining a Student Teacher Profile/Folder for each student teacher with copies of required observations, plans, etc. documenting progress of the student teacher during the student teaching semester;
14. Maintaining contact with Director of Field Experiences and Clinical Practice regarding the student teacher's progress;
15. Meeting with the cooperating teacher to reach consensus on a grade for the student teacher; and
16. Providing a final grade recommendation for student teachers to the Director of Field Experiences and Clinical Practice.

Principal

Roles and Responsibilities

The principal is the instructional leader of the school staff and offers valuable guidance in the development of new teachers. The principal's responsibilities include:

1. Accepting the student teacher candidate and approving the cooperating teacher assignments;
2. Introducing the student teacher to staff at the first faculty meeting the student teacher attends;
3. Supplying the student teacher with school handbook, grade book, plan book, etc.
4. Informing the university supervisor of any issues that could jeopardize the student teacher's progress or continued field placement; and
5. Observing the student teacher (if requested by the student teacher) at least once using the school's observation form/format and providing feedback

Student Teacher

Roles and Responsibilities

The student teacher is an eligible university teacher candidate who has an opportunity to observe and teach under the supervision of a cooperating teacher. The student teacher gradually assumes classroom responsibility with a group of learners for an extended period of time during student teaching. The student teacher must adhere to the Professional Code of Ethics for Kentucky School Certified Personnel at all times. They should demonstrate a professional attitude in their contacts with teachers, administrators, students, and parents. Their conduct reflects on themselves and Spalding University. The student teaching field experience is to enable the teacher candidate to demonstrate satisfactory progress toward meeting the Kentucky Teacher Standards and the professional dispositions of the College of Education.

Teacher candidate responsibilities prior to admission to student teaching:

1. Meeting with advisor to review and verify eligibility for student teaching to review graduation status two semester before student teaching (senior/program audit completed);
2. Submitting the Application for Student Teaching by January 30 for Fall student teaching and August 30 for Spring student teaching before scheduling an interview with the Director of Field Experiences and Clinical Practice.
3. Interviewing with Director of Field Experiences and Clinical Practice;
4. Receiving temporary student teaching placement pending grades and completion of field experiences for the semester prior to student teaching;
3. Attending the Student Teaching Orientation and beginning first placement;

Student teacher responsibilities include:

1. Balancing personal responsibilities with the professional responsibilities of student teaching;
2. Attending the required Student Teacher Orientation;
3. Contacting the cooperating teacher prior to student teaching to schedule a planning meeting;
4. Attending and actively participating in **all** required student teaching seminars;
5. Knowing and adhering to all school rules, policies, and procedures;
6. Adhering to the Professional Code of Ethics for School Personnel;
7. Dressing professionally ;
8. Observing the cooperating teacher and other teachers;
9. Getting to know students by name, interests, and learning needs;
10. Seeking and accepting constructive criticism from both the cooperating teacher and the university supervisor and following through with suggestions for improvement;
11. Participating in parent conferences, faculty meetings, professional days, etc.;
12. Completing 14 weeks of full-days during the student teaching semester;
13. Being punctual and present each day. All absences must be reported to both the cooperating teacher and the university supervisor;
14. Reporting all absences to the Director of Field Experiences and Clinical Practice, cooperating teacher, and university supervisor;
15. Confirming all scheduled observations and conferences with the cooperating teacher and the university supervisor ;
16. Following the A-2 Lessons Plan format for formal observations;
17. Submitting Lesson Plans to the observer 48 hours prior to the scheduled observation;
18. Asking questions, seeking help, and volunteering to help from the cooperating teaching and university supervisor;
19. Completing all reflections and solo teaching experiences;
20. Sharing reflection journal with university supervisor;
21. Successfully completing the Professional Improvement/Intensive Assistance Plan, if applicable; and
22. Completing the TC-1 form and ordering all transcripts from the Registrar's Office to attach to the completed TC-1 form. Be sure to request transcript order to be held until the degree is posted and that the transcript be sent to the College of Education. The Certification Officer must sign all TC-1 applications.

Assessment, Evaluation, and Grading

Student teachers will receive a letter grade for the Student Teaching Experience and Seminar; a minimum grade of B is needed for both to be recommended for certification. The grade will be based on careful evaluation of all pertinent data from: a minimum of 4 teaching observations by the cooperating teacher(s); a minimum of 4 teaching observations by the university supervisor; formative mid-semester and summative end-of-semester performance assessments; dispositions assessments; weekly journal and solo week reflections; and seminar attendance, participation, tasks, and e-portfolio. The assessment tools are designed to include supporting evidence for the student teacher's performance.

Mid-Semester (Week 7)		End-of-Semester (Week 14)	
A	Exemplary performance – Consistently meeting mid-semester expectations for all Kentucky Teacher Standards, COE Dispositions, and all student teaching course requirements	A	Exemplary performance – Consistently meeting end-of-semester expectations for all Kentucky Teacher Standards, COE Dispositions, and all student teaching course requirements
B	Competent performance – Consistently meeting mid-semester expectations for most Kentucky Teacher Standards, COE Dispositions, and all student teaching course requirements	B	Competent performance – Consistently meeting end-of-semester expectations for most Kentucky Teacher Standards, COE Dispositions, and all student teaching course requirements
C	Developing performance – Consistently meeting mid-semester expectations for most Kentucky Teacher Standards, COE Dispositions, and most student teaching course requirements	C	Developing performance – Consistently meeting end-of-semester expectations for most Kentucky Teacher Standards, COE Dispositions, and most student teaching course requirements
D	(Undergraduates Only) Developing performance – Consistently meeting mid-semester expectations for most Kentucky Teacher Standards, COE Dispositions, and some student teaching course requirements	D	(Undergraduates Only) Developing performance – Consistently meeting end-of-semester expectations for most Kentucky Teacher Standards, COE Dispositions, and some student teaching course requirements
F	Unsatisfactory performance – Consistently meeting mid-semester expectations for almost all Kentucky Teacher Standards, COE Dispositions, and most student teaching course requirements	F	Unsatisfactory performance – Consistently meeting end-of-semester expectations for almost all Kentucky Teacher Standards, COE Dispositions, and most student teaching course requirements

Professional Improvement/Intensive Assistance Plan

It is the goal of Spalding University's College of Education Faculty to do all that is possible to enable students to successfully complete the education program. The following plan is designed to let students know when serious concerns arise about their likelihood of successful program completion, offer intensive assistance to the students, document expected behaviors students will need to demonstrate success within a specified time period, and document resources that will be made available to the students.

The Professional Improvement/Intensive Assistance Plan may be initiated upon recommendation of the following: the student teacher, cooperating teacher, university supervisor, principal or Director of Field Experiences and Clinical Practice. Documentation must be provided to support initiation of the plan. Documentation may include, but is not limited to student assignments, attendance, Kentucky Teacher Standards effectiveness, performance reviews, evaluations, formal or informal observations, etc.

Procedures

1. Upon receiving a recommendation and documentation for a Professional Improvement/Intensive Assistance Plan, the Director of Field Experiences and Clinical Practice will schedule a meeting with the person requesting to initiate the improvement plan to review concerns and supporting documentation. If both agree there is sufficient need for a plan....
2. The Director of Field Experiences and Clinical Practice will schedule a meeting with the cooperating teacher, and university supervisor to complete the Student Teacher Professional Improvement/Intensive Assistance Plan.
3. The student's university supervisor or the Director of Field Experiences and Clinical Practice will meet with the student teacher to explain all expectations, requirements of the improvement plan, answer questions, and acknowledge that if conditions are not met for improvement, the student teacher will not be able to continue the program.
4. All persons directly involved in the Professional Improvement/Intensive Assistance Plan will sign indicating their commitment and willingness to uphold the requirements of the plan and receive a copy.
5. The plan will be implemented immediately and participants will document all assistance.
6. On or soon after the targeted completion date noted on the Professional Improvement/Intensive Assistance Plan, the Director of Field Experiences and Clinical Practice will schedule a meeting to examine all documentation and to determine if the student teacher has made satisfactory progress in completing the plan.
If, **YES**, the student teacher will be notified of his/her successful completion of the Professional Improvement/Intensive Assistance Plan.
7. If, **NO**, the Director of Field Experiences and Clinical Practice will schedule a meeting with the student teacher immediately thereafter to discuss the lack of satisfactory compliance with the plan, the recommendation to the Dean for the student teacher to discontinue the program, and any options for future participation in Spalding's teacher certification program/s.
8. The Dean or designee will review the recommendation for the student teacher's program termination and render a decision whether to uphold the recommendation or, if the Student Teacher has submitted a written appeal, to uphold the student's appeal. The student teacher will be notified in writing of the Dean's decision.

(The Student Teacher may appeal the decision following the Appeals Process as outlined in the Student Teacher Handbook and/or the Spalding Policy Manual: Volume VI). for Undergraduate Appeals 6.2.1.3 and p.25 under Graduate Program Policies 6.2.3.2.10.2)

Teacher Certification and Program Completion

The Education Professional Standards Board (EPSB) is responsible for issuing and renewing certificates for all Kentucky teachers. EPSB staff works closely with local school districts in the hiring process to ensure a properly credentialed educator in every professional position in Kentucky schools.

Kentucky certification is based upon the completion of a 4-year teacher preparation program that includes student teaching and testing when applicable. Kentucky requires a recommendation from the certification official at the college/university (where the applicant completed his/her initial teacher preparation program, student teaching) regarding the specific teacher preparation program completed, grade level, and at what degree and completion date of the program.

Spalding University Program completion and graduation require that all curricula be completed with a **GPA** of at least **2.5 for undergraduate** candidates and **3.0 for MAT** candidates. In addition, candidates must attain at least a “**satisfactory**” rating on the **e-portfolio** and **oral defense of the portfolio**. All **field experiences** must be completed.

In addition to program completion and passing all tests specified by EPSB, candidates must complete a **TC-1 application** that is signed by the Dean of the College or designee and order official transcripts from all colleges attended as well as an official Spalding transcript showing the degree to be mailed with the TC-1 form to Frankfort. Candidates receive a Statement of Eligibility for Internship that may be valid for a period of 5 years. Send transcripts to Spalding College of Education Office.

Upon employment in a school where Kentucky Teacher Internship Program (KTIP) may be conducted, the Statement of Eligibility is to be signed by the employing principal and sent to EPSB. New teachers then receive a 1-year certificate that is renewable for an additional four years upon completion of KTIP. Thereafter, certificates must be renewed on a 5-year cycle.

To apply for certification, candidates will need the following:

- A completed TC-1 application. Send this application to Spalding College of Education for the completion of Section IV on page 5 of the TC-1 application.
- Official transcripts of all graduate and undergraduate coursework.
- Verification by the Superintendent of Personnel Director of full-time classroom teaching experience at the appropriate grade level(s) (Section 2 of TC-1).
- Passing Praxis II Specialty Area test scores for EACH area of certification and the Principles of Learning and Teaching test score for appropriate grade range.
- Verification of completion of teacher preparation program from Spalding University (Section 4 of TC-1).

For more information on teacher certification, tracking the certification process, and KTIP, go to www.kyepsb.net.

Praxis II Overview

www.ets.org/praxis

Individuals entering the teaching profession take these Praxis II tests as part of the teacher licensing and certification process in Kentucky. Subject assessment tests measure **content knowledge** of specific subjects that K-12 educators will teach, as well as general and subject-specific teaching skills and pedagogical knowledge in the **Principles of Learning Teaching** (PLT) tests: K-6, 5-9, and 7-12. These tests use a case study approach and feature constructed-response and multiple-choice items.

