

# THE TEACHER: EMPOWERED TO

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**Kentucky Christian University  
Keeran School of Education**



**Teacher  
Candidate  
Handbook  
Spring 2017**

# TEACHER CANDIDATE HANDBOOK

**THE TEACHER: EMPOWERED TO EMPOWER**

**KENTUCKY CHRISTIAN UNIVERSITY  
KEERAN SCHOOL OF EDUCATION**



**A GUIDE FOR TEACHER CANDIDATES,  
COOPERATING TEACHERS, UNIVERSITY SUPERVISORS, AND  
SCHOOL ADMINISTRATORS**

**PUBLISHED BY THE KEERAN SCHOOL OF EDUCATION  
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Dear Teacher Candidates:

Congratulations! You are in the third and final stage of the Keeran School of Education's teacher preparation program. Teacher Candidates are an essential part of this program and this will provide you with a variety of valuable learning experiences. This will be the culmination of all of your training and hard work over the last several years. Your future success as a teacher will be influenced by your teacher candidate experience as you are given a time and place to develop your perspectives about instruction/learning, classroom behaviors, student differences, and the profession of teaching.

Teaching is not an easy assignment, but I know you will find it to be both challenging and enjoyable. Please remember that you are working in an experienced teacher's classroom while you are developing skills you will need in your classroom someday soon. As you enter the classroom, you make the transition from full-time student to that of classroom teacher.

This Handbook is designed to inform you about what is expected of you as a teacher candidate, to help make your transition from minimal participation in the classroom to complete responsibility for instruction a smooth and orderly process, and to describe the responsibilities of school principals, cooperating teachers and Kentucky Christian University in your teacher candidate experience. It is divided into specific sections for your convenience.

The benefits you receive from your teaching will be determined by your attitude and your commitment. Expect to learn much from your students and your colleagues. Know that the Keeran School of Education faculty is here to support and advise you during your teaching experience.

May God bless you during this very important time!

Keeran School of Education  
Coordinator of Teacher Candidates



# General Information

## Kentucky Teacher Standards

- <http://www.kyepsb.net/teacherprep/standards.asp>

## CAEP Standards

- <http://caepnet.org/standards/introduction>

## KCU Dispositions

We are.....

- Learners
- Servants
- Motivators
- Ethical People
- Leaders

## **PREREQUISITES TO TEACHER CANDIDATE**

### ***Teacher Candidate***

Applications for teacher candidate must be completed during the spring semester for fall or spring of the following year. Application forms are obtained from the Coordinator of Teacher Candidate during the month of January. To be eligible for the teacher candidate semester, students must have completed the following requirements.

1. Admission to, and good standing in, the teacher education program.
2. Completion of 200 hours of required field experiences and entered on KFETS.
3. Present cumulative minimum grade point standing of 2.75.
4. Completion of a minimum of 90 semester hours.
5. Completion of prerequisite professional education courses.
6. Completion of 75% percent of the course requirements in each specialization component or teaching field.
7. Completion of all courses listed in their professional preparation components, areas of specialization, and teaching fields with a grade of C- or higher and a minimum of C in certain classes.
8. Submission of a valid and current record of a medical examination including a tuberculosis test.
9. Prior to and during the teacher candidate experience, the teacher candidate shall adhere to the Professional Code of Ethics for Kentucky School Personnel defined in KAR 161.028.
10. Restraint Training

Teacher Candidate placements will be made within a 45-mile radius (in Kentucky) of the University campus. All teacher candidates will complete 70 days in their teaching assignments. Absences for illness or approved extra-curricular activities may not exceed three days. Any absence for illness beyond three days will require a physician's verification. Any absences for the above reasons will not reduce the 70-day teaching requirement. Absences beyond three days without a physician's verification for any reason will lower the teacher candidate's grade.

**Kentucky School Professional Code of Ethics**  
**Source: Education Professional Standards Board – Kentucky**

Professional code of ethics for Kentucky school certified personnel. Relates to: KRS 161.028, 161.120. Statutory Authority: KRS 161.028.

NECESSITY, FUNCTION, AND CONFORMITY: 16 KAR 1:020 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 Commonwealth**

1. Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and teach.
2. Shall believe in worth and dignity of each 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 (see next page).

**Section 2.**

Violation of this administrative regulation may result in cause to initiate proceedings to revocation or suspension of Kentucky certification as provided in KRS 161.120.

**Kentucky School Personnel Code of Ethics, Continued**

<b>A. To Students</b>	<b>B. To Parents</b>	<b>C. To Education Profession</b>
<ol style="list-style-type: none"> <li>1. Shall provide students with professional education services in a nondiscriminatory manner and consonance with accepted best practice known to the educator;</li> <li>2. Shall respect the constitutional rights of all students;</li> <li>3. Shall take reasonable measures to protect the health, safety, and emotional well-being of students;</li> <li>4. Shall not use professional relationships or authority with students for personal advantage;</li> <li>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;</li> <li>6. Shall not knowingly make false or malicious statements about students or colleagues;</li> <li>7. Shall refrain from subjecting students to embarrassment or disparagement; and</li> <li>8. Shall not engage in any sexually related behavior with a student with or without consent, but should 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 dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats of physical harm; and sexual assault</li> </ol>	<ol style="list-style-type: none"> <li>1. Shall make reasonable effort to communicate, to parents, information which should be revealed in the interest of the student.</li> <li>2. Shall endeavor to understand community cultures and diverse home environments of students.</li> <li>3. Shall not knowingly distort or misrepresent facts concerning educational issues;</li> <li>4. Shall distinguish between personal views and the views of the employing educational agency.</li> <li>5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others;</li> <li>6. Shall not use institutional privileges for gain, for the promotion of political candidates, or partisan political activities; and</li> <li>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.</li> </ol>	<ol style="list-style-type: none"> <li>1. Shall exemplify behaviors which maintain the dignity and integrity of the profession;</li> <li>2. Shall accord just and equitable treatment to all members of the profession in the exercise of the professional rights and responsibilities.</li> <li>3. Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law;</li> <li>4. Shall not use coercive means or give special treatment in order to influence professional decisions;</li> <li>5. Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications; and</li> <li>6. Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.</li> </ol>

## **Philosophy and Objectives of Teacher Candidate**

Teacher candidate is the culminating phase of the Teacher Education Program and is considered by many to be the most significant experience in this process. It is the bridge between Kentucky Christian University and area schools and encourages the merging of educational theories and practice. Partnerships are developed between the teacher candidate, the cooperating teacher, and the university faculties as the teacher candidate's unique resources are developed in a "real" classroom setting.

In order to achieve the most satisfactory results in the teacher candidate program, the following objectives have been established. These statements are underlying beliefs of the Kentucky Christian University's Teacher Education Program.

The empowered teacher:

1. Believes that all children can learn.
2. Understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
3. Understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.
4. Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
5. Understands and uses a variety of instructional strategies, including paired-teaching model, to encourage students' development of critical thinking, problem solving, and performance skills.
6. Uses an understanding of individual and group motivation and behavior to create a learning environment, fosters active engagement in learning, self-motivation, and self-concept. Develops and exhibits leadership skills.
7. Uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
8. Plans instruction based upon knowledge of subject matter and within the context of students, the community, and curriculum goals.
9. Understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
10. Continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks out opportunities to grow professionally.
11. Fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
12. Empowers students to adapt to an ever changing world.

## Conceptual Framework

The teacher education student is empowered by being a part of a program that provides appropriate experiences, knowledge, interactions and continuous multiple assessments related to the ten Kentucky Teacher Standards. The prospective teacher is empowered to function according to the ten Kentucky Teacher Standards to empower their students. The teacher education student shall develop and demonstrate the following dispositions throughout their program of preparation: motivator, servant, learner, and an ethical professional.

### Progressions of Stages

#### Stage 1 – Preparing for Admission to Teacher Education program

- Completion of 80 Clinical hours
- Successful completion of EDF 101
- Minimum GPA 2.75
- Completion of Stage I Evidence

#### Stage 2-Admitted to Teacher Education Program

- Three recommendations based on dispositions
- CASE score
- Minimum GPA – 2.75
- Interview based on Dispositions
- Completion of Stage 2 Evidence
- Completion of 200 clinical hours

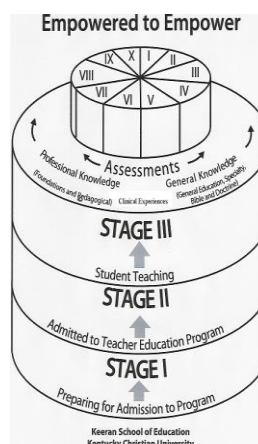
#### Stage III – Teacher Candidates

- 90 completed credit hours
- Minimum 2.75 GPA
- Completed 200 clinical hours and entered on KFETS
- Completed all professional education courses
- Restraint Training
- Successful evaluations by faculty/cooperating teachers
- Completion of Stage 3 Evidence w/all assignments acceptable

There is due process at every stage

### **Keeran School of Education Kentucky Christian University**

*Teacher Education students of KCU will process through three stages in the programs of preparation for certification. Each stage is a part of a program which provides experiences, knowledge, interactions, and continuous assessments of the Kentucky Teacher Standards. The program strengths (empowers) the prospective teacher to perform according to the guidelines of these standards Remediation is in place to ensure success*



### Remediation Plan

#### Stage I

- Retake classes that fall below required grades
- Use of Checklist for Evidence
- Advising on GPA
- CASE Preparation

#### Stage II

- Mid-term check on field hours
- Advising on GPA
- Advising mid-term grades
- Counseling if needed for poor disposition scores
- Retake classes
- Guidance for Praxis Preparation
- Tutoring by KCU Success Center

#### Stage III

- Advising at mid-term on grades
- Observations and collaboration with co-operating teachers
- Evidence checks during student teaching

## ***CERTIFICATION REQUIREMENTS***

Regulations of the Kentucky Department of Education stipulate that the applicant for a teacher's certificate must be recommended by the institution offering the teacher preparation program. The Dean of the Keeran School of Education, Dr. Jerry Sanders, is responsible for recommending certification of graduates of Kentucky Christian University.

To qualify for a teaching certificate in the state of Kentucky, a candidate must successfully complete: a) an approved teacher preparation program, b) appropriate Praxis Specialty Area test(s) and c) the one-year Teacher Internship Program.

Students who complete the Teacher Education Program at Kentucky Christian University and receive passing scores on required Praxis tests are eligible to accept a regular teaching position with full benefits. These candidates are issued a Statement of Eligibility from the Kentucky Department of Education which identifies the certification for which the applicant is eligible. These Statements are valid for a four-year period. During the first year of teaching, these candidates must complete the requirements of the Kentucky Teacher Internship Program. A more detailed description of the Praxis tests and internship requirements follows.

### The Praxis Series

All teacher candidates seeking initial Kentucky teacher certification must take appropriate specialty test(s) unless they have completed two successful years of full-time teaching experience in another state. Candidates whose teaching specialty is in a major for which no appropriate specialty test is available must take the test corresponding to the minor teaching specialty. Scores must be sent to the Kentucky Department of Education and the college/university where the teacher preparation program was completed. There is no limit to the number of times the tests may be taken, but applicants must pass all required sections before they are considered eligible to teach. Expense for this test is borne by the student.