Praxis II tests are one, two, or four hours in length. You may take any combination of tests that fits the schedule shown in *The Praxis Series Information Bulletin*. Go to ets.org to register, check the bulletin for test dates, locations and test fees. You will need a credit or debit card to register on-line. You may also download and complete the Praxis Registration Form to register by mail.

Teacher Candidates should complete Praxis tests as required for admission and program completion (see program contracts). Study materials are available on-line, as well, to assist individuals with preparation for the Praxis exams.

To be Certified in:	Take This Test(s):	Test Code	Session	Qualifying Score
Elementary Education (P-5)	Principles of Learning and Teaching: Grades K-6 and	0522	2	161
	Elementary Education: Content Knowledge (paper) (Calculators allowed.) or	0014	1	148
	Elementary Education: Content Knowledge (PDF) (computer) (Calculators allowed.)	5014	n/a	148
Middle School: English and Communications	Principles of Learning and Teaching: Grades 5-9 (PDF) and	0523	2	161
	Middle School English Language Arts	0049	1	158
Middle School: Mathematics	Principles of Learning and Teaching: Grades 5-9 (PDF) and	0523	2	161
		0069	2	148
	Middle School Mathematics (Calculators allowed.)			
Middle School: Science	Principles of Learning and Teaching: Grades 5-9 (PDF) and	0523	2	161
	Middle School Science	0439	1	144
Middle School: Social Studies	Principles of Learning and Teaching: Grades 5-9 (PDF) and	0523	2	161
	Middle School Social Studies	0089	2	149
Learning and Behavior Disorders (P-12)	Education of Exceptional Students: Core Content Knowledge and	0353	2	157
	Education of Exceptional Students: Mild to Moderate Disabilities (PDF)	0542	1	172

Secondary Education				
To be Certified in:	Take This Test(s):	Test Code	Session	Qualifying Score
Biology (8–12)	Principles of Learning and Teaching: Grades 7–12	0524	2	161
	and Biology: Content Knowledge (PDF)	0235	2	146
Chemistry (8–12)	Principles of Learning and Teaching: Grades 7–12	0524	2	161
	and Chemistry: Content Knowledge (PDF)	0245	2	147
Earth Science (8–12)	Principles of Learning and Teaching: Grades 7–12	0524	2	161
	and Earth and Space Sciences: Content Knowledge (PDF)	0571	2	147
English (8–12)	Principles of Learning and Teaching: Grades 7–12	0524	2	161
	and English Language, Literature and Composition: Content Knowledge	0041	1	160
	and English Language, Literature and Composition: Essays	0042	2	155
Mathematics (8–12)	Principles of Learning and Teaching: Grades 7–12	0524	2	161
	and Mathematics: Content Knowledge (PDF) (Graphing calculator required.)	0061	1	125
	and Mathematics: Proofs, Models and Problems, Part 1 (PDF) (Graphing calculator required.)	0063	2	141
Physics (8–12)	Principles of Learning and Teaching: Grades 7–12	0524	2	161
	and Physics: Content Knowledge (PDF)	0265	1	133
Social Studies (8–12)	Principles of Learning and Teaching: Grades 7–12	0524	2	161
	and Social Studies: Content Knowledge	0081	1	151
	and Social Studies: Interpretation of Materials (PDF)	0083	2	159
Art (P–12)	Principles of Learning and Teaching: Grades K–6	0522	2	161
	or Principles of Learning and Teaching: Grades 5–9 (PDF)	0523	2	161
	or Principles of Learning and Teaching: Grades 7–12	0524	2	161
	and Art: Content Knowledge (PDF)	0133	1	158
	and Art Making (PDF) (Test takers are required to bring four color photographs or still reproductions of their own artwork. For more detailed information about this requirement, see TAAG requirements.)	0131	2	154

(Note: Please go to ets.org for assessment requirements for : Moderate and Severe Disabilities, P-12; Hearing Impaired, P-12; Hearing Impaired with Sign Proficiency, P-12; and Visually Impaired, P-12).

Kentucky's Learning Goals and Academic Expectations

The centerpiece of Kentucky's education reform effort is its vision of what students should know and be able to do as a result of their school experience. Every aspect of the reform movement is designed to promote student attainment of these goals and to measure our progress in helping them to do so.

Assumption underlying KERA: All students are capable of learning.

The expectations for students are set forth as the six learning goals of KERA. These goals led to the development of the academic expectations that characterize student achievement of the goals. All Kentucky students are expected to achieve the goals and academic expectations.

GOAL 1. Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.

- 1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.
- 1.2 Students make sense of the variety of materials they read.
- 1.3 Students make sense of the various things they observe.
- 1.4 Students make sense of the various messages to which they listen.
- 1.5-1.9 Students use mathematical ideas and procedures to communicate, reason, and solve problems.
- 1.10 Students organize information through development and use of classification rules and systems.
- 1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
- 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
- 1.13 Students make sense of ideas and communicate ideas with the visual arts.
- 1.14 Students make sense of ideas and communicate ideas with music.
- 1.15 Students make sense of and communicate ideas with movement.
- 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.

GOAL 2. Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.

Science

- 2.1 Students understand scientific ways of thinking and working and use those methods to solve real-life problems.
- 2.2 Students identify, analyze, and use patterns such as cycles and trends to understand past and present events and predict possible future events.
- 2.3 Students identify and analyze systems and the ways their components work together or affect each other.
- 2.4 Students use the concept of scale and scientific models to explain the organization and functioning of living and nonliving things and predict other characteristics that might be observed.
- 2.5 Students understand that under certain conditions nature tends to remain the same or move toward a balance.
- 2.6 Students understand how living and nonliving things change over time and the factors that influence the changes.

Mathematics

- 2.7 Students understand number concepts and use numbers appropriately and accurately.
- 2.8 Students understand various mathematical procedures and use them appropriately and accurately.
- 2.9 Students understand space and dimensionality concepts and use them appropriately and accurately.
- 2.10 Students understand measurement concepts and use measurements appropriately and accurately.
- 2.11 Students understand mathematical change concepts and use them appropriately and accurately.
- 2.12 Students understand mathematical structure concepts including the properties and logic of various mathematical systems.
- 2.13 Students understand and appropriately use statistics and probability.

Social Studies

- 2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.
- 2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.
- 2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.
- 2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.
- 2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.
- 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.
- 2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.
- 2.21 (Incorporated into 2.16)

Arts and Humanities

- 2.22 Students create works of art and make presentations to convey a point of view.
- 2.23 Students analyze their own and others' artistic products and performances using accepted standards.
- 2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.
- 2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.
- 2.26 Through the arts and humanities, student recognize that although people are different, they share some common experiences and attitudes.
- 2.27 Students recognize and understand the similarities and differences among languages.
- 2.28 Students understand and communicate in a second language.

Practical Living

- 2.29 Students demonstrate skills that promote individual well-being and healthy family relationships.
- 2.30 Students evaluate consumer products and services and make effective consumer decisions.
- 2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
- 2.32 Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.
- 2.33 Students demonstrate the skills to evaluate and use services and resources available in their community.
- 2.34 Students perform physical movement skills effectively in a variety of settings.
- 2.35 Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives.

Vocational Studies

- 2.36 Students use strategies for choosing and preparing for a career.
- 2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.
- 2.38 Students demonstrate skills such as interviewing, writing resumes, and completing applications that are needed to be accepted into college or other postsecondary training or to get a job.

GOAL 3. Students shall develop their abilities to become self-sufficient individuals.

- 3.1 Students demonstrate positive growth in self-concept through appropriate tasks or projects
- 3.2 Students demonstrate the ability to maintain a healthy lifestyle.
- 3.3 Students demonstrate the ability to be adaptable and flexible through appropriate tasks or projects.
- 3.4 Students demonstrate the ability to be resourceful and creative.
- 3.5 Students demonstrate self-control and self discipline.
- 3.6 Students demonstrate the ability to make decisions based on ethical values.
- 3.7 Students demonstrate the ability to learn on one's own.

GOAL 4. Students shall develop their abilities to become responsible members of a family, work group, or community, including demonstrating effectiveness in community service.

- 4.1 Students effectively use interpersonal skills.
- 4.2 Students use productive team membership skills.
- 4.3 Students individually demonstrate consistent, responsive, and caring behavior.
- 4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.
- 4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a multi-cultural and world view.
- 4.6 Students demonstrate an open mind to alternative perspectives.

***Goals 3 and 4 are included in Kentucky statute as learning goals, but they are not included in the state's academic assessment program.**

GOAL 5. Students shall develop their abilities to think and solve problems in school situations and in a variety of situations they will encounter in life.

- 5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.
- 5.2 Students use creative thinking skills to develop or invent novel, constructive ideas or products.
- 5.3 Students organize information to develop or change their understanding of a concept.
- 5.4 Students use a decision-making process to make informed decisions among options.
- 5.5 Students use problem-solving processes to develop solutions to relatively complex problems.

GOAL 6. Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.

- 6.1 Students connect knowledge and experiences from different subject areas.
- 6.2 Students use what they already know to acquire new knowledge, develop new skills, or interpret new experiences.
- 6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.

Kentucky Teacher Standards

Initial-Level Performance

STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.	
1.1 Communicates concepts, processes, and knowledge.	Accurately and effectively communicates concepts, processes and/or knowledge and uses vocabulary that is clear, correct and appropriate for students.
1.2 Connects content to life experiences of student.	Effectively connects most content, procedures, and activities with relevant life experiences of students.
1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.	Uses instructional strategies that are clearly appropriate for the content and processes of the lesson and make a clear contribution to student learning.
1.4 Guides students to understand content from various perspectives.	Provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding.
1.5 Identifies and addresses students' misconceptions of content.	Identifies misconceptions related to content and addresses them during planning and instruction.
STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	
2.1 Develops significant objectives aligned with standards.	States learning objectives that reflect key concepts of the discipline and are aligned with local and state standards.
2.2 Uses contextual data to design instruction relevant to students	Plans and designs instruction based on contextual (i.e. student, community, and/or cultural) and pre-assessment data.
2.3 Plans assessments to guide instruction and measure learning objectives.	Aligns instructional strategies and activities with learning objectives for all students.
2.4 Plans instructional strategies and activities that address learning objectives for all students.	Plans instructional strategies that include several levels of learning that require higher order thinking.
2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.	Identifies misconceptions related to content and addresses them during planning and instruction.

STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrated knowledge.	
3.1 Communicates high expectations	Sets significant and challenging objectives for students and verbally/nonverbally communicates confidence in students' ability to achieve these objectives.
3.2 Establishes a positive learning environment.	Establishes clear standards of conduct, shows awareness of student behavior, and responds in ways that are both appropriate and respectful of students.
3.3 Values and support student diversity and addresses individual needs.	Uses a variety of strategies and methods to support student diversity by addressing individual needs.
3.4 Fosters mutual respect between teacher and students and among students.	Treats all student with respect and concern and monitors student interacts to encourage students to treat each other with respect and concern.
3.5 Provides a safe environment for learning.	Creates a classroom environment that is both emotionally and physically safe for all students.
STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	
4.1 Use a variety of instructional strategies that align with learning objectives and actively engage students.	Use a variety of instructional strategies that align with learning objectives and actively engage students.
4.2 Implements instruction based on diverse student needs and assessment data.	Implements instruction based on contextual information and assessment data.
4.3 Use time effectively.	Established efficient procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work so that there is minimal loss for instructional time.
4.4 Use space and materials effectively.	Uses classroom space and materials effectively to facilitate student learning.
4.5 implements and manages instruction in ways that facilitate higher order thinking.	Instruction provides opportunity to promote higher-order thinking.

STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	
5.1 Use pre-assessments.	Uses a variety of pre-assessments to establish baseline knowledge and skills for all students.
5.2 Use formative assessments.	Use a variety of formative assessments to determine each students' progress and guides instruction.
5.3 Use summative assessments.	Use a variety of summative assessments to measure student achievement.
5.4 Describe, analyzes, and evaluates student performance data	Describes, analyzes, and evaluates student performance data to determine progress of individuals and identify differences in progress among student groups.
5.5 Communicates learning results to students and parents.	Communicates learning results to students and parents that provide a clear and timely understanding of learning progress relative to objectives.
5.6 Allows opportunity for student self-assessment.	Promotes opportunities for students to engage in accurate self-assessment of learning.
STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.	
6.1 Uses available technology to design and plan instruction.	Uses technology to design and plan instruction.
6.2 Uses available technology to implement instruction that facilitates student learning.	Uses technology to implement instruction that facilitates student learning.
6.3 Integrates student use of available technology into instruction.	Integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs.
6.4 Uses available technology to assess and communicate student learning.	Uses technology to assess and communicate student learning.
6.5 Demonstrates ethical and legal use of technology.	Ensure that personal use and student use of technology are ethical and legal.
STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING The teacher reflects on and evaluates specific teaching/learning situations and/or programs.	
7.1 Uses data to reflect on and evaluate student learning.	Reflects on and accurately evaluates student learning using appropriate data.
7.2 Uses data to reflect on and evaluate instructional practice.	Reflects on and accurately evaluates instructional practice using appropriate data.
7.3 Uses data to reflect on and identify areas for professional growth.	Identifies areas for professional growth using appropriate data.

STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	
8.1 Identifies students whose learning could be enhanced by collaboration.	Identifies one or more students whose learning could be enhanced by collaboration and provides an appropriate rationale.
8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.	Designs a plan to enhance student learning that includes all parties in the collaborative effort.
8.3 Implements planned activities that enhance student learning and engage all parties.	Implements planned activities that enhance student learning and engage all parties.
8.4 Analyzes data to evaluate the outcomes of collaborative efforts.	Analyzes student learning data to evaluate the outcomes of collaboration and identify next steps.
STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.	
9.1 Self assesses performance relative to Kentucky's Teacher Standards.	Identifies priority growth areas and strengths by thoroughly and accurately assessing current performance on all the Kentucky Teacher Standards.
9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.	Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.
9.3 Designs a professional growth plan that addresses identified priorities.	Designs a clear, logical professional growth plan that addresses all priority areas.
9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.	Shows clear evidence of professional growth and reflection relative to the identified priority areas and impact on instructional effectiveness and student learning.
STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL /COMMUNITY /PROFESSION The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.	
10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.	Identifies leadership opportunities in the school, community, or professional organizations and selects one with the potential for positive impact on learning or the professional environment and is realistic in terms of knowledge, skill, and time required.
10.2 Develops a plan for engaging in leadership activities.	Develops a leadership work plan that describes the purpose, scope, and participants involved and how the impact on student learning and/or the professional environment will be assessed.
10.3 Implements a plan for engaging in leadership activities.	Effectively implements the leadership work plan.
10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.	Implements the approved leadership work plan that has a clear timeline of events/actions and a clear description of how impact will be assessed.

Professional Code of Ethics

Kentucky School Certified Personnel

RELATES TO: KRS 161.028, 161.040, 161.120 STATUTORY AUTHORITY: KRS 161.028, 161.030

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028 requires that the Education Professional Standards Board develop a professional code of ethics. This administrative regulation establishes the code of ethics for Kentucky school certified personnel and establishes that violation of the code of ethics may be grounds for revocation or suspension of Kentucky certification for professional school personnel by the Education Professional Standards Board.

Section 1. Certified personnel in the Commonwealth:

- (1) Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;
- (2) Shall believe in the worth and dignity of each human being and in educational opportunities for all;
- (3) Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession

(a) To Students:

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

(b) To Parents:

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

(c) To the Education Professors:

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

Section 2. Violation of this administrative regulation may result in cause to initiate proceedings for revocation or suspension of Kentucky certification as provided in KRS 161.120 and 704 KAR 20:585. (21 Ky.R. 2344; eff. 5-4-95; recodified from 704 KAR 20:680, 7-2-2002.)



Spalding University
College of Education

Professional Code of Ethics
Certification Form

Student Teacher's Name (Print): _____

- ☐ *I do hereby certify that I have read and agree to abide by the Professional Code of Ethics for Kentucky School Certified Personnel.*
- ☐ *I understand that violating any portion of the Professional Code of Ethics for Kentucky School Certified Personnel may result in dismissal from student teaching and degree program.*
- ☐ *Once certified, I understand that violating this administrative regulation may result in cause to initiate proceedings for revocation or suspension of Kentucky certification.*

Student Teacher's Signature: _____ Date: _____

Cc: Director of Field Experiences and Clinical Practice
Advisor



Spalding University College of Education

Student Teacher Observation Instrument

Student: _____ School: _____

Grade Level and/or Content: _____ Date of Observation: _____

Length of Observation: _____ Start Time: _____ End time: _____ Date of Conference: _____

Based on your observation, please indicate the extent to which the student teacher is progressing in each standard.

4 Exemplary Performance is consistently *exceptional* in meeting performance criteria demonstrated by providing extraordinary opportunities for student success through instructional strategies that confirm the teacher candidate's expertise and the ability to reach ALL students.

3 Competent Performance is consistently *above average* in meeting performance criteria demonstrated by going beyond established standards and instructional practices in teaching ALL students.

2 Developing Performance is consistently *adequate* in meeting performance criteria.

1 Unsatisfactory Performance is consistently *not acceptable* in meeting performance criteria.

1. APPLIES CONTENT KNOWLEDGE

1.1	Accurately and effectively communicates concepts, processes and/or knowledge and uses vocabulary that is clear, correct and appropriate for students.	4	3	2	1
1.2	Effectively connects most content, procedures, and activities with relevant life experiences of students.	4	3	2	1
1.3	Uses instructional strategies that are clearly appropriate for the content and processes of the lesson and make a clear contribution to student learning.	4	3	2	1
1.4	Provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding.	4	3	2	1
1.5	Identifies misconceptions related to content and addresses them during planning and instruction.	4	3	2	1

Evidence from Observation:

2. DESIGNS AND PLANS INSTRUCTION

2.1	States learning objectives that reflect key concepts of the discipline and are aligned with local and state standards.	4	3	2	1
2.2	Plans and designs instruction based on contextual (i.e. student, community, and/or cultural) and pre-assessment data.	4	3	2	1
2.3	Aligns instructional strategies and activities with learning objectives for all students.	4	3	2	1
2.4	Plans instructional strategies that include several levels of learning that require higher order thinking.	4	3	2	1
2.5	Identifies misconceptions related to content and addresses them during planning and instruction.	4	3	2	1

Evidence from Lesson Plan Review A-1 and A-2:

3. CREATES AND MAINTAINS LEARNING				
3.1	Sets significant and challenging objectives for students and verbally/nonverbally communicates confidence in students' ability to achieve these objectives.	4	3	2 1
3.2	Establishes clear standards of conduct, shows awareness of student behavior, and responds in ways that are both appropriate and respectful of students.	4	3	2 1
3.3	Uses a variety of strategies and methods to support student diversity by addressing individual needs.	4	3	2 1
3.4	Treats all student with respect and concern and monitors student interacts to encourage students to treat each other with respect and concern.	4	3	2 1
3.5	Creates a classroom environment that is both emotionally and physically safe for all students.	4	3	2 1
Evidence from Observation:				

4. IMPLEMENTS AND MANAGES INSTRUCTION				
4.1	Use a variety of instructional strategies that align with learning objectives and actively engage students.	4	3	2 1
4.2	Implements instruction based on contextual information and assessment data.	4	3	2 1
4.3	Established efficient procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work so that there is minimal loss for instructional time.	4	3	2 1
4.4	Uses classroom space and materials effectively to facilitate student learning.	4	3	2 1
4.5	Instruction provides opportunity to promote higher-order thinking.	4	3	2 1
Evidence from Observation:				

5. ASSESSES AND COMMUNICATES LEARNING RESULTS				
5.1	Uses a variety of pre-assessments to establish baseline knowledge and skills for all students.	4	3	2 1
5.2	Use a variety of formative assessments to determine each students' progress and guides instruction.	4	3	2 1
5.3	Use a variety of summative assessments to measure student achievement.	4	3	2 1
5.4	Describes, analyzes, and evaluates student performance data to determine progress of individuals and identify differences in progress among student groups.	4	3	2 1
5.5	Communicates learning results to students and parents that provide a clear and timely understanding of learning progress relative to objectives.	4	3	2 1
5.6	Promotes opportunities for students to engage in accurate self-assessment of learning.	4	3	2 1
Evidence from Observation:				

6. DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY				
6.1	Uses available technology to design and plan instruction.	4	3	2 1
6.2	Uses available technology to implement instruction that facilitates student learning.	4	3	2 1
6.3	Integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs.	4	3	2 1
6.4	Uses available technology to assess and communicate student learning.	4	3	2 1
6.5	Ensure that personal use and student use of technology are ethical and legal.	4	3	2 1

Evidence from Observation:

7. REFLECTS AND EVALUATES TEACHING AND LEARNING				
7.1	Reflects on and accurately evaluates student learning using appropriate data.	4	3	2 1
7.2	Reflects on and accurately evaluates instructional practice using appropriate data.	4	3	2 1
7.3	Identifies areas for professional growth using appropriate data.	4	3	2 1

Evidence from Post-Observation Conference:

8. COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS				
8.1	Identifies one or more students whose learning could be enhanced by collaboration and provides an appropriate rationale.	4	3	2 1
8.2	Designs a plan to enhance student learning that includes all parties in the collaborative effort.	4	3	2 1
8.3	Implements planned activities that enhance student learning and engage all parties.	4	3	2 1
8.4	Analyzes student learning data to evaluate the outcomes of collaboration and identify next steps.	4	3	2 1

Evidence from Observation:

9. EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT				
9.1	Identifies priority growth areas and strengths by thoroughly and accurately assessing current performance on all the Kentucky Teacher Standards.	4	3	2 1
9.2	Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.	4	3	2 1
9.3	Designs a clear, logical profession growth plan that addresses all priority areas.	4	3	2 1
9.4	Shows clear evidence of professional growth and reflection relative to the identified priority areas and impact on instructional effectiveness and student learning.	4	3	2 1

Evidence from Observation and Task E:

10. PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSIONS

10.1 Identifies leadership opportunities in the school, community, or professional organizations and selects one with the potential for positive impact on learning or the professional environment and is realistic in terms of knowledge, skill, and time required.	4	3	2	1
10.2 Develops a leadership work plan that describes the purpose, scope, and participants involved and how the impact on student learning and/or the professional environment will be assessed.	4	3	2	1
10.3 Effectively implements the leadership work plan.	4	3	2	1
10.4 Implements the approved leadership work plan that has a clear timeline of events/actions and a clear description of how impact will be assessed.	4	3	2	1

Evidence from Observation and Task A-1 and A-2:

**** PROFESSIONAL DISPOSITIONS**

Visionary	Demonstrates <i>insight</i> in creating a learning environment and communicating a view of teaching and learning that empowers others to achieve their potential	4	3	2	1
Ethical	Demonstrates a commitment to <i>fairness and the principles of personal, academic, and professional integrity</i>	4	3	2	1
Caring	Demonstrates <i>respect</i> for self and others, <i>openness</i> to diverse perspectives and cultures, and <i>perseverance in serving learners, families, schools, and communities</i>	4	3	2	1
Reflective	Demonstrates a <i>belief that all students can learn and the ability to evaluate teaching and learning experiences for personal and professional growth</i>	4	3	2	1
Creative	Demonstrates <i>flexibility in meeting needs and using best practices to promote student learning</i>	4	3	2	1
Knowing	Demonstrates a continued devotion to acquiring knowledge about the content, pedagogy, and professional areas of teaching	4	3	2	1

Evidence from Observation and Post-Observation Conference:

Overall Strengths:

Areas of Growth/Improvement:

Additional Comments:

Observer's Signature: _____ Date: _____
*Student Teacher's Signature: _____ Date: _____

(*Signature means the evaluation has been read and discussed with the Student Teacher. Signature does not necessarily imply Student Teacher agrees with the evaluation. Student Teacher has the right to appeal the evaluation in writing. See Appeals Process outlined the Spalding University's Catalog.