### The Kentucky Teacher Internship Program

In addition to successfully completing the Praxis tests, all candidates for initial certification in Kentucky must also complete the internship program during their first year of teaching. Teachers who were trained in other states, and who apply for Kentucky certification, must also complete the internship if they have less than two years of appropriate full-time teaching experience.

The primary goal of the internship program is to provide assistance to new teachers. The program is designed to strengthen positive teaching skills and help the intern change practices that are ineffective or counterproductive to pupil learning. Each intern works with a three-person team comprised of the school principal, resource teacher, and a teacher education faculty member from a neighboring college/university. Team members make three observation visits and meet with the intern, as a group, four times during the year. The recommendation to grant a certificate is made by the committee on the basis of data gathered during the year.

### Certification in Other States

Certification in states other than Kentucky is the responsibility of the student. This certification is granted based on successful completion of a Teacher Education Program. Information and applications are available from State Department of Education Certification Offices in capital cities of each state and the State Department of Education web sites.

## GENERAL REMINDERS ON RÉSUMÉS:

- Do not use the pronoun "I".
- Use the same font throughout. Use larger font for headings.
- Pick a format you like and stick with it throughout your résumé. Consistency in format helps prospective employers find the information they are looking for on your resume.
- Check and re-check for any typographical errors, misspellings or incorrectly used words. **DO NOT depend on your software spell check tool.** It will not discern when/if you have spelled a word correctly or used the wrong word (e.g., "principle" instead of "principal").
- ***Use bold and italics to draw attention to particular items, but be careful not to overdo.***
- Use white space on margins and in between headings to draw the reader's eyes to the important information.
- Limit your résumé to one or two pages.
- If you use two pages, be sure that "Your Name, Page Two" is in the upper left or upper right corner of the second page.
- Do not staple your résumé if it is more than one page. Use a paper clip to make it easy for the search committee to reproduce and distribute multiple copies for all individuals who will be interviewing candidates.
- Print résumé on quality, 20-25 lb. weight, and neutral-colored paper.
- After you have a first draft of your résumé, you may schedule an appointment with a Dr. Lisa Conn to review it with you.
- A template résumé is provided on Sakai under Teacher Education Resources

## Guidelines for Securing Letters of Recommendation

- School districts usually ask for three to five references/letters of recommendation.
  - The following are guidelines that have proven helpful to others:
    - **Do not list** someone as a reference unless you have asked if they are willing to serve as one.
    - **Plan ahead.** Allow a reasonable length of time for references to be completed. Avoid making requests for references during the “last minute” rush faculty and cooperating teachers experience at the end of each semester and school year.
    - When asking for a letter of recommendation, **provide a current résumé** for additional information. It is also a professional courtesy to provide a stamped, addressed envelope.
    - **Write a “thank you”** note to your references. Stay in touch with them and let them know the outcome of your job search.

## **Interviewing for a Teaching Position: Tips for Applicants**

Before interviewing for a teaching position, practice answering (and asking) questions. A list of some sample questions that might be asked, as well as some sample questions for you to ask, is provided on this page. You may want to contact an Education Professor to schedule a practice interview. Other general reminders include:

- Choose professional clothing (e.g., suit, pantsuit, dress).
- Check yourself from head to toe before leaving for interview. Look professional (e.g., hair neat, not "casual", shoes polished and appropriate).
- Bring your portfolio and a copy of resume.
- Arrive on time.
- Greet with a smile and firm handshake.
- Maintain eye contact.
- Keep good posture.
- Take time to think before you answer a question.
- Offer specific examples of "behavior" you have exhibited in a specific situation to demonstrate the competency or skill the interviewer is seeking.
- Ask questions in the interview to show your interest in the position.
- Before leaving the interview, thank your interviewer(s) for their time and attention. If true, re-state your interest in the position and show enthusiasm the possibility of joining the faculty and staff. Express appreciation for their "continuing consideration" of your application.
- Send a thank you letter immediately after the interview.
- Know something about the district you can brag about

### **Sample questions you might be asked**

Describe what I would see in your classroom?

What grade level do you prefer? Why?

What qualities do you have that make you an effective teacher?

What is your philosophy of education?

How do you meet the range of skills in a classroom?

Why did you choose this district?

How do you plan for a year? A week? A day?

Describe your most difficult discipline situation and how you handled it.

How do you relate with students of diverse backgrounds?

What would discipline look like in your classroom?

What are your future professional goals?

How do you assess your students?

What are two of your strengths and weaknesses?

### **Sample questions you might want to ask**

Tell me about the students who attend this school/district.

- How is the curriculum determined?
- What is the district's/school's mission statement?
- How are parent volunteers/teacher aides utilized?
- What is the student-to-teacher ratio?
- What is the discipline policy?
- What allowances are provided for materials and supplies?

## Evaluate Your Interview Skills

To continuously improve your interviewing abilities, evaluate your skills after every interview.

**Schedule a practice interview with an Education Professor.** The counselor who conducts your practice interview will help you identify your skills, build on your strengths, overcome any objections a potential employer might have, and help you talk about your “weaknesses” (areas for growth and improvement) in a positive manner

### Interview Checklist

- \_\_\_1. Prepared for interview.
- \_\_\_2. Researched employer or district. Prepared questions.
- \_\_\_3. Introduced myself while offering a firm handshake and smile.
- \_\_\_4. Brought portfolio and copies of resume.
- \_\_\_5. Answered questions effectively. Supported skills and accomplishments with specific examples.
- \_\_\_6. Asked good questions to indicate knowledge and interest in position.
- \_\_\_7. Maintained good posture, eye contact, enthusiasm, and positive attitude.
- \_\_\_8. Arranged follow-up (know when you will hear from them or contact them).  
What is the next step in the interview process with this employer?
- \_\_\_9. Closed interview with a statement of interest in the job, a “Thank you,” and a handshake.
- \_\_\_10. Mailed a thank you letter within 24-48 hours after the interview. Kept a copy.
- \_\_\_11. Made notes about the questions asked.
- \_\_\_12. Analyzed the interview and determined what to do the same or different in the next one.

# Program Participants



## Roles and Responsibilities

## ***Roles and Responsibilities***

### ***Coordinator of Teacher Candidates***

- Initiates and implements the application/screening process for teacher candidate
- Arranges placement of teacher candidates in area schools
- Assigns university supervisors to visit and evaluate teacher candidates
- Plans and conducts 40 hours of teacher candidate workshops during teaching semester
- Observes all teacher candidates in their classrooms
- Evaluates teacher candidates using the Kentucky Teacher Internship Program evaluation instrument
- Monitors the evaluation and assessment of teacher candidates and solicits information from students and cooperating teachers for purposes of improving the teacher candidate program
- Collects and analyzes data regarding various aspects of the teacher candidate experience
- Serves as a liaison between university and area schools
- Assigns teacher candidates grade after considering evaluations from university supervisors and cooperating teachers

***Roles and Responsibilities  
University Supervisor***

- Observes, evaluates, and confers with teacher candidates and cooperating teachers
- Reviews and assesses teacher candidates' lesson plans
- Identifies teacher candidates' strengths and weaknesses
- Is sensitive to the needs and concerns of teacher candidates and cooperating teachers
- Confers with teacher candidates on campus when necessary
- Evaluates teacher candidates using the Kentucky Teacher Internship Program evaluation instrument
- Serves as a liaison between coordinator of teacher candidates and cooperating teachers
- Helps coordinator of teacher candidates in determining candidates grades

***Roles and Responsibilities  
Principal***

- Works with coordinator of teacher candidates to arrange appropriate placement for teacher candidates
- Models instructional leadership, management, facilitation, supervision, and organization
- Assesses the instruction and management skills of teacher candidates and offers constructive criticism
- Assists teacher candidates in understanding the administrative organization of schools/districts and the political and social climate of the school and community
- Helps define the roles of school faculty and personnel
- Assists in exploring area employment opportunities

## ***Roles and Responsibilities Cooperating Teacher***

- Acquaints the teacher candidate with the school, staff, class, teachers, and community.
- Orients the teacher candidate to classroom rules, organization, and management.
- Provides desk or work place, instructional materials and textbooks, resources, supplies, and equipment.
- Introduces the teacher candidate as a teacher to the students.
- Guides lesson planning and development.
- Encourages and assists in positive learning experiences using Paired-Teaching Model.
- Examines and critiques teacher candidate's plans for instruction and evaluation.
- Models appropriate diagnostic and prescriptive strategies through assessment of student performance, record keeping, and grading.
- Acquaints the teacher candidate with routine instructional and managerial tasks.
- Provides encouragement, support, and adequate feedback opportunities.
- Allows time for observation, participation, and related activities.
- Encourages personal and professional growth.
- Completes final evaluation and recommends grade.

***The Keeran School of Education follows the EPSB standards for Cooperating Teachers.***

## ***Roles and Responsibilities Teacher Candidate***

PROFESSIONALISM Expected – and accepted – teacher behaviors should become part of the demeanor of teacher candidates. All educators must practice dispositions recognized as essential by this profession. Consequently these dispositions are centered in the Professional Code of Ethics established by the Education Professional Standards Board. All education faculty and practicing educators agree to abide by these principles.

Expectations of the Teacher Candidate dress and appearance during clinical practice should conform to the norm of the school and district. During this time teacher candidates are viewed as guests of the school and district, and should maintain discrete behavior. Be aware that inappropriate behaviors outside of school may impact negatively when applying for a paid faculty position. Working directly with students in a classroom will provide opportunity for demonstration of acquired skills. The actual teaching experience will provide both satisfying and frustrating periods during the semester. Both the cooperating teacher and the university supervisor will serve as mentors for all experiences. This cooperative approach is intended to make the semester one that is successful in all respects

- Meets the cooperating teacher prior to the beginning of the teacher candidate experience.
- Becomes familiar with when the school day begins and ends (the cooperating teacher's hours) and the school calendar.
- Reviews the curriculum to be covered during the semester.
- Works out a plan with cooperating teacher for assuming responsibilities using the Paired-Teaching Model.
- Becomes familiar with the existing discipline plan.
- Locates school, community and university resources.
- Meets members of the school administration, faculty and staff.
- Learns names of students.
- Observes class interactions with cooperating teacher.
- Gradually assumes classroom responsibilities.
- Plans cooperatively for instruction with the teacher, creating a plan for each lesson taught.

- Utilizes a variety of instructional materials and strategies.
- Discovers procedures for managing the class effectively.
- Determines the students' developmental levels and needs.
- Participates in the evaluation and documentation of student progress.
- Continues to assume greater responsibility in the classroom.
- Learns administrative regulations and routines at the school.
- Becomes involved in the total school program by participating in parent/ teacher organization meetings, faculty meetings, in-service activities, and conferences.
- Confers with the cooperating teacher and university supervisor on a regular basis, and develops PLCs with peer teacher candidates.

### **Classroom Management**

- Harry Wong writes in his book, *The First Days of School*, that an effective teacher has three characteristics:
  1. Has positive expectations for student success
  2. Is an extremely good classroom manager
  3. Knows how to design lessons for student mastery
- Work with your cooperating teacher to master the art of classroom management. Fine tuning your classroom management skills is one of the most significant ways to become an effective teacher in the future.