Teaching and Learning Context

Task A-1

Complete one per 7-week placement.

Student Teacher : _____		Date: _____
# Students enrolled	Grade level(s) in class	Ages in class (list all that apply)
<u>School and district factors</u> Public school information should include Comprehensive School Improvement Plan (CSIP), School Report Card (CATS/CTBS results), and relevant data about achievement gap groups. Non-public schools should include similar data.		
<u>Resources</u> Describe the resources (equipment, technology and supplies) available to you.		
<u>Assistance</u> Place a ✓ beside the phrase that describes the types of help available to you. <div style="display: flex; justify-content: space-around; margin-top: 10px;"> _____ instructional assistant(s) _____ parent volunteers _____ peer (student) tutors </div> <div style="display: flex; justify-content: space-around;"> _____ resource teachers _____ classroom teacher _____ other (Please specify) </div>		
<u>Student Differences</u> Indicate the number of students in each category below and briefly describe the needs of students in the categories noted. <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div> _____ ESL _____ Title I </div> <div> _____ # with IEPs _____ Gifted </div> <div> _____ # with 504 modifications _____ Other </div> </div>		
<u>Student Diversity</u> Please describe any language, cultural and/or achievement/developmental level differences that create instructional concerns in your class.		
<u>Patterns of Achievement</u> Indicate the number of students for each pattern of achievement. <div style="display: flex; justify-content: space-around; margin-top: 10px;"> _____ Below grade level _____ At grade level _____ Above grade level </div>		
<u>Other classroom conditions</u> Describe other classroom conditions (if any) including student demographics that have implications for teaching and what might be observed in your classroom.		
<u>Implications for instruction</u> Describe two or three ways that you will use the factors identified above in your planning and instruction.		

Lesson Plan Format

Task A-2 adapted from KTIP

Required for each formal observation by cooperating teacher, university supervisor, and principal, if applicable.

Student Teacher: _____ Date: _____ Age/Grade Level: _____

of Students: _____ # of IEP Students: _____ # of LEP Students: _____

Subject: _____ Major Content: _____ Lesson Length: _____

Unit Title: _____ Lesson Number and Title: _____

Context

- Explain how this lesson relates to the unit of study or your broad goals for teaching about the topic.
- Describe the students' prior knowledge or the focus of the previous lesson.
- Describe generally any critical student characteristics or attributes that will affect student learning.

Objectives

- State what students will demonstrate as a result of this lesson. Objectives must be student-centered and observable/measurable. Objectives must be clearly communicated to the students.

Connections

- Explain how your objectives are connected to appropriate Common Core State Standards and Kentucky Core Content and/or Program of Studies. Use no more than two or three connections. (See Crosswalk.)

Assessment Plan

- In tabular format, organize how objectives will be assessed. Include copies of assessment instruments and rubrics (if applicable to the lesson plan).

Objective/Assessment Plan Organizer (Sample)

Learner Objective Number	Type of Assessment	Description of Assessment	Adaptations and/or Accommodations
Objective 1	Formative	Open Response	Extra time for 2IEP students
Objective 2	Summative	Written response for student portfolio	Word banks for student with IEP

Resources, Media and Technology

- List the specific materials and equipment needed for the lesson. Attach copies of printed materials to be used with the students.
- If appropriate, list technology resources for the lesson including hardware, software, and Internet URLs, and be sure to cite the sources used to develop this lesson.

Procedures

- Describe the strategies and activities you will use to involve students and accomplish your objectives including how you will trigger prior knowledge and how you will adapt strategies to meet individual student needs and the diversity in your classroom. **Appropriate Components:** Opening/Attention, Content Presentation/Interaction, Activity and/or Assessment, Closing/Wrap up

Lesson Reflection

Instructional Impact

- Describe modifications you made during implementation of the lesson and how you think the modifications affected learning results.

Reflection

- How useful were the assessments in terms of student learning?
- How could you have improved your effectiveness in student learning?
- What resources and/or personnel might assist you?

Complete Task C – Lesson Analysis and Reflection

Lesson Analysis and Reflection

Task C

Student Teacher : _____

Date: _____

Analyze and evaluate your lesson within two days of post observation conference.

1. Explain how you determined the levels of student performance on your objective(s). Attach rubrics or criteria used in this determination.
-

2. Sort the students' performances into three categories and determine what number of criteria in each category: stu

- Below criteria _____ # of students
 - Meeting criteria _____ # of students
 - Exceeding criteria _____ # of students
-

3. For each category, describe the students' strengths and learning needs, if any.

- Below criteria
 - Meeting criteria
 - Exceeding criteria
-

4. Reflect on the following:

- What does the analysis of your students' performances tell you about the effectiveness of your instruction in meeting your students' needs?
 - Describe any patterns or trends in your students' performances. How could these patterns or trends be used in planning and instruction?
 - What knowledge, skills, and/or resources could help you increase your instructional effectiveness?
-

5. For each category of students, how will you differentiate or adapt to move them forward?

- Below criteria
 - Meeting criteria
 - Exceeding criteria
-

6. Describe how you have reported or plan to communicate learning results to students and parents.
-

Kentucky Teacher Standards Self-Assessment

Task E (Modified to Include College of Education Dispositions)

Student Teacher _____ Date _____

To initiate the development of your Professional Growth Plan, assess your level of performance on each of the indicators by entering a number between one (1) and four (4) in the blanks to the left of each indicator. **The scale to be used is: (1) limited, (2) some, (3) adequate and (4) extensive.** You will repeat this self-assessment process in **Week 13** as part of your final assessment of professional growth and identification of future areas for professional growth.

STANDARD 1: The Teacher Demonstrates Applied Content Knowledge

The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

Week 1	Week 13	
Self-Assessment	Self-Assessment	Performance Criteria: The extent to which you:
<input type="checkbox"/>	<input type="checkbox"/>	1.1 Communicate concepts, processes and knowledge.
<input type="checkbox"/>	<input type="checkbox"/>	1.2 Connect content to life experiences of students.
<input type="checkbox"/>	<input type="checkbox"/>	1.3 Demonstrate instructional strategies that are appropriate for content and contribute to student learning.
<input type="checkbox"/>	<input type="checkbox"/>	1.4 Guide students to understand content from various perspectives.
<input type="checkbox"/>	<input type="checkbox"/>	1.5 Identify and address students' misconceptions of content.

STANDARD 2: The Teacher Designs and Plans Instruction

The teacher designs and plans instruction that develops students' abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems and integrate knowledge.

Week 1	Week 13	
Self-Assessment	Self-Assessment	Performance Criteria: The extent to which you:
<input type="checkbox"/>	<input type="checkbox"/>	2.1 Develop significant objectives aligned with standards.
<input type="checkbox"/>	<input type="checkbox"/>	2.2 Use contextual data to design instruction relevant to students.
<input type="checkbox"/>	<input type="checkbox"/>	2.3 Plan assessments to guide instruction and measure learning objectives.
<input type="checkbox"/>	<input type="checkbox"/>	2.4 Plan instructional strategies and activities that address learning objectives for all students.
<input type="checkbox"/>	<input type="checkbox"/>	2.5 Plan instructional strategies and activities that facilitate multiple levels of learning

STANDARD 3: The Teacher Creates and Maintains Learning Climate

The teacher creates a learning climate that supports the development of students' abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems and integrate knowledge.

Week 1	Week 13	
Self-Assessment	Self-Assessment	Performance Criteria: The extent to which you:
<input type="checkbox"/>	<input type="checkbox"/>	3.1 Communicate high expectations.
<input type="checkbox"/>	<input type="checkbox"/>	3.2 Establish a positive learning environment.
<input type="checkbox"/>	<input type="checkbox"/>	3.3 Value and support student diversity and addresses individual needs.
<input type="checkbox"/>	<input type="checkbox"/>	3.4 Foster mutual respect between teacher and students and among students.
<input type="checkbox"/>	<input type="checkbox"/>	3.5 Provide a safe environment for learning.

STANDARD 4: The Teacher Implements and Manages Instruction

The teacher introduces implements and manages instruction that develops students' abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems and integrate knowledge.

Week 1	Week 13	
Self-Assessment	Self-Assessment	Performance Criteria: The extent to which you:
<input type="checkbox"/>	<input type="checkbox"/>	4.1 Use a variety of instructional strategies that align with learning objectives and actively engage students.
<input type="checkbox"/>	<input type="checkbox"/>	4.2 Implement instruction based on diverse student needs and assessment data.
<input type="checkbox"/>	<input type="checkbox"/>	4.3 Use time effectively.
<input type="checkbox"/>	<input type="checkbox"/>	4.4 Use space and materials effectively.
<input type="checkbox"/>	<input type="checkbox"/>	4.5 Implement and manage instruction in ways that facilitate higher order thinking.

STANDARD 5: The Teacher Assesses and Communicates Learning Results

The teacher assesses learning and communicates results to students and others with respect to students' abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems and integrate knowledge.

Week 1	Week 13	
<u>Self-Assessment</u>	<u>Self-Assessment</u>	Performance Criteria: The extent to which you:
<input type="checkbox"/>	<input type="checkbox"/>	5.1 Use pre-assessments.
<input type="checkbox"/>	<input type="checkbox"/>	5.2 Use formative assessments.
<input type="checkbox"/>	<input type="checkbox"/>	5.3 Use summative assessments.
<input type="checkbox"/>	<input type="checkbox"/>	5.4 Describe, analyze and evaluate student performance data.
<input type="checkbox"/>	<input type="checkbox"/>	5.5 Communicate learning results to students and parents.
<input type="checkbox"/>	<input type="checkbox"/>	5.6 Allow opportunity for student self-assessment.