### **Conferencing with the Cooperating Teacher and/or University Supervisor**

- Be prepared to start a conference by self-reflecting on your lessons and overall professional growth.
- When your cooperating teacher and university supervisor suggest areas of improvement, keep in mind that their ultimate goal is for you to grow professionally into an effective teacher.
- Be an active listener, ask clarifying questions in order to fully understand comments made by your cooperating teacher or university supervisor.
- Make notes during a conference and reflect on these notes after the conference.
- Display an adaptable, cooperative, flexible, and positive attitude when receiving feedback.

## **Professional Portfolio**

Teacher Candidates will develop a Professional Portfolio by creating a BlogSpot using their google account. The blog will showcase student teaching activities and accomplishments. This can be used as a possible addition to a student's resume for a future employer. Tabs will be created for lesson plans, activities, photos/videos, and assignments.

## **Co-Teaching in the Classroom**

It is important that teacher candidates or student teachers begin the experience as a partner in teaching. A teacher candidate is expected to collaborate in lesson planning, delivery, and assessment throughout the entire placement. Cooperating teachers and teacher candidates will utilize seven research-based strategies as best suited to maximize learning for all student within the classroom. [Copyright 2009, St. Cloud State University, Teacher Quality Enhancement Center]

If during the first days of student teaching, the teacher candidate utilizes the strategy, One Teach One Observe, the observations should be meaningful. . The teacher candidates should have specific things in mind to observe followed by a period of reflection and discussion with the cooperating teacher.

The questions below were designed to offer suggestions for the focus of your observations. This is not intended to be an exhaustive list, but some suggestions to get you started.

### **The Student:**

- Do teachers have available information about each student?
- Is there an opportunity to meet with the new students?
- How do students react to the school?
- What takes place in student conversations?
- Are teachers able to develop a good rapport with students?
- Is there positive interaction between students?
- How do teachers record interest and self-concepts of students?
- What techniques are used to discover individual differences?
- How do you gain skill in working with students?

### **The Classroom:**

- How does the teacher secure needed supplies?
- How is the school day organized?
- How does the teacher distribute his/her time?
- How is student attention secured to start the lesson?
- What did the teacher do to create a learning environment?
- Do questions stimulate appropriate responses?

Are assignments challenging?  
How activities are properly spaced within time allocation?  
What are problems of classroom management and how are they solved?  
How does the teacher anticipate behavior problems?

#### The School:

What is the structure and organization of the school?  
What kinds of teaching materials and aids are available?  
What special services are available (health, clerical, physical education, fine arts, speech and hearing, custodial, etc)?  
What process is used in ordering supplies and does each teacher have a supply budget?  
Are teachers involved in formulation of building regulations?  
How does the school serve the needs of the community?  
What kinds of parent activities exist and are teachers requested to serve on committees with parents?  
What is the general attitude of students toward schools?

#### The School System:

How is the school organized?  
What is the geographical area served by the school?  
Are there special programs available in the school system?

## Paired Teacher Strategies & Examples

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

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

# Structuring the Teacher Candidate Experience



## **THE TEACHER CANDIDATE ON-SITE**

**LENGTH OF ASSIGNMENT.** Elementary (P-5) and middle grade (5-9) teacher candidates are assigned to two teachers for a total period of fourteen weeks. Typically the teacher candidate will spend seven weeks in each classroom. These assignments will be with students in non-adjacent grades. P-5 teacher candidates must spend time in grades K-3 and then 4<sup>th</sup> or 5<sup>th</sup>. Middle school teachers must spend time in each specialty area. Secondary teacher candidates are typically assigned to specific teachers for fourteen weeks, but may also have more than one assignment. During that time cooperating teachers are encouraged to arrange appropriate teaching experiences for the teacher candidates in other classrooms. At no time will this assignment be changed, as it would pose an undue hardship on the cooperating teacher who had planned for this experience. In the event of school closing, the teacher candidate will be expected to make up the time lost so that a total of 70 days will actually be spent in the assignment. If the teacher candidate has the opportunity to attend an educational conference or teacher in-service, and the school is closed for this purpose, this day may be counted as part of the 70 day requirement.

**TEACHER CANDIDATE MEETINGS.** Teacher candidates must participate in seminars and workshops scheduled by the Coordinator of Teacher Candidate during the teaching semester.

**STATUS OF TEACHER CANDIDATES.** Teacher candidates shall remain students of Kentucky Christian University and shall not be employees of the school system. In an atypical situation such as professional protest, strike, disturbance, student unrest, or any other event that may interrupt the instructional processes, the teacher candidate is required to occupy a position of neutrality and immediately report any such dispute/issue to the coordinator of teacher candidate for direction and further information. Safety of all parties is of prime importance.

**HEALTH EXAMINATIONS.** The Kentucky Department of Education requires all teacher candidates to report the results of a physical examination including a tuberculin skin test, before beginning work in the classroom. Forms are available in the Keeran School of Education.

**EMPLOYMENT DURING TEACHER CANDIDATE.** It is recognized that students are often employed while attending school. Because of the amount of time necessary in preparation for teaching during this experience, it is suggested that students not engage in work after school hours from Monday through Thursday evenings. If it appears that employment is jeopardizing the success of the teacher candidate experience, the student will be given the option of terminating his/her teaching. If it is necessary to work during this time, the student should not schedule work before 4 p.m., Monday through Friday.

**ATTENDANCE AND PUNCTUALITY.** It is absolutely necessary that the teacher candidate arrive at school at the usual time expected of the regular teachers. Tardiness is never excusable. Teacher candidates should follow the cooperating teacher's schedule. The teacher candidate will observe the activity calendar of the school where they are assigned and not the university's calendar. Special housing arrangements can be made through the university's business office in the case of teacher candidate requirements that are in conflict with dormitory closings.

**ABSENCES DURING TEACHER CANDIDATE EXPERIENCE.** During the teaching semester, area schools allow Kentucky Christian University to place teacher candidate in classrooms for a specified period of 14 weeks (70 days). The teacher candidate follows the arranged schedule and is in the classroom each day of the 14 week period. If it is necessary for the teacher candidate to miss school because of his or her own illness, illness or death of family members, snow days, or direct participation in extra-curricular activities, these missed days will be added to the end of the teaching assignment until 70 days are completed. More than three absences will result in the teacher candidate grade being lowered unless an excuse signed by a medical doctor is turned in to the Keeran School of Education Office. Teacher Candidates should notify their cooperating teachers preferably the evening before the day of their absence, but in any event, no later than 6:00 a.m., should you become ill during the night. The Coordinator of Teacher Candidate must also receive an early call. All absences are also to be reported to the Keeran School of Education no later than 8:30 a.m. of the day of the absence.

**TEACHING WITHOUT SUPERVISING TEACHER.** Teacher candidate shall not be expected to assume full responsibility for a class or classes without the supervision of a certified teacher regularly employed by the school system. Although the teacher candidate may be asked to provide the full instructional program for a day or for an extended period of time, the supervising teacher or a substitute must remain the person legally responsible for the class or classes. The teacher candidate must be under the watchful eye of certified persons at all times. 16 KAR 5:040

**TEACHER CANDIDATES CANNOT BE USED AS SUBSTITUTES.** The teacher candidate cannot legally be employed by the local board of education, nor receive any compensation from that board (KRS 157:161).

**TEACHER CANDIDATE CANNOT TAKE ADDITIONAL CLASSES.** The course is a 12-credit hour course. This eliminates the need to take additional classes in order to be full-time. No other classes will be allowed during teaching in order for students to concentrate only on teacher candidate performance.

**TEACHER CANDIDATE SUPERVISION.** Within the classroom and at all school functions, the teacher candidate shall be subject to the rules and regulations of the school and under the direction of the cooperating teacher. The teacher candidate shall also be responsible to the school's administrators. At times the university supervisor will visit the classroom of the teacher candidate for the purpose of assisting the cooperating teacher in developing the teacher candidate's potential. At the end of the supervisory visit or at a convenient time, a conference will be held with the teacher candidate, supervisor, and possibly the cooperating teacher. These visits shall be at least four in number and more as time or necessity permits.

**TEACHER CANDIDATE OBSERVATIONS.** Evaluation is a collaborative process involving the teacher candidate (student teacher), cooperating teacher and university supervisor. The cooperating teacher will offer daily formative feedback during the period of student teaching. Over the course of the semester, teacher candidates will be formally observed a minimum of four (4) times, two by mid-semester and four by completion. A formal observation is one that the candidate schedules with the university supervisor in advance, provides a lesson plan, and teaches independently or as the lead teacher. In order to facilitate the observation act, the teacher candidate will be evaluated by the university supervisor using the KEERAN SCHOOL OF EDUCATION OBSERVATION INSTRUMENT (KSE-KTIP Model).

**TRANSPORTING PUPILS.** Transportation of pupils from schools to school events, field trips, or other activities shall not be provided in the automobiles belonging to or driven by teacher candidates as part of their teaching assignments.

**PERSONAL APPEARANCE.** All teacher candidates are to approach this experience in a professional manner. This means that proper grooming and appropriate clothing will be worn while teaching. Adapt clothing selection to the teaching situation and standards of the school. Jeans, ragged clothing, t-shirts, flip-flops, and other markedly informal clothing are unacceptable. In addition, no exposed undergarments or low cut tops that allow cleavage to be seen is acceptable. . There may also be restrictions on the wearing of certain jewelry and visible tattoos. Students may wear clothing in keeping with special days in the schools calendar (i.e. school spirit days). Remember, if you expect to be treated like a professional you should look like a professional. (Carter County Dress Code is listed in your syllabus.)

**RESTRICTIONS.** Teacher Candidate are never allowed to have personal friends visit them while they are teaching, nor to take personal telephone calls during school hours. The use of cell phones and the personal use of the internet during school hours is prohibited. This is strictly enforced.

## ***Components of the Teacher Candidate Experience***

A typical teacher candidate experience provides five kinds of activities. Three of these activities (observation, participation, and full-time teaching) are inextricably interwoven with each other and are related to Paired-Teaching Model. These elements are supported and enriched by the two other components, intra-school and/or inter-school participation along with community awareness. The following is an explanation of each activity.

- 2) **OBSERVATION.** This includes all activities in which the teacher candidate is an onlooker such as:
  - a) Observing individual students
  - b) Observing students' reactions to each other
  - c) Observing students' responses to questions and directions
  - d) Observing details of the teaching procedures being used
  - e) Observing the routines and mechanics of classroom organization
  - f) Observing the atmosphere of the classroom
  - g) Observing methods of classroom control
  - h) Observing materials used in instruction and their location
  - i) Awareness of other classrooms in the school
  
- 3) **PARTICIPATION.** This includes activities in which the teacher candidate is doing more than observing but not instructing the students. Such activities might include:
  - a) Assisting individual pupils
  - b) Helping with administrative routines such as taking attendance, entering grades, etc.
  - c) Working with small groups
  - d) Keeping records
  - e) Preparing teaching materials and bulletin boards
  - f) Correcting students' papers
  - g) Supervising the hall, library, lunchroom, playground
  
- 4) **FULL-TIME INSTRUCTION.** This includes all activities in which the teacher candidate is planning, instructing, and working with the students, either individually or as a class.
  - a) The teacher candidate should assume the role of lead teacher in terms of readiness as determined by him/her and the cooperating teacher.
  - b) Through the process of "phasing in" it is expected that the teacher candidate will assume all the responsibility of the classroom at some point in each placement.The teacher candidate should be given responsibility for some instruction and/or classroom management during the first week. As the student begins teaching additional areas, he/she should retain the original one(s).
  