STANDARD 6: The Teacher Demonstrates the Implementation of Technology

The teacher uses technology to support instruction, access and manipulate data, enhance professional growth and productivity, communicate and collaborate with colleagues, parents, and the community and conduct research.

Week 1	Week 13	
<u>Self-Assessment</u>	<u>Self-Assessment</u>	Performance Criteria: The extent to which you:
<input type="checkbox"/>	<input type="checkbox"/>	6.1 Use available technology to design and plan instruction.
<input type="checkbox"/>	<input type="checkbox"/>	6.2 Use available technology to implement instruction that facilitates
<input type="checkbox"/>	<input type="checkbox"/>	6.3 Integrate student use of available technology into instruction.
<input type="checkbox"/>	<input type="checkbox"/>	6.4 Use available technology to assess and communicate student learning.
<input type="checkbox"/>	<input type="checkbox"/>	6.5 Demonstrate ethical and legal use of technology.

STANDARD 7: The Teacher Reflects On and Evaluates Teaching and Learning

The teacher reflects on and evaluates specific teaching and learning situations and/or programs.

Week 1	Week 13	
<u>Self-Assessment</u>	<u>Self-Assessment</u>	Performance Criteria: The extent to which you:
<input type="checkbox"/>	<input type="checkbox"/>	7.1 Use data to reflect on and evaluate student learning.
<input type="checkbox"/>	<input type="checkbox"/>	7.2 Use data to reflect on and evaluate instructional practice.
<input type="checkbox"/>	<input type="checkbox"/>	7.3 Use data to reflect on and identify areas for professional growth.

STANDARD 8: The Teacher Collaborates with Colleagues/Parents/Others

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop students' abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems and integrate knowledge.

Week 1	Week 13	
<u>Self-Assessment</u>	<u>Self-Assessment</u>	Performance Criteria: The extent to which you:
<input type="checkbox"/>	<input type="checkbox"/>	8.1 Identify students whose learning could be enhanced by collaboration.
<input type="checkbox"/>	<input type="checkbox"/>	8.2 Design a plan to enhance student learning that includes all parties in the collaborative effort.
<input type="checkbox"/>	<input type="checkbox"/>	8.3 Implement planned activities that enhance student learning and engage all parties.
<input type="checkbox"/>	<input type="checkbox"/>	8.4 Analyze data to evaluate the outcomes of collaborative efforts.

STANDARD 9: The Teacher Evaluates Teaching and Implements Professional Development

The teacher evaluates his or her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the necessary skills and processes and implements a professional development plan.

Week 1	Week 13	
<u>Self-Assessment</u>	<u>Self-Assessment</u>	Performance Criteria: The extent to which you:
<input type="checkbox"/>	<input type="checkbox"/>	9.1 Self-assess performance relative to Kentucky's Teacher Standards.
<input type="checkbox"/>	<input type="checkbox"/>	9.2 Identify priorities for professional development based on data from self-
<input type="checkbox"/>	<input type="checkbox"/>	9.3 Design a professional growth plan that addresses identified priorities.
<input type="checkbox"/>	<input type="checkbox"/>	9.4 Show evidence of professional growth and reflection on the identified learning.

STANDARD 10: The Teacher Provides Leadership Within School, Community and Profession

The teacher provides professional leadership within the school, community and education profession to improve student learning and well-being.

Week 1	Week 13	
Self-Assessment	Self-Assessment	Performance Criteria: The extent to which you:
<input type="checkbox"/>	<input type="checkbox"/>	10.1 Identify leadership opportunities that enhance student learning and/or professional environment.
<input type="checkbox"/>	<input type="checkbox"/>	10.2 Develop a plan for engaging in leadership activities.
<input type="checkbox"/>	<input type="checkbox"/>	10.3 Implement a plan for engaging in leadership activities.
<input type="checkbox"/>	<input type="checkbox"/>	10.4 Analyze data to evaluate the results of planned and executed

College of Education Professional Dispositions

The teacher provides professional leadership within the school, community and education profession to improve student learning and well-being.

Week 1	Week 13	
Self-Assessment	Self-Assessment	Performance Criteria: The extent to which you are:
<input type="checkbox"/>	<input type="checkbox"/>	Visionary Demonstrate insight in creating a learning environment and communicating a view of teaching and learning that empowers others to achieve their potential
<input type="checkbox"/>	<input type="checkbox"/>	Ethical Demonstrate a commitment to fairness and the principles of personal, academic, and professional integrity
<input type="checkbox"/>	<input type="checkbox"/>	Caring Demonstrate respect for self and others, openness to diverse perspectives and cultures, and perseverance in serving learners, families, schools, and communities
<input type="checkbox"/>	<input type="checkbox"/>	Reflective Demonstrate a belief that all students can learn and the ability to evaluate teaching and learning experiences for personal and professional growth
<input type="checkbox"/>	<input type="checkbox"/>	Creative Demonstrate flexibility in meeting needs and using best practices to promote student learning
<input type="checkbox"/>	<input type="checkbox"/>	Knowing Demonstrate a continued devotion to acquiring knowledge about the content, pedagogy, and professional areas of teaching

Analysis of Self-Assessment Data

1. Review your self-assessment for each Kentucky Teacher Standard, especially noting all the indicators you rated as (1) limited or (2) some.
2. Use the insights gained from reviewing your self-assessment data and complete Task E:
 - Identify your strengths in terms of related standards.
 - Identify areas for growth (related standards for which you might need support or assistance to be successful) and types of professional development /assistance you will need.



Spalding University College of Education

Professional Growth Plan

Task E

Student Teacher's Name: _____

Date: _____

Cooperating Teacher: _____

School: _____

*To be completed by the student teacher during the Student Teaching Seminar following consultation with the cooperating teacher. The PGP shall be based on the Kentucky Teacher Standards and the Spalding professional dispositions

1. Identifying strengths and Areas for Growth

Using the analysis of your self-assessment, student performance data, and feedback from your cooperating teacher, work with your cooperating teacher to identify your strengths and areas for professional growth related to the Kentucky Teacher Standards

- My Strengths

- My Areas for Professional Growth

2. Identifying Priority Areas for Growth

From the identified areas for growth, identify two or three priority areas – areas for growth that if addressed would most improve your ability to facilitate student learning and meet the Kentucky Teacher Standards.

- Priority Area 1 **KTS#** ____
- Priority Area 2 **KTS#** ____
- Priority Area 3 **KTS#** ____

Professional Growth Plan

Task E

Complete this page for each priority area of growth.

Student Teacher's Name:

Date:

Priority Area for Growth:

KT Standard #_____

Professional Growth Objective:

Activities	Timeline	Assistance/Resources Needed
	Progress Update Week ____	

How will progress in addressing this area for growth be evidenced and assessed?

Progress Update Week ____

Provide evidence in your progress update that your PGP activities are having a positive impact on student learning. If it is too early for your growth activities to yield evidence or student learning/achievement, provide evidence of how the activities have had an impact on your instruction.

Final Self-Assessment

- Discuss the progress made in addressing each Priority Area for Growth identified in your work plans. Did you achieve your professional growth objectives?
- Using the Kentucky Teacher Standard Self-Assessment, conduct a Cycle 3 assessment of your performance level on each standard. Compare this final assessment with your Orientation self-assessment and identify specific areas of growth.
- Discuss how the professional development activities completed during the year have improved your instructional effectiveness and student learning.



Spalding University College of Education

Journal Reflection (Suggested Prompts)

Student Teacher: _____

Date: _____

1. List your successes, and describe what went well.

2. Describe what did not work so well, and list areas for improvement – reference related Kentucky Teacher Standard/s.

3. What did you learn about teaching and student learning?

4. What questions do you have as a result of this week's experiences?

5. Based on your response to #2 above, add a new growth area and/or add actions/need for assistance to a previous growth area on your PGP (Professional Growth Plan).



Spalding University
College of Education

Solo Teaching Reflection

Check the appropriate box:

☐ Week 5 or 6 ☐ Week 12 or 13

Name: _____

Date: _____

School: _____

Grade Level/Content: _____

1. What went according to plan? What worked?

2. What did not go according to plan? What did not work?

3. How do you know your students learned or did not learn what you wanted them to learn?

4. What do you need to do next time to improve student learning?

5. What kind of support do you need to improve your teaching and student learning?

6. Rank your performance on each of the following activities and explain your ranking.

4 = Exemplary 3 = Competent 2 = Developing 1 = Unsatisfactory

a.	Managing daily routine Explanation:	4	3	2	1
b.	Managing classroom behavior Explanation:	4	3	2	1
c.	Planning quality/effective Lessons Explanation:	4	3	2	1
d.	Addressing diversity and different learning levels Explanation:	4	3	2	1
e.	Using multiple resources and technology Explanation:	4	3	2	1
f.	Grading papers and giving timely feedback Explanation:	4	3	2	1
g.	Assessing student learning Explanation:	4	3	2	1
h.	Communicating with parents Explanation:	4	3	2	1
i.	Using non-teaching time effectively Explanation:	4	3	2	1

Additional Comments/Reflections:

Date shared with cooperating teacher: _____

Date shared with university supervisor: _____ (Copy given to university supervisor)



Spalding University - College of Education

Mid-Semester Student Teacher Evaluation

Student: _____ School: _____

Grade Level and/or Content: _____ Date Completed: _____

Evaluation Key: Circle one number for each item using the following achievements as a basis for the evaluation.

4 Exemplary Performance is consistently *exceptional* in meeting performance criteria demonstrated by providing extraordinary opportunities for student success through instructional strategies that confirm the teacher candidate's expertise and the ability to reach ALL students.

3 Competent Performance is consistently *above average* in meeting performance criteria demonstrated by going beyond established standards and instructional practices in teaching ALL students.