- 5) **COMMUNITY AND SCHOOL.** Opportunities should be provided for the teacher candidate to become involved in activities that extend beyond the normal school day in relation to the community the school serves. These could include:

- a) Parent/Teacher Organization meetings
- b) Extended school service
- c) Teacher's in-service meetings
- d) Faculty meetings
- e) Site-based Council meetings
- f) School Board meetings
- g) Parent/Teacher conferences
- h) Professional meetings and conventions (e.g. Professional Learning Communities, etc.)
- i) Contact with community agencies such as social services, counseling services, child welfare
- j) Family Resource Youth Service Centers

INTRA-SCHOOL or INTER-SCHOOL PARTICIPATION. If at any time during the teacher candidate experience it is deemed advisable for the teacher candidate to observe and/or become an active participant in other classrooms, it is recommended that options be sought in behalf of the teacher candidate's professional needs and interests. The plan for such experiences must be mutually agreed upon by the teacher candidate and cooperating teacher

**Modular class drop or withdrawal policy:**

This class is defined as modular by the federal government for financial aid because it does not span the length of the traditional 16 week semester. Dropping or withdrawing from this class may impact your enrollment status and earned financial aid. The last day to drop this class is the fourth business day from the course start date. Withdrawal from this class, whether passing or failing, will not be permitted after 75% of the course is completed.

## ***Guidelines for the Cooperating Teacher***

While the teacher candidate is assigned to the cooperating teacher, the cooperating teacher is in charge of the development of the teacher candidate in terms of assigning responsibilities and scheduling the teacher candidate to teaching tasks. The progress of the student toward full-time teaching will be monitored by the college supervisor but shall be at the discretion of the cooperating teacher to ascertain when the teacher candidate is ready to assume additional teaching loads. The Paired-Teaching Model is the approved model for the collaborate experience.

While the cooperating teacher may allow for the classroom to be in the charge of the teacher candidate from time to time, the cooperating teacher retains full responsibility for controlling the program of instruction. This is done to assure the school's administration that the pupils in the classroom receive the instruction they need at all times.

As the teacher candidate assignment approaches its end, the cooperating teacher should transfer increasingly longer periods of instructional time to the teacher candidate so that s/he will experience what total control means. The Teacher Candidate becomes the lead teacher in the planning and implementation of lesson. **However, the teacher candidate must still be under the supervision of a certified person at all times. 16 KAR 5:040**

The purpose of the teacher candidate experience is to orient the student to teaching. The student should be provided with experiences that will enable the teacher candidate to be actively engaged in the total school program with emphasis on paired-teaching classroom procedures and activities.

### **ESTABLISHING TEACHER CANDIDATE IDENTITY:**

- A) The cooperating teacher should introduce the teacher candidate in such a way that the children realize that this person is a teacher.
- B) Teacher candidates are required to become interactive participants during the first week of placement following the recommendations of the Education Professional Standards Board. He/she should be actively involved in a teaching experience. Specific things need to be planned using the Paired-Teaching Model for which the teacher candidate will be responsible the teacher candidate may be by, for example reading a story to the children, teaching a game, or answering questions and giving individual help during a work period. This will enable the teacher candidate to feel a part of the class situation and to move gradually into teaching cooperatively with the cooperating teacher.
- C) Concentrated Observation is necessary. Before the teacher candidate takes over a lesson, he/she should observe carefully what the cooperating teacher does during a similar lesson and discuss that lesson at the end of the day. This will enable the cooperating teacher to see how closely the teacher candidate is observing and understanding lesson procedures. The teacher candidate should be encouraged to ask questions. The decision about how fast to move the teacher candidate is entirely up to the cooperating teacher.

Let the teacher candidate know what you expect from him/her and what things he/she can do in working with and gaining respect from the children. Your expectations should be clear in the areas of lessons taught as well as discipline.

MODELING FOR THE TEACHER CANDIDATE. The cooperating teacher should demonstrate:

- (a) Effective classroom management techniques that promote an environment conducive to learning;
- (b) Best practices for the delivery of instruction;
- (c) Mastery of the content knowledge or subject matter being taught;
- (d) Aptitude and ability to contribute to the mentoring and development of a pre-service educator;
- (e) Usage of multiple forms of assessment to inform instruction; and
- (f) Creation of learning communities that value and build upon students' diverse backgrounds.

GUIDING THE TEACHER CANDIDATE. The cooperating teacher should:

- A) Plan with the teacher candidate using the Paired-Teaching Model. Teacher candidates must prepare lesson plans for each lesson taught. The cooperating teacher should go over his/her plans and offer suggestions for making those plans more effective.
- B) Help the teacher candidate to determine ways of meeting the individual needs of the pupils.
- C) Make suggestions for possible activities. He/she should introduce the teacher candidate to resources available in the building and community.
- D) Guide the teacher candidate in studying and evaluating the pupils.
- E) Help the teacher candidate become more acquainted with the various records a teacher must keep as important. Each teacher candidate must become thoroughly acquainted with what records are required and how they are completed.

EVALUATING THE TEACHER CANDIDATE. The cooperating teacher should:

- A) Encourage the teacher candidate to analyze his/her own teaching, to identify problems, and to determine a method for solving them.
- B) Make suggestions for improvement.
- C) Point out strengths so that the teacher candidate feels successful.
- D) Help him/her to identify the principles of learning used.

SOLOING. The cooperating teacher should:

- A) Encourage the teacher candidate to take initiative in planning and implementing out a lesson.
- B) Encourage him/her to try new techniques and materials.

### ***Teacher Candidate Nine Step Participation Plan***

The following is a suggested pattern for the teacher candidate to follow in assuming teaching responsibilities during the semester and based on the Paired-Teaching Model. Although it may appear to repeat previous guidelines, it may be helpful in this format. While the schedule of the teacher candidate's classroom participation should be determined on an individual basis by each student and cooperating teacher, it is best to make a tentative schedule for the time the teacher candidate will spend in your classroom. As such plans are made, keep these suggestions in mind:

1. The teacher candidate should be given responsibilities for planning and teaching during the first week of placement e.g. One Teach/One Observe, One Teach/One Assist.
2. As the teacher candidate begins teaching additional areas, he/she should retain the original one.
3. By the time the teacher candidate is to teach full time, he/she will have had some experience in working in all the areas included in the day and the week.
4. It is recommended that a teacher candidate be given some time and be encouraged to visit other grade levels to see teaching situations different from the one in his/her classroom. Observation of special teachers should be included in this experience. The cooperating teacher should make arrangements for these observations.
5. Arrange for the teacher candidate to participate as fully as possible in staff and community responsibilities: i.e., staff meetings, in-service programs, P.T.A., preparing report cards, and participating in parent-teacher conferences.
6. A regularly scheduled conference time in which the teacher candidate and the cooperating teacher assume co-planning. It is also beneficial to discuss the teacher candidate's strengths and weaknesses at this time.
7. It is usually desirable to have the teacher candidate assume responsibility for classroom routines (attendance, etc.) gradually, so that these are not all additions when he/she assumes full teaching responsibility.
8. Gradually, the teacher candidate should have complete responsibility for planning and teaching a minimum of one full week in each placement (two weeks in one placement) with teacher candidate leading the planning as a lead teacher.
9. Each teacher candidate is required to plan, prepare, and teach one instructional sequence in addition to the established curriculum. These plans are to be approved by the cooperating teacher and the university supervisor.

## **GRADING PROCEDURE**

It is most important that the grade you receive from your teaching experience be a quality grade. Prospective employers will look very closely to see how you performed in a real teaching situation. It is assumed, therefore, that you will do your best.

The evaluation of the teacher candidate is a shared responsibility involving the cooperating teacher, the teacher candidate, and the university coordinator. Because each of these persons is expected to make a distinct contribution to the teaching experience, it is reasonable that each contributes significantly to the evaluation. It is the university coordinator, however, who is charged by the university to assign the grade to the teacher candidate. The cooperating teacher's evaluation will be taken into consideration in the grading process. This evaluation should be shared with the teacher candidate. Quality of lesson plans, evaluation of dispositions, an approved portfolio, and attendance at workshops will also be factors in grade assignment.

The university coordinator/supervisors will make periodic visits to your classroom and fill out a visitation report which may be discussed with you and your cooperating teacher. Your grade for the course will be assigned at the END of experience and will reflect your proficiency as a teacher at that point in time. It is understood that this is a period of learning for you, and that both the university coordinator/supervisors and the cooperating teacher will do everything possible to make this experience a successful one.

If it is determined that the teacher candidate's performance does not merit an A, B, or C, the teacher candidate will withdraw from teaching and be advised to reapply another semester. Failure to submit all required documents (i.e. full set of lesson plans, complete portfolio, and performance surveys) when required will result in a grade of E.

Grades of A, B, or C, shall be assigned and each cooperating teacher is requested to submit his/her recommendation for the grade soon after the last day the teacher candidate is present. There is one technicality that needs to be understood by the teacher candidate -- he/she will be receiving an Incomplete as a mid-term grade which will be reflected in a lower GPA for the teacher candidate than is actually the case. Teacher candidates are to disregard this interim GPA and understand it simply means that the teaching period is not complete until the end of the 14-week period. At that time, the Incomplete will be removed and the final grade substituted in its place.

# Teacher Candidate Forms



# Rubric for Unit Plan

	<b>Ineffective</b> <b>1</b>	<b>Developing</b> <b>2</b>	<b>Accomplished</b> <b>3</b>	<b>Exemplary</b> <b>4</b>	<b>Score</b>
<b>Instructional Unit Goals and Objectives</b>	Unit goals and objectives are not stated.	Unit goals and objectives are stated in limited SMART format. Little connection to KCAS and SPA standards.	Unit goals and objectives are stated in SMART format. Good connection to KCAS and SPA standards.	Unit goals and objectives clearly stated in SMART format. Very strong connection to KCAS and SPA standards.	
<b>Lesson Objectives/ Learning Targets</b>	Learners cannot tell what is expected of them. Learners cannot determine what they should know and be able to do as a result of learning and instruction.	Learners are given some information regarding what is expected of them. Learners are not given enough information to determine what they should know and be able to do as a result of learning and instruction. Objectives are present but do not meet all five areas of the SMART criteria.	Learners have an understanding of what is expected of them. Learners can determine what they should know and be able to do as a result of learning and instruction. Objectives meet at least four of the SMART criteria	Learners have a clear understanding of what is expected of them. Learners can determine what they should know and be able to do as a result of learning and instruction. Objectives meet all of the SMART criteria.	
<b>Instructional Strategies/ Activities</b>	Instructional strategies are missing or strategies used are inappropriate.	Instructional strategies are present and appropriate for learning outcome(s) but application of activities is weak within instruction.	Instructional strategies are appropriate for learning outcome(s) Strategies are based on a combination of practical experience, theory, research and documented best practice.	Instructional strategies appropriate for learning outcome(s). Strategies, based on a combination of practical experience, theory, research and documented best practice, created superior results.	
<b>Differentiated Strategies/ Assessment</b>	Instructional strategies for diverse students' needs are not clearly described for those students requiring differentiation.	Instructional strategies and assessments are very minimal and/or are inappropriate for diverse students' needs.	Instructional strategies and assessment are appropriate for those students requiring differentiated but there is some weakness in implementation.	Instructional strategies and assessments are appropriate for those students requiring differentiated instruction. Implementation creates satisfactory results.	
<b>Assessment</b>	Method for assessing student learning and evaluating instruction does not measure success of the objectives.	Method for assessing student learning and evaluating instruction is vaguely stated. Assessment is teacher dependent. Missing some forms of assessment which are appropriate for	Method for assessing student learning and evaluating instruction is appropriate for the lesson objectives. All forms of assessment are included.	Method for assessing student learning and evaluating instruction is clearly delineated and authentic. Assessments are well planned to determine success of the objectives. All forms	