2 Developing Performance is consistently *adequate* in meeting performance criteria.

1 Unsatisfactory Performance is consistently *not acceptable* in meeting performance criteria.

1. APPLIES CONTENT KNOWLEDGE

1.1 Communicates concepts, processes, and knowledge.	4	3	2	1
1.2 Connects content to life experiences of student.	4	3	2	1
1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.	4	3	2	1
1.4 Guides students to understand content from various perspectives.	4	3	2	1
1.5 Identifies and addresses students' misconceptions of content.	4	3	2	1

Comments: _____

2. DESIGNS AND PLANS INSTRUCTION

2.1 Develops significant objectives aligned with standards.	4	3	2	1
2.2 Uses contextual data to design instruction relevant to students	4	3	2	1
2.3 Plans assessments to guide instruction and measure learning objectives.	4	3	2	1
2.4 Plans instructional strategies and activities that address learning objectives for all students.	4	3	2	1
2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.	4	3	2	1

Comments: _____

3. CREATES AND MAINTAINS LEARNING

3.1 Communicates high expectations	4	3	2	1
3.2 Establishes a positive learning environment.	4	3	2	1
3.3 Values and support student diversity and addresses individual needs.	4	3	2	1
3.4 Fosters mutual respect between teacher and students and among students.	4	3	2	1
3.5 Provides a safe environment for learning.	4	3	2	1

Comments: _____

4. IMPLEMENTS AND MANAGES INSTRUCTION

4.1 Use a variety of instructional strategies that align with learning objectives and actively engage students.	4	3	2	1
4.2 Implements instruction based on diverse student needs and assessment data.	4	3	2	1
4.3 Use time effectively.	4	3	2	1
4.4 Use space and materials effectively.	4	3	2	1
4.5 implements and manages instruction in ways that facilitate higher order thinking.	4	3	2	1

Comments: _____

5. ASSESSES AND COMMUNICATES LEARNING RESULTS

5.1 Use pre-assessments.	4	3	2	1
5.2 Use formative assessments.	4	3	2	1
5.3 Use summative assessments.	4	3	2	1
5.4 Describe, analyzes, and evaluates student performance data	4	3	2	1
5.5 Communicates learning results to students and parents.	4	3	2	1
5.6 Allows opportunity for student self-assessment.	4	3	2	1

Comments: _____

6. DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY

6.1 Uses available technology to design and plan instruction.	4	3	2	1
6.2 Uses available technology to implement instruction that facilitates student learning.	4	3	2	1
6.3 Integrates student use of available technology into instruction.	4	3	2	1
6.4 Uses available technology to assess and communicate student learning.	4	3	2	1
6.5 Demonstrates ethical and legal use of technology.	4	3	2	1

Comments:

7. REFLECTS AND EVALUATES TEACHING AND LEARNING

7.1 Uses data to reflect on and evaluate student learning.	4	3	2	1
7.2 Uses data to reflect on and evaluate instructional practice.	4	3	2	1
7.3 Uses data to reflect on and identify areas for professional growth.	4	3	2	1

Comments:

8. COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS

8.1 Identifies students whose learning could be enhanced by collaboration.	4	3	2	1
8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.	4	3	2	1
8.3 Implements planned activities that enhance student learning and engage all parties.	4	3	2	1
8.4 Analyzes data to evaluate the outcomes of collaborative efforts.	4	3	2	1

Comments:

9. EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT

9.1 Self assesses performance relative to Kentucky's Teacher Standards.	4	3	2	1
9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.	4	3	2	1
9.3 Designs a professional growth plan that addresses identified priorities.	4	3	2	1
9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.	4	3	2	1

Comments:

10. PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSIONS

10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.	4	3	2	1
10.2 Develops a plan for engaging in leadership activities.	4	3	2	1
10.3 Implements a plan for engaging in leadership activities.	4	3	2	1
10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.	4	3	2	1

Comments:

** PROFESSIONAL DISPOSITIONS

Visionary Demonstrates <i>insight</i> in creating a learning environment and communicating a view of teaching and learning that empowers others to achieve their potential	4	3	2	1
Ethical Demonstrates a commitment to <i>fairness and the principles of personal, academic, and professional integrity</i>	4	3	2	1
Caring Demonstrates <i>respect</i> for self and others, <i>openness</i> to diverse perspectives and cultures, and <i>perseverance in serving learners, families, schools, and communities</i>	4	3	2	1
Reflective Demonstrates a <i>belief that all students can learn and the ability to evaluate teaching and learning experiences for personal and professional growth</i>	4	3	2	1
Creative Demonstrates <i>flexibility in meeting needs and using best practices to promote student learning</i>	4	3	2	1
Knowing Demonstrates a continued devotion to acquiring knowledge about the content, pedagogy, and professional areas of teaching	4	3	2	1

Comments:

☐ Check if the student teacher is making satisfactory or outstanding progress in all areas for mid-semester

☐ Check if the student teacher needs a Professional Improvement/Intensive Assistance Plan – Require scores of 1

Date of mid-semester conference: _____ Recommended mid-semester grade: _____

University Supervisor's Signature: _____ Date: _____

*Student Teacher's Signature: _____ Date: _____

(*Signature means the evaluation has been read and discussed with the Student Teacher. Signature does not necessarily imply Student Teacher agrees with the evaluation. Student Teacher has the right to appeal the evaluation in writing. See Appeals Process outlined in the Spalding University's Catalog.



Spalding University - College of Education

Final Student Teacher Evaluation

Student: _____ School: _____

Grade Level and/or Content: _____ Date Completed: _____

Evaluation Key: Circle one number for each item using the following achievements as a basis for the evaluation.

4 Exemplary Performance is consistently *exceptional* in meeting performance criteria demonstrated by providing extraordinary opportunities for student success through instructional strategies that confirm the teacher candidate's expertise and the ability to reach ALL students.

3 Competent Performance is consistently *above average* in meeting performance criteria demonstrated by going beyond established standards and instructional practices in teaching ALL students.

2 Developing Performance is consistently *adequate* in meeting performance criteria.

1 Unsatisfactory Performance is consistently *not acceptable* in meeting performance criteria.

1. APPLIES CONTENT KNOWLEDGE

- | | | | | |
|--|---|---|---|---|
| 1.1 Communicates concepts, processes, and knowledge. | 4 | 3 | 2 | 1 |
| 1.2 Connects content to life experiences of student. | 4 | 3 | 2 | 1 |
| 1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning. | 4 | 3 | 2 | 1 |
| 1.4 Guides students to understand content from various perspectives. | 4 | 3 | 2 | 1 |
| 1.5 Identifies and addresses students' misconceptions of content. | 4 | 3 | 2 | 1 |

Comments:

2. DESIGNS AND PLANS INSTRUCTION

- | | | | | |
|--|---|---|---|---|
| 2.1 Develops significant objectives aligned with standards. | 4 | 3 | 2 | 1 |
| 2.2 Uses contextual data to design instruction relevant to students | 4 | 3 | 2 | 1 |
| 2.3 Plans assessments to guide instruction and measure learning objectives. | 4 | 3 | 2 | 1 |
| 2.4 Plans instructional strategies and activities that address learning objectives for all students. | 4 | 3 | 2 | 1 |
| 2.5 Plans instructional strategies and activities that facilitate multiple levels of learning. | 4 | 3 | 2 | 1 |

Comments:

3. CREATES AND MAINTAINS LEARNING

- | | | | | |
|---|---|---|---|---|
| 3.1 Communicates high expectations | 4 | 3 | 2 | 1 |
| 3.2 Establishes a positive learning environments. | 4 | 3 | 2 | 1 |
| 3.3 Values and support student diversity and addresses individual needs. | 4 | 3 | 2 | 1 |
| 3.4 Fosters mutual respect between teacher and students and among students. | 4 | 3 | 2 | 1 |
| 3.5 Provides a safe environment for learning. | 4 | 3 | 2 | 1 |

Comments:

4. IMPLEMENTS AND MANAGES INSTRUCTION

- | | | | | |
|---|---|---|---|---|
| 4.1 Use a variety of instructional strategies that align with learning objectives and actively engage students. | 4 | 3 | 2 | 1 |
| 4.2 Implements instruction based on diverse student needs and assessment data. | 4 | 3 | 2 | 1 |
| 4.3 Use time effectively. | 4 | 3 | 2 | 1 |
| 4.4 Use space and materials effectively. | 4 | 3 | 2 | 1 |
| 4.5 implements and manages instruction in ways that facilitate higher order thinking. | 4 | 3 | 2 | 1 |

Comments:

5. ASSESSES AND COMMUNICATES LEARNING RESULTS

- | | | | | |
|--|---|---|---|---|
| 5.1 Use pre-assessments. | 4 | 3 | 2 | 1 |
| 5.2 Use formative assessments. | 4 | 3 | 2 | 1 |
| 5.3 Use summative assessments. | 4 | 3 | 2 | 1 |
| 5.4 Describe, analyzes, and evaluates student performance data | 4 | 3 | 2 | 1 |
| 5.5 Communicates learning results to students and parents. | 4 | 3 | 2 | 1 |
| 5.6 Allows opportunity for student self-assessment. | 4 | 3 | 2 | 1 |

Comments:

6. DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY				
6.1	Uses available technology to design and plan instruction.	4	3	2 1
6.2	Uses available technology to implement instruction that facilitates student learning.	4	3	2 1
6.3	Integrates student use of available technology into instruction.	4	3	2 1
6.4	Uses available technology to assess and communicate student learning.	4	3	2 1
6.5	Demonstrates ethical and legal use of technology.	4	3	2 1

Comments:

7. REFLECTS AND EVALUATES TEACHING AND LEARNING				
7.1	Uses data to reflect on and evaluate student learning.	4	3	2 1
7.2	Uses data to reflect on and evaluate instructional practice.	4	3	2 1
7.3	Uses data to reflect on and identify areas for professional growth.	4	3	2 1

Comments:

8. COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS				
8.1	Identifies students whose learning could be enhanced by collaboration.	4	3	2 1
8.2	Designs a plan to enhance student learning that includes all parties in the collaborative effort.	4	3	2 1
8.3	Implements planned activities that enhance student learning and engage all parties.	4	3	2 1
8.4	Analyzes data to evaluate the outcomes of collaborative efforts.	4	3	2 1

Comments:

9. EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT				
9.1	Self assesses performance relative to Kentucky's Teacher Standards.	4	3	2 1
9.2	Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.	4	3	2 1
9.3	Designs a professional growth plan that addresses identified priorities.	4	3	2 1
9.4	Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.	4	3	2 1

Comments:

10. PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSIONS				
10.1	Identifies leadership opportunities that enhance student learning and/or professional environment of the school.	4	3	2 1
10.2	Develops a plan for engaging in leadership activities.	4	3	2 1
10.3	Implements a plan for engaging in leadership activities.	4	3	2 1
10.4	Analyzes data to evaluate the results of planned and executed leadership efforts.	4	3	2 1

Comments:

** PROFESSIONAL DISPOSITIONS				
Visionary	Demonstrates <i>insight</i> in creating a learning environment and communicating a view of teaching and learning that empowers others to achieve their potential	4	3	2 1
Ethical	Demonstrates a commitment to <i>fairness and the principles of personal, academic, and professional integrity</i>	4	3	2 1
Caring	Demonstrates <i>respect</i> for self and others, <i>openness</i> to diverse perspectives and cultures, and <i>perseverance in serving learners, families, schools, and communities</i>	4	3	2 1
Reflective	Demonstrates a <i>belief that all students can learn and the ability to evaluate teaching and learning experiences for personal and professional growth</i>	4	3	2 1
Creative	Demonstrates <i>flexibility in meeting needs and using best practices to promote student learning</i>	4	3	2 1
Knowing	Demonstrates a continued devotion to acquiring knowledge about the content, pedagogy, and professional areas of teaching	4	3	2 1

Comments:

Overall Comments:

Date of final evaluation conference and exit interview: _____ Recommended student teaching grade: _____

University Supervisor's Signature: _____ Date: _____

*Student Teacher's Signature: _____ Date: _____

(*Signature means the evaluation has been read and discussed with the Student Teacher. Signature does not necessarily imply Student Teacher agrees with the evaluation. Student Teacher has the right to appeal the evaluation in writing. See Appeals Process outlined in the Spalding University's Catalog.