		that lesson and objectives.		of assessment are evident.	
<b>Technology Used</b>	Selection and application of technologies is inappropriate (or nonexistent) for learning environment and outcomes.	Selection and application of technologies is beginning to be appropriate for learning environment and outcomes. Technologies applied do not affect learning.	Selection and application of technologies is basically appropriate for learning environment and outcomes. Some technologies applied enhance learning.	Selection and application of technologies is appropriate for learning environment and outcomes. Technologies applied to enhance learning.	
<b>Resources Needed</b>	Material list is missing.	Materials necessary for student and teacher to complete lesson are listed, but list is incomplete.	Materials necessary for student and teacher to complete lesson are listed. May exclude copyright information if appropriate.	All materials necessary for student and teacher to complete lesson clearly listed and includes copyright information when appropriate.	
<b>Reflection on the Impact of Instruction</b>	There is an attempt to reflect on student achievement but without making an analysis of student performance. Describes no or very limited alignment of goals/objectives to instructional strategies/activities with assessment with little or no attention to how individual lessons align to unit goals.	Describes limited impact of student achievement on groups of students. Analysis of student performance is weak. Describes a limited alignment of goals/objectives to instructional strategies/activities with assessment while making some attempt to address how individual lessons align to unit goals.	Good description of the impact on student achievement through analysis of student performance. Describes refinement of future lessons for student achievement. Describes alignment of goals/ objectives to instructional strategies/activities with assessment while addressing how individual lessons align to unit goals.	Excellent description of the impact on student achievement through analysis of student performance. Describes refinement of future lessons for student achievement. Describes alignment of goals/objectives to instructional strategies/activities with assessment as well as individual lessons to unit goals.	
				<b>Total Points</b>	

## KSE Instructional Unit

*(An electronic copy can be found on Sakai)*

Date:	Subject:	School:	Name:	Cooperating Teacher
Unit Objective(SMART Goal)				
Lesson #	Lesson Objectives/Learning Target	Instructional Strategies/Activities	Formative Assessment	
		Strategies/Activities  Differentiated Instruction Strategies/Activities  Media/technologies/resources	Assessment Description  Differentiated Assessments  Scoring Expectations	
		Strategies/Activities  Differentiated Instruction Strategies/Activities  Media/technologies/resources	Assessment Description  Differentiated Assessments  Scoring Expectations	
		Strategies/Activities  Differentiated Instruction Strategies/Activities:  Media/technologies/resources	Assessment Description  Differentiated Assessments  Scoring Expectations	
		Strategies/Activities  Differentiated Instruction Strategies/Activities:	Assessment Description  Differentiated Assessments	

		Media/technologies/resources	Scoring Expectations
		Strategies/Activities	Assessment Description
		Differentiated Instruction Strategies/Activities:	Differentiated Assessments
		Media/technologies/resources	Scoring Expectations
		Strategies/Activities	Assessment Description
		Differentiated Instruction strategies/Activities:	Differentiated Assessments
		Media/technologies/resources	Scoring Expectations

## Teacher Candidates Observation Checklist

1. Records and Communication Forms (Completed Once).
2. Lesson Plan within 48 hours of observation.
  - **Highlighted** procedures of real-life connections.
  - State questions in lesson plan procedures that will require higher order thinking.
  - Write measureable objectives (SMART) – cannot reflect on levels of performance if they are not determined prior to teaching (what tells you students have met your objectives and will be successful).
3. Pre-assessment (2 to 5 questions to determine depth of knowledge of the objective(s)) with **DATA** and **analysis of data** to indicate student levels of learning
4. Formative assessment tracker
  - Checklist or worksheet
  - Rubric for scoring/ Expectations
5. Self-Assessment
  - KWLs
  - Metacognition question(s) – What do you need to know more about? What was confusing? What do you need more practice doing? Sentence Starters: I really got it when\_\_\_\_\_.
6. All Handouts given the day of instruction.
  - All worksheets
  - Handouts and Assessments
  - Activities instructions.
7. Professional Growth Plan – with updates
8. Professional Involvement Log
9. Send reflection to observer **within 48 of observation**. Be reflective using data.
10. Include previous plans and post-observation reflections.

Kentucky Christian University  
Keeran School of Education  
**Guidelines for Developing the Source of Evidence: Lesson Plan  
Teacher Candidates**

The lesson plan template should be used in planning all lessons associated with your Keeran School of Education Program. The development of your lesson plans should be informed by your work on the context and allow you to demonstrate your knowledge of your students and your subject matter. Your lesson plan will provide the framework upon which you will create the classroom environment and implement instruction. During student teaching, faculty members should receive lesson plans 48 hours before their scheduled observation to allow for review and feedback.

1. **Context:** Describe the students for which this lesson is designed. Identify your students' background, special needs, cultural differences, interests, and language proficiencies.
2. **Standard:** State the specific standard according to Kentucky Academic Standards. Write out the entire standard.
  - Kentucky Academic Standards
    - [http://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky%20Academic%20Standards\\_Final-9%2011%2015.pdf](http://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky%20Academic%20Standards_Final-9%2011%2015.pdf)
3. **Learning Target(s) and Objective:** The lesson's learning target(s)/objective(s) should be student-centered, observable, and **S.M.A.R. T.-- Specific Measureable Attainable Relevance Time-Sensitive**. The connections to the state curriculum/content area standards should be focused on the knowledge, skills, and/or processes identified in the learning targets/objectives. Learning targets are the 'I Can' statements.
  - Previous lesson's learning targets/objectives (connect each target/objective to the appropriate state curriculum content area standards.)
  - Current lesson's learning targets/objectives (connect each target/objective to the appropriate state curriculum content area standards.)
  - Next lesson's learning targets/objectives (connect each target/objective to the appropriate state curriculum content area standards.)
4. **Student's baseline knowledge and skills (1B) (1F)** Describe and include the pre-assessment(s) used to establish students' baseline knowledge and skills for this lesson.
5. **Differentiated Instruction:** Describe the planned differentiation (instructional strategies and assessment) for different levels of learners.
6. **Formative Assessment(s):** Identify the type of formative assessments that will be used to determine student progress in achieving the learning targets/objectives.
  - Describe how you will provide opportunities for your students to self-assess their learning progress.
7. **Media/Technologies/Resources:** Identify the Media/Technologies/Resources that will be needed for the lesson. During the course of your teacher preparation program you should make use of available technology when the technology will facilitate planning, implementing, assessing of instruction, and facilitating your students' learning.
8. **Lesson Procedures:** Describe the sequence of strategies/activities and assessments you will use to engage students and accomplish your learning targets/objectives. Within this sequence, describe the differentiated strategies/activities and/or assessments designed to meet the needs and strengths of your students. b. identify

the questions you will use to promote higher order thinking and understanding and encourage discussion.

9. **Watch For-----:** Are there specific components of Classroom Environment and/or Instruction that you would like specifically observed during this lesson or given feedback on prior to the lesson.

# KEERAN SCHOOL OF EDUCATION LESSON PLAN

## Scoring Checklist/Rubric

### *Teacher Candidates*

#### Checklist Scoring

#### **2-0 Points**

- \_\_\_\_\_ Context (1)
- \_\_\_\_\_ Standards (2)
- \_\_\_\_\_ Objectives: **S.M.A.R. T.**-- *Specific Measureable Attainable Relevance Time-Sensitive* (3)
- \_\_\_\_\_ Learning Targets-- I Can... statements, previous/current/next lesson targets (3)
- \_\_\_\_\_ Describe baseline knowledge and differentiated instruction strategies and assessment(s) (4)
- \_\_\_\_\_ Differentiated instruction (5)
- \_\_\_\_\_ Media/Resources/Technology (7)
- \_\_\_\_\_ Planned Real life Connection (8)
- \_\_\_\_\_ All activities and assessment are aligned to Objective/Standard (1-8)
- \_\_\_\_\_ Lesson Procedures: Multiple Learning Styles are addressed-- visual, auditory, kinesthetic (8)
- \_\_\_\_\_ Lesson Procedures: Multiple Learning Levels are addressed-- Bloom's Taxonomy (8)

#### **0-4 Points**

- \_\_\_\_\_ Formative Assessments (6) (e.g. Pre, Post, and Self)
- \_\_\_\_\_ Comprehensive Lesson Procedures are listed (8)

\_\_\_\_\_ / 30 Total

#### Teacher Candidate Evidence Binder Rubric

Ineffective (1)	Developing (2)	Accomplished (3)	Exemplary (4)
0-15	16-19	20-25	26-30

## Lesson Plan

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Ages/ Grades of Students \_\_\_\_\_

**Lesson**

**Title:** \_\_\_\_\_

**1. Context:** Describe the Students for which this lesson is designed  
(1B)

**2. Standard(s):** *Write out the entire standard.*

**3. Learning Target(s) and Objectives (1C) S.M.A.R. T.-- Specific  
Measureable Attainable Relevance Time-Sensitive.**

List the lesson learning target(s) and objective(s) [connect each target and objective to the appropriate state curriculum/content area standards]

- *Learning targets are the 'I Can' statements.*
  
- *Previous lesson's learning targets/objectives*
  
- *Current lesson's targets/objectives*
  
- *Next lesson's targets/objectives*

<b>4. Students' baseline Knowledge and Skills (1B) (1F) (Pre-assessment) (Address the results of pre-assessments which measures the outcomes of the lesson objectives)</b>	
<b>5. Differentiated Instruction:</b> Describe how you will plan to meet the needs of diverse students  [Below, Meeting, and Above Grade Level (HS- Content Level)]	
<b>Below Grade Level:</b>  <b>Meeting Grade Level:</b>  <b>Above Grade Level:</b>	
<b>6. Formative Assessment(s) (1F)</b>  Describe the formative assessment(s) to be used to measure student progress during this lesson.	
<ul style="list-style-type: none"> <li>• <i>Describe how you will provide opportunities for you students to self-assess their learning progress.</i></li> </ul>	
<b>7. Media/Technologies/Resources (1D)</b>  Identify the resources including appropriate technology needed for the lesson.	