Spalding University
College of Education

Professional Improvement/Intensive Assistance Plan

Spalding Student Teacher Name: _____ Date of Plan: _____
School Placement: _____ **Grade Level:** _____ **Content Area:** _____
Area/s or Concern/s Identified for Improvement: _____ **KTS Standard/s:** _____

Supporting Documentation for Concern/Area(s) of Improvement: _____

Specific Action Steps/Behaviors/Activities/Strategies Needed to Demonstrate Improvement and Success: _____

Resources and Assistance Needed: _____

Documentation Needed to Demonstrate Improvement/Success/Lack of Success: _____

Target Dates for Demonstrating Progress and Successful Completion of the Plan:

Student Teacher's Signature: _____	Date: _____
Cooperating Teacher's Signature: _____	Date: _____
University Supervisor's Signature: _____	Date: _____
Student's Advisor (if appropriate): _____	Date: _____
Director of Field Experiences and Clinical Practice: _____	Date: _____

Review Committee's Determination

____ **YES, Successful Completion**

____ **No, Lack of Satisfactory Progress**

Date of Committee's Review: _____ **Date to Meet with Student Teacher:** _____
Cooperating Teacher: _____ University Supervisor: _____ Advisor: _____
Director of Field Experiences and Clinical Practice: _____
Student Teacher: _____ **Date:** _____



Spalding University
College of Education

Professional Improvement/Extension Plan

Spalding Student Teacher Name: _____ Date of Plan: _____

School Placement: _____ **Grade Level:** _____ **Content Area:** _____

Faculty Member who is Supervising and Evaluating the Plan: _____

Purpose of the Professional Improvement Plan: _____

Area/s Identified for Improvement/KTS focus: _____

Specific Action Steps/Behaviors/Activities/Strategies Needed to Demonstrate Improvement and Success: _____

Resources and Assistance Needed: _____

Required Documentation to Determine Satisfactory Completion of Plan: _____

Timeline and Target Dates for Demonstrating Progress and Successful Completion of the Plan: _____

Student Teacher's Signature: _____ Date: _____

Cooperating Teacher's Signature: _____ Date: _____

University Supervisor's Signature: _____ Date: _____

Dean's Approval to Implement Plan: _____ Date: _____

Was the student Teacher Professional Improvement Plan completed satisfactorily? YES NO

Recommended Final Student Teaching Course Grade: _____

Date of Final Evaluation Conference and Exit Interview: _____

Student Teacher's Signature: _____ Date: _____

University Supervisor's Signature: _____ Date: _____



Spalding University
College of Education

Program Review and Feedback
by Cooperating Teacher

Student Teacher: _____ Date: _____
Student Teacher's Name: _____ Subject: _____
Grade Level: _____

Please consider your recent **student teacher's performance** along with other student teachers you have supervised (if applicable) in completing the following evaluation form and providing us suggestions for program/preparation improvement. We greatly appreciate your willingness to complete this form.

4 = Exemplary 3 = Competent 2 = Developing 1 = Unsatisfactory

-
- | | | | | | |
|-----|--|---|---|---|---|
| 1. | Lesson plans included appropriate objectives connected to national, state and local standards | 4 | 3 | 2 | 1 |
| 2. | Learning climate (classroom management, time management, challenges students) | 4 | 3 | 2 | 1 |
| 3. | Implementation of instruction (diversity issues, strategies, methods, techniques, transition) | 4 | 3 | 2 | 1 |
| 4. | Use of assessment (multiple types, feedback, analysis of learning) | 4 | 3 | 2 | 1 |
| 5. | Reflection (analysis of growth, communicates supervisors) | 4 | 3 | 2 | 1 |
| 6. | Collaboration with colleagues, parents, students, others | 4 | 3 | 2 | 1 |
| 7. | Professional development (school and department activities) | 4 | 3 | 2 | 1 |
| 8. | Content knowledge (spoken, written skills, course/subject material) | 4 | 3 | 2 | 1 |
| 9. | Technology (use of computers and media) | 4 | 3 | 2 | 1 |
| 10. | Context of schooling, non-instructional duties | 4 | 3 | 2 | 1 |
| 11. | Dispositions: Visionary, ethical, caring, reflective, creative, knowing | 4 | 3 | 2 | 1 |
| 12. | Enthusiasm about teaching and content | 4 | 3 | 2 | 1 |
| 13. | Attendance and punctuality | 4 | 3 | 2 | 1 |
| 14. | Other: _____ | 4 | 3 | 2 | 1 |
| 15. | In which aspects of classroom teaching was the Spalding student teacher best prepared ? | | | | |
| 16. | In which aspects of classroom teaching was the Spalding student teacher least prepared ? | | | | |
| 17. | Other comments, feedback, and recommendations for improving student teacher preparation at Spalding University: | | | | |



Spalding University
College of Education

University Supervisor Evaluation
by Student Teacher

University Supervisor's Name: _____ Date: _____

Student Teacher Name (Optional): _____

Please submit the completed evaluation to the Director of Field Experiences and Clinical Practice.
Your cooperation is greatly appreciated.

Rating: 4 = to a high degree **1** = to a low degree

Throughout my student teaching experience, the University Supervisor:

Maintained sufficient and appropriate contacts with me	4	3	2	1
Clearly communicated specific expectations/clarification of program requirements and procedures to the cooperating teacher and me	4	3	2	1
Was available as a resource person	4	3	2	1
Served as an intermediary to solve problems	4	3	2	1
Provided helpful suggestions and constructive feedback after every observation	4	3	2	1
Was supportive of my role and responsibilities as a student teacher.	4	3	2	1
Expressed and demonstrated understanding and a genuine concern regarding my progress and challenges.	4	3	2	1

Additional comments:



Spalding University College of Education

Cooperating Teacher Evaluation by Student Teacher

Student Teacher: _____ Date: _____

Cooperating Teacher's Name: _____ School: _____

Please submit the completed evaluation to the Director of Field Experiences and Clinical Practice.
Your cooperation is greatly appreciated.

Rating: 4 = to a high degree **1** = to a low degree

Throughout my student teaching experience, the Cooperating Teacher:

Exhibited a professional attitude toward teaching.	4	3	2	1
Clearly communicated specific expectations and school procedures.	4	3	2	1
Served as a resource and offered appropriate suggestions when instructional problems needed to be addressed.	4	3	2	1
Modeled "best instructional practices" to promote learning.	4	3	2	1
Modeled effective and positive classroom management.	4	3	2	1
Offered meaningful suggestions for professional growth after each formal observation	4	3	2	1
Encouraged me to be innovative and creative.	4	3	2	1
Helped to prevent and resolve problems encountered in student teaching.	4	3	2	1
Expressed opinions and ideas clearly.	4	3	2	1
Gave positive, constructive feedback and moral support.	4	3	2	1
Demonstrated knowledge about teaching and learning.	4	3	2	1
Supported my solo teaching experiences.	4	3	2	1
Collaborated effectively with the university supervisor.	4	3	2	1

Additional Comments:



Spalding University College of Education

University Supervisor Evaluation by Cooperating Teacher

Name of University Supervisor: _____ Date: _____

Name of Cooperating Teacher: _____ Date: _____

Please submit the completed evaluation to the Director of Field Experiences and Clinical Practice.
Your cooperation is greatly appreciated.

Rating: 4 = to a high degree **1** = to a low degree

Throughout the student teaching experience, the university supervisor:

Clearly communicated procedures to the student teacher and me for the university supervisor's visits and observations.	4	3	2	1
Clearly communicated specific expectations to the student teacher and me during student teaching.	4	3	2	1
Was available to serve as a resource person to the student teacher and me during student teaching.	4	3	2	1
Served as an intermediary to solve problems	4	3	2	1
Provided helpful suggestions and positive feedback.	4	3	2	1
Was available to me for consultation regarding the student teacher's performance.	4	3	2	1
Sought feedback from me concerning the student teacher's preparation.	4	3	2	1
Consulted with me on the student teacher's final grade recommendation.	4	3	2	1

Additional Comments:



Spalding University
College of Education

Cooperating Teacher Evaluation
by University Supervisor

University Supervisor: _____ Date: _____

Cooperating Teacher's Name: _____ Date: _____

Please submit the completed evaluation to the Director of Field Experiences and Clinical Practice.
Your cooperation is greatly appreciated.

Rating: 4 = to a high degree 1 = to a low degree

Throughout the student teaching experience, the cooperating teacher:

Exhibited a professional attitude toward teaching.	4	3	2	1
Clearly communicated specific expectations and school procedures.	4	3	2	1
Served as a resource and offered appropriate suggestions when instructional problems were addressed.	4	3	2	1
Modeled "best instructional practices" to promote learning.	4	3	2	1
Modeled effective and positive classroom management.	4	3	2	1
Offered meaningful suggestions for professional growth after each formal observation.	4	3	2	1
Encouraged the student teacher to be innovative and creative	4	3	2	1
Helped to prevent and resolve problems encountered in student teaching.	4	3	2	1
Expressed opinions and ideas clearly.	4	3	2	1
Gave positive feedback and moral support.	4	3	2	1
Demonstrated knowledge about teaching and learning.	4	3	2	1
Supported the solo teaching experiences.	4	3	2	1
Collaborated effectively with the me.	4	3	2	1
Consulted with me regarding the student teacher's performance evaluations, observations, and final grade recommendation.	4	3	2	1

Additional Comments:



Spalding University
College of Education

Teacher Candidate Disposition Assessment

Teacher Candidate: _____ Program: _____

Rater: _____ Dare: _____

☐ Advisor ☐ Course Instructor ☐ Cooperating Teacher for Field Experience

Spalding teacher candidates are expected to demonstrate leadership and professional dispositions (visionary, ethical, caring, reflective, creative, and knowing) by contributing to the creation of a positive learning climate with peers, teachers, students, and Spalding faculty in field placements/experiences and Spalding courses. Please rate (✓) the teacher candidate based on your observations and interactions with him/her. An acceptable rating or higher for all disposition statements by the end of the semester prior to student teaching is required for the candidate to be eligible for student teaching.

** PROFESSIONAL DISPOSITIONS

- | | |
|-------------------|---|
| Visionary | Demonstrate <i>insight</i> in creating a learning environment and communicating a view of teaching and learning that empowers others to achieve their potential |
| Ethical | Demonstrate a commitment to <i>fairness and the principles of personal, academic, and professional integrity</i> |
| Caring | Demonstrate <i>respect</i> for self and others, <i>openness</i> to diverse perspectives and cultures, and <i>perseverance</i> in serving learners, families, schools, and communities |
| Reflective | Demonstrate a <i>belief that all students can learn and the ability to evaluate teaching and learning experiences for personal and professional growth</i> |
| Creative | Demonstrate <i>flexibility in meeting needs and using best practices to promote student learning</i> |
| Knowing | Demonstrate a continued devotion to acquiring knowledge about the content, pedagogy, and professional areas of teaching |

The Teacher Candidate:

Caring Develops positive relationships with peers, teachers, students, families, and others.
☐ Outstanding ☐ Competent ☐ Developing ☐ Unsatisfactory
Comments:

Reflective Believes that all students can learn, respects and affirms individual student differences.\n☐ Outstanding ☐ Competent ☐ Developing ☐ Unsatisfactory
Comments:

Visionary Is prompt, prepared, and organized.
☐ Outstanding ☐ Competent ☐ Developing ☐ Unsatisfactory
Comments:

Ethical Is dependable and follows through with responsibilities.
☐ Outstanding ☐ Competent ☐ Developing ☐ Unsatisfactory
Comments:

Creative Demonstrates initiative and/or leadership.
☐ Outstanding ☐ Competent ☐ Developing ☐ Unsatisfactory
Comments:

Reflective Demonstrates self-direction, self-motivation, and can work independently.
☐ Outstanding ☐ Competent ☐ Developing ☐ Unsatisfactory
Comments:

Caring Demonstrates the ability to work as a member of a team and works collaboratively with others.
☐ Outstanding ☐ Competent ☐ Developing ☐ Unsatisfactory
Comments:

Knowing Is open to new ideas, information, strategies, accepts feedback, and makes necessary changes.
☐ Outstanding ☐ Competent ☐ Developing ☐ Unsatisfactory
Comments:

Creative Demonstrates the attitude and capacity to do the daily work of teaching..
☐ Outstanding ☐ Competent ☐ Developing ☐ Unsatisfactory
Comments:

Ethical Projects a professional image in dress and behavior.
☐ Outstanding ☐ Competent ☐ Developing ☐ Unsatisfactory
Comments:

Rater's Signature: _____ Date: _____



Spalding University
College of Education

Student Teaching Reflection

PROMPT	TEACHER CANDIDATE RESPONSE
What personal and professional qualities or characteristics enhanced your effectiveness as a teacher.	
What strategies did you use to meet the diverse needs of all students?	
How did you assess student learning?	
In which aspects of classroom teaching were you most prepared ?	
In which aspects of classroom teaching were you least prepared ?	
What other comments, feedback, or recommendations to do have for improving student teacher preparation at Spalding University?	