<b>8. Lesson Procedures (1E) : Address learning styles(visual, auditory, kinesthetic) and learning levels (Bloom’s Taxonomy):</b>	
<p>Describe the sequence in which the differentiated strategies/activities and/or assessments will be used to engage your students and facilitate attainment of the lesson objective(s) and promote higher order thinking.</p> <p>1. _____ Min:  2. _____ Min:  3. _____ Min:  4. _____ Min:  5. _____ Min:  6. _____ Min:  _____ Total Minutes</p> <p><i>*Highlight your <u>Real Life Connections</u> which make the lesson relevant to the students (questions/activities).</i></p>	
<b>9. Look For-----</b>	
On what would you like to receive specific feedback	
<b>Rubric Total Score</b>	

**Source of Evidence: Post-Observation Reflection**

**Name:**

**Date:**

**This Source of Evidence must be completed within two days after each observed lesson.**

Use the formative assessment data for each lesson objective/learning target to sort the students' performance into three categories:

Objective / Learning Target 1

Objective / Learning Target 2

a) Below criteria	# of students	# of students
Meets criteria	# of students	# of students
Exceeds criteria	# of students	# of students

**Attach a copy of the formative assessment with the criteria or rubric used to determine the students' performance on each of the lesson's learning targets/objectives.**

Based on the formative assessment data, how successful was the lesson? Did the students achieve the learning target(s)? What will you do for those students who did not achieve the learning target criteria? For those students who exceeded the criteria? (4A)

In addition to the student work witnessed by the observer, identify any other student work samples, evidence or artifacts that assisted you in making your determination regarding student achievement. (4A)

To what extent did classroom procedures, student conduct, and/or physical space contribute to or hinder student learning? (4A)

Did you depart from your plan? If so, how and why? (3E)

If you had the opportunity to teach this lesson again to the same group of students, what would you do differently, and why? (4A)

What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection? (4A) (4E)

# Mini Lesson Plan Handbook



## Teacher Candidate:

### Paired-Teaching Strategy

**1. One Teach, One Observe** – one teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors. It is important to remember that either (teacher candidate or cooperating teacher) could take on both roles.

**2. One Teach, One Assist** – an extension of one teach, one observe. One teacher has primary instructional responsibility while the other assists students' with their work, monitors behaviors, or corrects assignments. The teacher assisting often lends a voice to students or groups who would hesitate to participate or add comments.

**3. Station Teaching** – the co-teaching pair divide the instructional content into parts – Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent stations will be used along with the teacher led stations.

**4. Parallel Teaching** – each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategies. The greatest benefit to this approach is the reduction of student to teacher ratio.

**5. Supplemental** – this strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials extended or remediated.

**6. Alternative (Differentiated)** – Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different.

**7. Team Teaching** – Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.

# Mini Lesson Plan

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Week: \_\_\_\_\_ Subject: \_\_\_\_\_

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Paired-Teaching Strategy</b>					
<b>I Can:</b>					
<b>Procedure:</b>					
<b>Assessments-Assignments</b>					
<b>Materials-Resources</b>					

### Self -Checklist for Observation Notebook Rubric

Name: \_\_\_\_\_ Cycle # \_\_\_\_\_

Observer: \_\_\_\_\_

	Seating Chart	Lesson Plans	Pre-assessment	Formative Assessment	All Handouts/ PowerPoints	Professional Growth Plan	Professional Involvement Logs	Communication Description Log	Developing Records Log	Post Observation Reflection	Previous Plans and Observation Reflection
University Cycle 1											
University Cycle 2											
University Cycle 3											
University Cycle 4											

	Cycle 1	Cycle 2	Cycle 3	Cycle 4
Lesson Plan/Seating Chart				
Assessments				
Handouts/Materials				
Professional Growth Plan				
Logs/Records Form				
	/10	/10	/10	/10

**KSE Source of Evidence: Professional Growth**

Name: **Self-Assessment of Performance**

**Rating Scale to be used: (I) Ineffective, (D) Developing, (A) Accomplished, (E) Exemplary**

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

**KSE Professional Growth Plan/Self Assessment (4E)**

**This PGP should be completed and sent to your teacher candidate coordinator for review and approval no later than two weeks after the Cycle 1 and Cycle 3.**

**Name:**

**Date:**

**a. Professional Growth Goal(s):**

**b. Professional Learning Activities**

**c. Needed Resources/Support**

**d. Anticipated  
Completion Date**

**e. How will you assess your progress/success in addressing the Professional Growth Goal?**

**f. What is the expected impact on student learning of your professional learning activities?**

**5. Cycle 2 Progress Update (4E)**

**6. Cycle 4 Final Report**

**a. Analysis of Self-Assessments: (4E)**

**b. Analysis of Professional Growth: (Data from 4E)**

**c. Summative Reflection: (4A) How well did you meet goal(s) stated in (f)**

## KSE Source of Evidence: Professional Involvement Log (4D) (Leadership)

Name:

This log should be updated during each cycle.  
Your updated Professional Involvement Log should be available for review before each cycle

Activity	Description of Your Contributions/Involvement
	Cycle 1: Cycle 2: Cycle 3: Cycle 4:
	Cycle 1: Cycle 2: Cycle 3: Cycle 4:
	Cycle 1: Cycle 2: Cycle 3: Cycle 4:
	Cycle 1: Cycle 2: Cycle 3: Cycle 4:
Cycle 1 Involvement Review and Reflection	
Cycle 2 Involvement Review and Reflection	
Cycle 3 Involvement Review and Reflection	
Cycle 4 Final Involvement Review and Reflection	

**Kentucky Christian University  
Guidelines for Developing Records**

**KSE Source of Evidence: Records**

**Name:**

**Date:**

**This Source of Evidence should be initiated during Cycle 1, Cycle 3**

**1. Records (4B)**

Briefly describe and show Evidence of :

- a. Routine classroom events (e.g. attendance, completion of assignments, etc.)
- b. Individual student learning/progress
- c. Non-instructional matters (e.g. permission slips, picture money, equipment inventories, etc.)

**Kentucky Christian University  
Guidelines for Developing Communications**

**KSE Source of Evidence: Communication**

**Name:**

**Date:**

**2. Communication (4C) with Evidence for each cycle**

Describe the ways that you communicate with students and families regarding:

- a. The learning of their child.
  
- b. The instructional program in which their child is involved.
  
- c. The ways that families could become involved in their child's learning.

Reflect on how your efforts to communicate with students and families had a positive impact on the environment in your classroom and how they could be improved.

Cycle 1:

Cycle 2:

Cycle 3:

Cycle 4:



# Evidence Checklist

# Teacher Candidate Evidence

Philosophy of Education	
Unit Plan/ Unit One (10 day) with Pre-Post/10 day or 5 day (2)	
Formal Lesson Plans (4) (lesson plans for cycle visits)	
Target Lesson Plans (2)	
Mini Lesson Planner	
Bulletin Boards (1)	
Complete Teaching Calendar	
Professional Portfolio (BlogSpot)	
Observation Notebook	

## Observation Notebook

\*\*Divide into Sections (Cycle 1, Cycle 2, Cycle 3, Cycle 4)

Seating Chart	
Lesson Plan	
Pre-Assessment	
Formative Assessment	
All Handouts/Technology	
Professional Growth Plan	
Professional Involvement Log	
Communication Description Log	
Developing Records Log	
Post Observation Reflection	
Previous Plans and Post Observation Reflection	

**After each observation, you must turn in Post-Observation Reflection Form to the supervisor that did the observation, it must be completed within 48 hours. (plus set-up conference to discuss observation)**

## Professional Portfolio (BlogSpot)

Teacher Candidates are to create a blogger (website) to showcase their best works. This is intended to highlight their abilities and experiences for future employers. It should be creative, professional, and informative. The following tabs must be present:	
All about me (an intro video attached)	
Philosophy of Education (be concise 2/3 paragraphs)	
Current Resume	
Pictures (at least 7) (student interaction)	
Video of Teaching (instruction should be at least 5 minutes)	
Lesson Plan (chose your best lesson plan that incorporates differentiated instruction and assessments)	
Additionally, it is suggested that you include information about a Student Centered Project and Participation in Data Analysis	

# Appendix



# APPENDIX A

## Revised September 1, 2015 PRAXIS TEST INFORMATION

### ELEMENTARY, MIDDLE GRADES, AND SECONDARY – SUBJECT ASSESSMENTS/SPECIALTY AREA TESTS

Registration books available at Keeran School of Education  
Test at a Glance booklets are free on line at: [www.ets.org/praxis](http://www.ets.org/praxis)  
Study Guides and Practice Tests, for a fee, can be ordered on line at [www.ets.org/praxis](http://www.ets.org/praxis)

#### ELEMENTARY

<u>Test</u>	<u>Test #</u>	<u>Session</u>	<u>Passing Score</u>	<u>Timing</u>
Principles of Learning & Teaching Grades K-6	5622	2	160	2 Hour
And Elementary Education: Content Knowledge (Computer and Calculators are allowed for the Mathematics Section)	5002 (Scores are based on subtest below) FULL TEST*			
Reading and Language Arts	5002	n/a	157	2 Hour
Mathematics	5003		157	
Social Studies	5004		155	
Science	5005		159	

Study Guides: Elementary Education (Content Knowledge), and Principles of Learning & Teaching (2<sup>nd</sup> ed.)  
\*\*To pass Elementary Education: Multiple Subjects test you must receive passing scores on each subtest. You must take the full test\* on your initial attempt. If, after your first attempt you did not pass one of the individual subtests, you may take just that subtest again for a reduced fee.

#### MIDDLE GRADES

<u>Test</u>	<u>Test #</u>	<u>Session</u>	<u>Score</u>	<u>Passing Timing</u>
Principles of Learning & Teaching Grades 5-9	5623	2	160	2 Hour
and <u>Select Two of the Following:</u>				
Middle School English Language Arts	5047	1	164	2 Hour
Middle School Mathematics (Calculators Allowed)	5169	2	165	2 Hour
Middle School Science	5440	1	150	2 Hour
Middle School Social Studies	5089	2	149	2 Hour

\*Mathematics and Science will not be scheduled during the same session. \*English and Social Studies will not be scheduled during the same session.

\*If you need two middle school tests which are scheduled for the same session, register for both tests in the same session. ETS will arrange for same day administration.

Study Guides: Middle School and Principles of Learning & Teaching (2<sup>nd</sup> ed.)

**SECONDARY SCHOOL**

<u>Test</u>	<u>Test #</u>	<u>Session</u>	<u>Passing Score</u>	<u>Timing</u>
Principles of Learning and Teaching: Grades 7-12	5624	2	160	2 Hour
And Select your specialty area:				
English Language, Literature, and Composition: Content & Analysis	5039	1	168	2 Hour
Social Studies: Content and Interpretation	5086	1	153	2 Hour
Mathematics Content Knowledge (Computer and Graphing calculator required)	5161	2	160	2 Hour

# APPENDIX B

## State Departments of Education

Access the following web sites for all DOE sites:  
<http://k-6educators.about.com/msubusa.htm> or <http://www.50states.com>  
us "GOOGLE" search engine  
or use the sites below:

Alabama <a href="http://www.alsde.edu/">http://www.alsde.edu/</a>	<a href="http://www.ksbe.state.ks.us/">http://www.ksbe.state.ks.us/</a>
Alaska <a href="http://www.eed.state.ak.us/">http://www.eed.state.ak.us/</a>	Kentucky <a href="http://www.education.ky.gov/">http://www.education.ky.gov/</a>
Arizona <a href="http://www.ade.state.az.us/">http://www.ade.state.az.us/</a>	Louisiana <a href="http://www.state.la.us/ed.htm">http://www.state.la.us/ed.htm</a>
Arkansas <a href="http://arkedu.state.ar.us/">http://arkedu.state.ar.us/</a>	Maine <a href="http://www.state.me.us/education/">http://www.state.me.us/education/</a>
California <a href="http://www.cde.ca.gov/">http://www.cde.ca.gov/</a>	Maryland <a href="http://www.msde.state.md.us/">http://www.msde.state.md.us/</a>
Colorado <a href="http://www.cde.state.co.us/">http://www.cde.state.co.us/</a>	Massachusetts <a href="http://www.doe.mass.edu/">http://www.doe.mass.edu/</a>
Connecticut <a href="http://www.state.ct.us/sde/">http://www.state.ct.us/sde/</a>	Michigan <a href="http://www.michigan.gov/mde">http://www.michigan.gov/mde</a>
Delaware <a href="http://www.doe.k12.de.us/">http://www.doe.k12.de.us/</a>	Minnesota <a href="http://education.state.mn.us/mde/index.html">http://education.state.mn.us/mde/index.html</a>
District of Columbia <a href="http://www.k12.dc.us/dcps/home.html">http://www.k12.dc.us/dcps/home.html</a>	Mississippi <a href="http://www.mde.k12.ms.us/">http://www.mde.k12.ms.us/</a>
Florida <a href="http://www.fldoe.org/">http://www.fldoe.org/</a>	Missouri <a href="http://www.dese.state.mo.us/">http://www.dese.state.mo.us/</a>
Georgia <a href="http://www.doe.k12.ga.us/">http://www.doe.k12.ga.us/</a>	Montana <a href="http://www.opi.mt.gov/EdSvs/Index.html">http://www.opi.mt.gov/EdSvs/Index.html</a>
Hawaii <a href="http://doe.k12.hi.us/">http://doe.k12.hi.us/</a>	Nebraska <a href="http://www.nde.state.ne.us/">http://www.nde.state.ne.us/</a>
Idaho <a href="http://www.accessidaho.org/education/">http://www.accessidaho.org/education/</a>	Nevada <a href="http://www.doe.nv.gov">http://www.doe.nv.gov</a>
Illinois <a href="http://www.isbe.state.il.us/">http://www.isbe.state.il.us/</a>	New Hampshire <a href="http://www.ed.state.nh.us/">http://www.ed.state.nh.us/</a>
Indiana <a href="http://www.doe.state.in.us/">http://www.doe.state.in.us/</a>	New Jersey <a href="http://www.state.nj.us/education/">http://www.state.nj.us/education/</a>
Iowa <a href="http://www.state.ia.us/educate/">http://www.state.ia.us/educate/</a>	New Mexico <a href="http://www.ped.state.nm.us/">http://www.ped.state.nm.us/</a>
Kansas	New York <a href="http://www.nysed.gov/">http://www.nysed.gov/</a>

## ***State Departments of Education, Continued***

**North Carolina**

**<http://www.dpi.state.nc.us/>**

**North Dakota**

**<http://www.dpi.state.nd.us/>**

**Ohio**

**<http://www.ode.state.oh.us/>**

**Oklahoma**

**<http://www.sde.state.ok.us/>**

**Oregon**

**<http://www.ode.state.or.us/>**

**Pennsylvania**

**<http://www.pde.state.pa.us/>**

**Rhode Island**

**<http://www.ridoe.net/>**

**South Carolina**

**<http://www.myschools.com/>**

**South Dakota**

**<http://doe.sd.gov>**

**Tennessee**

**<http://www.tennesseeanytime.org/education/index.html>**

**Texas**

**<http://www.tea.state.tx.us/>**

**Utah**

**<http://www.usoe.k12.ut.us/>**

**Vermont**

**<http://www.state.vt.us/educ/>**

**Virginia**

**<http://www.pen.k12.va.us/>**

**Washington, D.C. US Department of Education**

**<http://www.ed.gov/index.jhtml>**

**Washington**

**<http://www.k12.wa.us/>**

**West Virginia**

**<http://wvde.state.wv.us/>**

**Wisconsin**

**<http://www.dpi.state.wi.us/>**

**Wyoming**

**<http://www.k12.wy.us/>**

# Selected



# Teacher Candidate Bibliography

### **Selected Teacher Candidate Bibliography**

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<http://www.education.ky.gov/>

New teacher standards: Academic Expectations: Program of Studies; Core Concepts; Commonwealth Accountability Testing System.



# Glossary

## GLOSSARY

**This section provides general definitions for some of the terms frequently used in the KTIP materials.**

### **Accommodations**

Practices and procedures in the areas of presentation, response, setting, and timing/scheduling that provide equitable access during instruction and assessments for students with disabilities.

### **Alignment**

The consistency among objectives, pre-assessments, instruction, formative assessments, and summative assessments.

### **Analysis of Data**

Includes collecting and compiling a variety of student performances in order to make inferences about the level of student understanding as compared with standards.

### **Artifacts**

Documents or pieces of evidence that are used to support teacher performance assessment entries. Good artifacts should demonstrate the active thought processes of students, not just the ability to recall facts.

### **Collaborating**

Exchanging information, altering activities, sharing resources and enhancing each other's capacity for mutual benefit and to achieve a common goal. The qualitative difference between cooperating and collaborating is that individuals are willing to learn from each other to become better at what they do. Collaborating means that individuals share risks, responsibilities, and rewards. It requires a substantial time commitment, very high level of trust, and turf sharing.

### **Developmentally Appropriate**

The use of content, instruction, and assessment that meet the students' ability to reason, interpret, focus, communicate, and interact, both socially and academically.

### **Differentiation**

The practice of giving students multiple options for taking in information, making sense of ideas, and expressing what they learn. It provides different avenues to acquire content, to process or make sense of ideas, and to develop products.

### **Diverse Student Needs**

Various learning styles (visual, interpersonal, mathematical), various interest levels, and/or achievement levels (gap groups) which require teachers to provide a diverse learning environment to meet the needs of all students.

**ELL**

English Language Learners; sometimes used synonymously with ESL, English as a Second Language.

**Enduring Skills, Concepts, and Processes**

Endures beyond a single test date, is of value in other disciplines, relevant beyond the classroom, worthy of embedded, course long focus, and may be necessary for the next level of instruction.

**Formative Assessment**

All those strategies undertaken by teachers and by students assessing themselves which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. Such assessments become formative when the evidence is actually used to adapt the teaching to meet student needs.

**GSSP**

Gifted Student Services Plan; sometimes given another acronym in districts.

**Higher-order Thinking**

Comparing, analyzing, synthesizing, evaluating, and applying knowledge by the classroom strategies that go beyond dissemination of factual information.

**IEP**

Individualized Education Program designed to meet the unique educational needs of a child who may have a disability, as defined by federal regulations.

**Instructional Day**

A Day that:

- The intern is performing regular teaching responsibilities in an instructional setting, or is completing professional development for compensation from the district or employing school; and
- Does not include annual leave, sick leave, or other authorized or unauthorized leave time.

**Intern Management System (IMS)**

Electronic reporting system for the Record of Teacher Internship Year (RTIY) and the Resource Teacher Time Sheet (RTT)

**Intervention**

An educational practice, strategy, curriculum, or program to enhance learning for students.

**Instructional Materials**

Any print, non-print, or electronic medium of instruction designed to assist students in achieving the academic expectations.

## **Kentucky Framework for Teaching**

<http://education.ky.gov/teachers/PGES/TPGES/Pages/Kentucky-Framework-for-Teaching.aspx>

## **Kentucky Teacher Standards**

<http://www.kyepsb.net/documents/EduPrep/Kentuckyteacherstandards.pdf>

### **Learning Outcomes**

Educational aims or end products which encompass all goals and objectives.

### **Learning Targets**

Educational aims or end products which encompass all goals and objectives. These are sometimes referred to as “I can” statements.

### **Misconceptions**

Student responses which indicate inaccurate understanding of content.

### **Modifications**

Practices that change, raise, or reduce learning expectations. Modifications can decrease the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level.

### **Objectives**

The goals to be achieved by a lesson or unit. Objectives describe a clear expectation from the student; as in “By the end of this lesson, the student will be able to identify and describe eight major causes of the Civil War.”

### **Patterns of Achievement**

Growth in knowledge that can be charted or graphed showing the progress of the student in achievement of unit objectives.

### **Performance-based Assessment**

An assessment that includes what a student or teacher is able to do (performance) rather than simply a written explanation of student knowledge.

### **Pre-assessment**

Strategy or test used to reveal understanding of a topic prior to beginning formal instruction that may inform differentiated practice.

### **Professional Development**

The means and activities teachers use to achieve professional growth. It may include specific training in growth areas, observation, planning, etc. (i.e. It is an answer to the question: How can I turn those teaching growth areas into teaching strengths?)

## **PGES**

Professional Growth and Effectiveness System

### **Professional Growth Plan (PGP)**

The plan teachers use to become more proficient in meeting the Kentucky Teacher Standards and Indicators. It usually involves self-assessment and a written plan for addressing and improving in the identified areas of growth.

### **Professional Learning Standards**

<http://education.ky.gov/teachers/pd/pages/professional-development-standards.aspx>

### **Reflection**

The reporting and analyzing of teaching philosophies, practices, and experiences. A vital part of a performance-based product is the reflection required of the teacher to understand why a lesson was productive or unproductive.

### **Rubric/Scoring Guide**

At the classroom level, a set of scoring guidelines to be used in assigning and evaluating student work. Rubrics are similarly used for evaluating levels of teacher performance. They define criteria to meet the expected teaching standard of performance.

### **Self-Assessment**

A student's evaluation of his or her own work.

### **Student Growth Goal**

A goal focused on learning that is specific, appropriate, realistic, and time-bound. It is developed collaboratively and agreed upon by the evaluatee and evaluator and uses local formative growth measures.

### **Student Voice**

This is a classroom-level reporting system used to provide feedback and evidence of effectiveness to classroom teachers and administrators.

### **Source of Evidence**

Focused collection of documentation that demonstrates teacher and student performance on components of the Kentucky Framework for Teaching to help determine competency in the Kentucky Teacher Standards.

### **Student-centered**

Strategies built on the natural interests and motivation of the students. Activities place the responsibility to provide evidence of understanding on students.

**Summative assessment**

Evaluation of the effectiveness of instructional programs and services at the end of an academic unit or at a pre-determined time. The goal of summative assessments is to make a judgment of student competency after an instructional phase is complete.