Admission, Placement, and Supervision in Student Teaching

16 KAR 5:040.

RELATES TO: KRS 161.020, 161.028, 161.030, 161.042

STATUTORY AUTHORITY: KRS 161.028, 161.030, 161.042

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028 requires that an educator preparation institution be approved for offering the preparation program corresponding to a particular certificate on the basis of standards and procedures established by the Education Professional Standards Board. KRS 161.030 requires that a certificate shall be issued to a person who has completed a program approved by the Education Professional Standards Board. KRS 161.042 requires the Education Professional Standards Board to promulgate an administrative regulation relating to student teachers, including the qualifications for supervising teachers. This administrative regulation establishes the standards for admission, placement, and supervision in student teaching.

Section 1. Definition. "Cooperating teacher" or "supervising teacher" means a teacher employed in a school in Kentucky who is contracting with an educator preparation institution to supervise a student teacher for the purpose of fulfilling the student teaching requirement of the approved educator preparation program.

Section 2. Cooperating Teacher Eligibility Requirements. (1) Except as provided in subsection (2) of this section, the cooperating teacher, whether serving in a public or nonpublic school, shall have:

- (a) A valid Kentucky teaching certificate for each grade and subject taught;
 - (b) Attained Rank II certification;
 - (c) At least three (3) years of teaching experience on a Professional Certificate; and
 - (d) Taught in the present school system at least one (1) year immediately prior to being assigned a student teacher.
- (2) If a cooperating teacher has not attained Rank II certification, the teacher shall have attained a minimum of fifteen (15) hours of approved credit toward a Rank II within a minimum period of five (5) years.
- (3) Teachers assigned to a teaching position on the basis of a probationary or emergency certificate issued by the Education Professional Standards Board shall not be eligible for serving as a cooperating teacher.
- (4) In selecting a cooperating teacher, the district shall give consideration to the following criteria:
- (a) A demonstrated ability to engage in effective classroom management techniques that promote an environment conducive to learning;
 - (b) An ability to model best practices for the delivery of instruction;
 - (c) A mastery of the content knowledge or subject matter being taught;
 - (d) The demonstration of an aptitude and ability to contribute to the mentoring and development of a preservice educator;
 - (e) An ability to use multiple forms of assessment to inform instruction; and
 - (f) An ability to create a learning community that values and builds upon students' diverse cultures.

Section 3. Admission to Student Teaching. In addition to the appropriate sections of the National Council for Accreditation of Teacher Education (NCATE) standards which are incorporated under 16 KAR 5:010, each educator preparation institution shall determine minimum standards for admission to student teaching which shall include the procedures established in this section. Admission to student teaching shall include a formal application procedure for each teacher candidate.

(1) A record or report from a valid and current medical examination, which shall have included a tuberculosis test, shall be placed on file with the admissions committee.

(2) Prior to and during the student teaching experience, the teacher candidate shall adhere to the Professional Code of Ethics for Kentucky School Personnel established in 16 KAR 1:020.

Section 4. Teacher-student Ratio. The ratio of student teachers to cooperating teachers shall be one (1) to one (1).

Section 5. College Supervisor. (1) The college supervisor shall make periodic observations of the student teacher in the classroom and shall prepare a written report on each observation and share it with the student teacher.

(2) The observation reports shall be filed as a part of the student teacher record and also used as a validation of the supervisory function.

(3) A student teacher shall receive periodic and regular on-site observations and critiques of the actual teaching situation a minimum of four (4) times excluding seminars and workshops.

(4) The college supervisors shall be available to work with the student teacher and personnel in the cooperating school regarding any problems that may arise relating to the student teaching situation.

Section 6. Professional Experience. (1) In addition to the appropriate NCATE standards incorporated by reference under 16 KAR 5:010, the educator preparation institution shall provide an opportunity for the student teacher to assume major responsibility for the full range of teaching duties in a real school situation under the guidance of qualified personnel from the educator preparation institution and the cooperating elementary, middle, or high school. In placing the student teachers in classroom settings, the educator preparation program and the school district shall make reasonable efforts to place student teachers in settings that provide experiences, situations, and challenges similar to those encountered by first year teachers.

(2) Each educator preparation institution shall provide a full professional semester to include a period of student teaching for a minimum of twelve (12) weeks, full day, or equivalent, in school settings that correspond to the grade levels each and content area of the student teacher's certification program.

Section 7. Compensation of Cooperating Teachers. (1) The Education Professional Standards Board shall contract with the local school district, or make other appropriate arrangements, for the direct service of a cooperating teacher to each student teacher.

(2)(a) The educator preparation institution shall electronically submit a report of all cooperating teachers and their corresponding student teachers to the Education Professional Standards Board:

1. On or before October 15 for a cooperating teacher supervising a student teacher during the fall semester; or
2. On or before February 15 for a cooperating teacher supervising a student teacher during the spring semester.

(b) Each report shall include:

1. The number of contract weeks that the cooperating teacher is working with each student teacher for that semester;
2. The cooperating teacher's full name and certificate number;
3. The student teacher's full name, Social Security number, demographic data, and contact information;
4. The student teacher's preparation and certification area by assigned certification code;
5. The names and assigned codes of the school and school district where the cooperating teacher is employed and the student teaching requirement is being fulfilled. If the certified cooperating teacher is employed in a nonpublic school which meets the state performance standards as established in KRS 156.160 or which has been accredited by a regional or national accrediting association, the institution shall submit the name, assigned code, and address of the school.

(c) If an educator preparation institution fails to provide the report by the date established in paragraph (a) of this subsection, the Education Professional Standards Board shall not be liable for payment under this administrative regulation.

(3)(a) Upon receipt of the report, the Education Professional Standards Board shall submit a "Cooperating Teacher Payment Voucher" to each cooperating teacher.

(b) The voucher, or its electronic equivalent if available, shall be signed by the cooperating teacher, building principal, and the college supervisor as verification of the cooperating teacher's service to the student teacher.

(c) To be eligible for compensation under this administrative regulation, the cooperating teacher shall submit the completed voucher to the Education Professional Standards Board:

1. On or before December 15 for a cooperating teacher supervising a student teacher during the fall semester; or
2. On or before May 1 for a cooperating teacher supervising a student teacher during the spring semester.

(d) If a cooperating teacher fails to provide the completed voucher, or its electronic equivalent, by the date established in paragraph (c) of this subsection, the cooperating teacher shall not be eligible to receive any compensation available under this administrative regulation.

(4)(a) The payment to a cooperating teacher shall be determined based upon available funding allocated under the biennial budget bill and the total number of weeks served by all cooperating teachers reported for the fiscal year.

(b) The payment shall be allocated to a cooperating teacher based upon the number of weeks the teacher supervised a student teacher as reported in subsections (2) and (3) of this section.

(5) Payments to cooperating teachers shall be disbursed to the school districts or to cooperating teachers in nonpublic schools by the Education Professional Standards Board:

- (a) On an annual basis; and
- (b) On or before June 15.

(6) Compensation to cooperating teachers shall be provided under this administrative regulation if state funds are appropriated for this purpose. Payment of state funds under this administrative regulation shall:

- (a) Be a supplement to the compensation provided by an educator preparation institution to a cooperating teacher who is supervising an institution's student teacher; and
- (b) Not supplant the educator preparation institutions' compensation responsibility.

Section 8. Incorporation by Reference. (1) "Cooperating Teacher Payment Voucher", revised 7/2000, is incorporated by reference.

(2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m. (23 Ky.R. 4281; eff. 8-4-97; Am. 27 Ky.R. 1082; 1475; eff. 12-21-2000; 28 Ky.R. 2077; 2347; eff. 5-16-2002; recodified from 704 KAR 20:706, 7-2-2002; 33 Ky.R. 838; 1274; eff. 12-1-06.)

Key Contact Information

Bullitt County Board of Education

www.bullitt.k12.ky.us
1040 Highway 44 E
Shepherdsville, Kentucky 40165
1-502-543-2271

Education Professional Standards Board

<http://www.kyepsb.net/>
1-888-598-7667 to create an EPSB Login
and Registration
[http://wd.kyepsb.net/EPSB.webApps/Profile/](http://wd.kyepsb.net/EPSB.webApps/Profile/Register/self_register.aspx)
[/Register/self_register.aspx](http://wd.kyepsb.net/EPSB.webApps/Profile/Register/self_register.aspx)
EPSB Help Desk
EPSBHelp@ky.gov
Division of Certification
100 Airport Road, 3rd Floor
Frankfort, Kentucky 40601

Greater Clark County Schools

www.gcs.k12.in.us
2112 Utica-Sellersburg Road
Jeffersonville, IN 47130
812-283-0701

Hardin County Board of Education

www.hardin.k12.ky.us
65 W.A. Jenkin Road
Elizabethtown, Kentucky 42701
1-270-769-8800

Jefferson County Public Schools

www.jefferson.k12.ky.us
www.jcpsky.net
Criminal Records and Fingerprint Checks
JCPS Assessment Center, 1st Floor
3332 Newburg Road Louisville, KY
40218
502-485-3011

Kentucky Department of Education

www.education.ky.gov
500 Mero Street
Frankfort, Kentucky 40601
1-502-564-4770

Kentucky Education Association – Student Program (KEA-SP)

401 Capitol Avenue Frankfort, KY
406011-502-875-2889
Membership – may join on line with debit or
credit card or contact
Charles Main, Student Organizer
cmain@kea.org
www.nea.org/student-program/membership

Kentucky State Police

Criminal Records Checks
Criminal Identification and Records Branch
1250 Louisville Road
Frankfort, Kentucky 40601
www.kentuckystatepolice.org
1-502-227-8700

Oldham County Board of Education

6165 West Highway 146
Crestwood, KY 40014
502-241-3500

Praxis Series® Tests Registration

www.ets.org/praxis
1-800-772-9476

Shelby County Public Schools

www.shelby.k12.ky.us
P.O. Box 159
403 Washington Street
Shelbyville, Kentucky 40066
1-502-633-2375

Spalding University

www.spalding.edu
College of Education
845 South Third Street
Louisville, Kentucky 40203
502-585-9911

Student Financial Assistance
University Center Building
851 South Fourth Street
Louisville, Kentucky 40203

Student Teaching Regulations

<http://www.lrc.state.ky.us/kar/016/005/040.htm>

Tuberculosis Screening

Louisville-Jefferson County Health Dept.
400 E. Gray St. 502-574-6520

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