**Technology**

Materials, devices, computers, and software that allow a teacher to demonstrate proficiency in Standard 6. Examples of appropriate technology might include but are not limited to word processing products, student data systems, white boards or presentation formats, Web quests, LCD projectors, computer labs, software packages that assist student learning

# Kentucky Teacher Standards

## **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.

## **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.

## **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 integrate knowledge.

## **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.

## **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.

## **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.

## **STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING**

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

## **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.

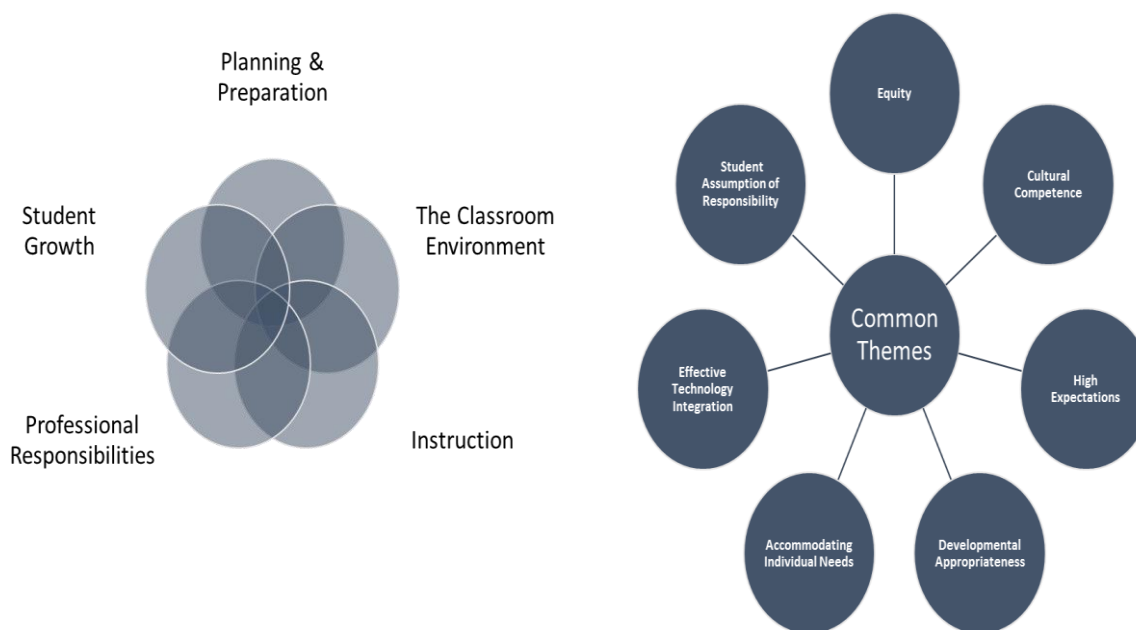
## **STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT**

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.

## **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.

## FRAMEWORK FOR TEACHING DOMAINS & COMMON THEMES:



The Framework for Teaching organizes the multiple measures that comprise Kentucky's proposed Teacher Professional Growth and Effectiveness System. This framework is designed to support student achievement and professional best-practice through the domains of Planning and Preparation, Classroom Environment, Instruction, Professional Responsibilities. The Framework also includes many themes that run throughout the document. These themes include ideas such as equity, cultural competence, high expectations, and developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. The Kentucky Teaching Standards, Kentucky Department of Education's Characteristics of Highly Effecting Teaching and Learning, along with research from many of the top educator appraisal specialists and researchers are the foundation for this system. The Framework for Teaching provides structure and feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Teacher performance will be rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is important to know that the expected performance level is "Accomplished" which is bolded in the framework, but a good rule of thumb is that it is expected for a teacher to "live in Accomplished but occasionally visit Exemplary". Exemplary is purposefully designed to be difficult to achieve. The summative rating will be a holistic representation of performance, combining data from multiple measures across each domain.

KY FRAMEWORK FOR TEACHING	KY TEACHER STANDARDS
1A – Knowledge of Content and Pedagogy	<p>1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.</p> <p>1.5 Identified and addresses students’ misconceptions of content.</p> <p>4.5 Implements and manages instruction in ways that facilitate higher order thinking.</p>
1B – Demonstrating Knowledge of Students	<p>1.2 Connects content to life experiences of students.</p> <p>2.2 Uses contextual data to design instruction relevant to students.</p> <p>3.3 Values and supports student diversity and addresses individual needs.</p> <p>4.2 Implements instruction based on diverse student needs and assessment data.</p> <p>8.1 Identifies students whose learning could be enhanced by collaboration.</p>
1C – Setting Instructional Outcomes	<p>2.1 Develops significant objectives aligned with standards.</p> <p>2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.</p>
1D – Demonstrating Knowledge of Resources	<p>6.1 Uses available technology to design and plan instruction.</p> <p>6.3 Integrates student use of technology into instruction.</p> <p>6.4 Uses available technology to assess and communicate student learning.</p>
1E – Designing Coherent Instruction	<p>2.4 Plans instructional strategies and activities that address learning objectives for all students.</p> <p>6.2 Uses available technology to design and plan instruction</p> <p>8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.</p>
1F – Designing Student Assessments	<p>2.3 Plans assessments to guide instruction and measure learning objectives.</p> <p>5.4 Describes, analyzes, and evaluates student performance data.</p>
2A – Creating an Environment of Respect and Rapport	<p>3.4 Fosters mutual respect between teacher and students and among students.</p>
2B – Establishing a Culture for Learning	<p>3.2 Establishes a positive learning environment.</p>
2C – Managing Classroom Procedures	<p>4.3 Uses time effectively.</p>

2D – Managing Student Behavior	3.4 Fosters mutual respect between teacher and students and among students.
2E – Organizing Physical Space	3.5 Provides a safe environment for learning. 4.4 Uses space and materials effectively.
3A – Communicating with Students	1.1 Communicates concepts, processes, and knowledge. 3.1 Communicates high expectations. 5.5 Communicates learning results to students and parents.
3B – Questioning and Discussion Techniques	1.4 Guides students to understand content from various perspectives.
3C – Engaging Students in Learning	4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students. 8.3 Implements planned activities that enhance student learning and engage all parties.
3D – Using Assessment in Instruction	5.1 Uses pre-assessments. 5.2 Uses formative assessments. 5.3 Uses summative assessments. 5.6 Allows opportunity for student self-assessment.
3E – Demonstrating Flexibility and Responsiveness	4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.
4A – Reflecting on Teaching	5.4 Describes, analyzes, and evaluates student performance data. 7.2 Uses data to reflect on and evaluate instructional practice. 7.3 Uses data to reflect on and identify areas of professional growth. 9.1 Self assesses performance relative to Kentucky’s Teacher Standards.
4B – Maintaining Accurate Records	5.4 Describes, analyzes, and evaluates student performance data. 7.1 Uses data to reflect on and evaluate student learning.
4C – Communicating with Families	5.5 Communicates learning results to students and parents.
4D – Participating in a Professional Learning Community	8.4 Analyzes data to evaluate the outcomes of collaborative efforts.

<p>4E – Growing and Developing Professionally</p>	<p>9.3 Designs a professional growth plan that addresses identified priorities.</p> <p>9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.</p> <p>10.2 Develops a plan for engaging in leadership activities.</p> <p>10.3 Implements a plan for engaging in leadership activities.</p>
<p>4F – Showing Professionalism</p>	<p>6.5 Demonstrates ethical and legal use of technology.</p> <p>9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.</p> <p>10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.</p> <p>10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.</p>

Combined Curriculum Document

<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Teaching+Tools/Combined+Curriculum+Documents/default.htm>

Common Core State Standards (Kentucky Core Academic Standards)

<http://www.corestandards.org/>

**Academic Appeal Procedure:** On occasion, a student may not be in agreement with a decision made by a professor in whose class the student is enrolled. The point of disagreement may relate to any aspect of the course such as course requirements, the grading scale, the attendance policy, teaching methods, grading procedures, etc. If such a disagreement occurs, the student must first discuss the issue with the professor in a prearranged/scheduled meeting. Impromptu meetings before or after class or in the hallway do not prove effective in dealing with such issues. In most cases, dialoging with the professor concerning the issue leads to resolution for both the student and the professor. If resolution is not reached and the student feels the issue warrants further consideration, the student may file a formal written complaint to the instructor. A written appeal must be filed within 30 days of the incident in question. If resolution is not achieved with the instructor, the student may forward the written appeal, along with the instructor's written response, to the Dean of the school. If resolution is still not achieved, the student may file a written appeal to the Academic Appeals Committee; the appeal should include the written responses of the course instructor and the Dean of the school. The Academic Appeals Committee will render a written recommendation to the Vice President of Academic Affairs within two business days of receiving the appeal.

#### **How to File an Academic Appeal**

- I. **Meet with the instructor.** Do this first. This should be a prearranged/scheduled meeting; impromptu meetings before or after class or in the hallway do not prove effective in dealing with such issues.
  
- II. **File a Formal Written Complaint.** If step I doesn't resolve the issue, do this. This form should be filled out (See Attached or [http://www.kcu.edu/sites/default/files/160/student\\_appeals.docx](http://www.kcu.edu/sites/default/files/160/student_appeals.docx)) which should include the following:
  - a) A *clear* description of the problem.
  - b) Any special circumstances to consider
  - c) A specific request or plan of action (give the instructor some idea of you would like to see happen, and what you are willing to do to enable that to take place).
  - d) Form is also located in the Keeran School of Education
  - e) Make sure you make a copy of the form for your records.
  
- III. **File a Written Appeal to the Dean of the School:** If steps I and II do not resolve the issue, do this. This should be a short letter (again, email is fine) that includes your previous appeals form and the instructor's response.
  
- IV. **File a Written Appeal to the Academic Appeals Committee:** If steps I, II, and III do not resolve the issue, do this. *Do not take this step without steps I-III.*
  - a) File the written complaint here: [www.kcu.edu/student-services/student-services-appeals-committee-form](http://www.kcu.edu/student-services/student-services-appeals-committee-form)

- b) This appeal *must* include the student's written appeals to the instructor and the Dean, as well as their responses. If you are appealing for reinstatement because of absences that you must list ALL of your absences, with dates, **including any "unexcused" ones**.
- c) If your appeal is related to another academic issue, please attempt to capture the reason for the appeal in as brief and succinct a manner as possible, while including details pertinent to understanding the context and extent of the matter in question.

# Student Appeals

Date submitted:

Notice provided to:

Keeran School Of Education

## Information

Student Name(s):

Student ID Number(s):

Course:

Professor:

Type of Request:

Illness or health reasons

Grades

Bereavement

Other (see below)

Rationale:

## Contact Information:

Phone:

Cell:

Email Address

*Student's Signature*

*Date*

*Professor's signature (if needed)*

*Date*

*Dean's signature*

*Date*

## **KEERAN SCHOOL OF EDUCATION**

**Dress and Appearance** The following dress code will apply to all Carter County School employees on days of employment compensated by the Board. Dress will be left to the discretion of the immediate supervisor for field trips, special events and when school is not in session.

**APPROPRIATE ATTIRE REQUIRED** It is the belief of the Carter County Board of Education that in order to provide a learning environment consistent with the purpose of educating children, all employees shall dress in a professionally appropriate manner commensurate with their duties.

- No shorts. Capri/gaucha pants are allowed.
- Sleeveless shirts, tops, dresses, may be worn as long as the shoulder is as wide as the length of a credit card. (Spaghetti straps, tank tops, and halter tops are inappropriate.)
- Dress and skirt lengths must come to the top of the knee when standing.
- The stomach and lower back must be completely covered at all times even when bending over, reaching, or sitting. Pants or skirts must fit so when you sit or bend over other individuals will not be able to see your underclothes or an exposed area.
- No exposed undergarments at anytime.
- No low cut tops that allow cleavage to be seen. When bending over, no part of the bra or cleavage should be seen.
- Jeans or pants cannot have holes or frayed areas on them. Jeans, if worn, should be a comfortable fit (no tight fitting jeans or low-rise jeans are allowed).
- Name badges/school IDs are to be worn at all times.
- Only tee shirts and sweatshirts with school logos are allowed. Principal approval is required for other logos that support school initiatives.
- No form-fitting clothing.
- No casual sweat suits, pajamas/leisure pants, or jogging suits.
- No sheer or see-through clothing.
- No visible body piercing other than ears.
- No flip-flops.
- No visible tattoos above the shirt collar. All other visible tattoos must be no larger than a credit card.
- All shirts that are worn with leggings must be long enough to be mid-thigh in front and back.
- All costumes or clothing worn for special events must meet all dress code requirements.

