STUDENT TEACHING AND FIELD EXPERIENCES HANDBOOK

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The Office of Student Teaching and Field Experiences is responsible for the organization and administration of all field and clinical experiences related to the teacher education program at Eastern Kentucky University. This handbook is useful for student teachers, students completing field assignments prior to student teaching, cooperating teachers who supervise student teachers, and university supervisors of student teachers. *On our website, you will find documents that assist the student teaching process and the pre-student teaching field experiences.

Our staff receives and evaluates all applicants for student teaching, determines the appropriate disposition of the application, collaborates with area schools for appropriate placements for student teachers, and provides continuous assessment of the candidates' field and clinical experiences during the professional semester. Many of our policies are governed by Kentucky Regulations and the policies and procedures outlined by the Kentucky Education Professional Standards Board.

EKU's teacher education program is committed to the mission of the College of Education: “To teach, To learn, To help others teach and learn.” We believe that all children can learn at high levels and we are committed to providing high quality field experiences that demonstrate and support all of our professional education programs. We seek and encourage field placements and clinical experiences in diverse educational settings. Emersion in diverse and multicultural experiences enriches and contributes to personal and professional growth. These positive experiences better prepare our candidates for their professional careers in any setting.

*Student Teaching & Field Experiences Website:  
http://www.education.eku.edu/FieldExperiences/FieldExpi/

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# 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.

<table>
<thead>
<tr>
<th>Initial-Level Performance</th>
<th>Advanced-Level Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1 Communicates concepts, processes, and knowledge.</strong></td>
<td></td>
</tr>
<tr>
<td>Accurately and effectively communicates concepts, processes and/or knowledge and uses vocabulary that is clear, correct and appropriate for students.</td>
<td>Accurately and effectively communicates an in-depth understanding of concepts, processes, and/or knowledge in ways that contribute to the learning of all students.</td>
</tr>
<tr>
<td><strong>1.2 Connects content to life experiences of student.</strong></td>
<td></td>
</tr>
<tr>
<td>Effectively connects most content, procedures, and activities with relevant life experiences of students.</td>
<td>Effectively connects content to students’ life experiences including, when appropriate, prior learning in the content area or other content areas.</td>
</tr>
<tr>
<td><strong>1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.</strong></td>
<td></td>
</tr>
<tr>
<td>Uses instructional strategies that are clearly appropriate for the content and processes of the lesson and make a clear contribution to student learning.</td>
<td>Consistently uses instructional strategies that are appropriate for content and contribute to the learning of all students.</td>
</tr>
<tr>
<td><strong>1.4 Guides students to understand content from various perspectives.</strong></td>
<td></td>
</tr>
<tr>
<td>Provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding.</td>
<td>Regularly guides students to understand content from appropriate diverse, multicultural, or global perspectives.</td>
</tr>
<tr>
<td><strong>1.5 Identifies and addresses students’ misconceptions of content.</strong></td>
<td></td>
</tr>
<tr>
<td>Identifies misconceptions related to content and addresses them during planning and instruction.</td>
<td>Consistently anticipates misconceptions related to content and addresses them by using appropriate instructional practices.</td>
</tr>
<tr>
<td>STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

### 2.1 Develops significant objectives aligned with standards.  
<table>
<thead>
<tr>
<th>Initial-Level Performance</th>
<th>Advanced-Level Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>States learning objectives that reflect key concepts of the discipline and are aligned with local or state standards.</td>
<td>Develops challenging and appropriate learning objectives that are aligned with local/state/national standards and are based on students’ needs, interests and abilities.</td>
</tr>
</tbody>
</table>

### 2.2 Uses contextual data to design instruction relevant to students.  
<table>
<thead>
<tr>
<th>Initial-Level Performance</th>
<th>Advanced-Level Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plans and designs instruction based on contextual (i.e., student, community, and/or cultural) and pre-assessment data.</td>
<td>Plans and designs instruction that is based on significant contextual and pre-assessment data.</td>
</tr>
</tbody>
</table>

### 2.3 Plans assessments to guide instruction and measure learning objectives.  
<table>
<thead>
<tr>
<th>Initial-Level Performance</th>
<th>Advanced-Level Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepares assessments that measure student performance on each objective and help guide teaching.</td>
<td>Develops well-designed assessments that align with learning objectives, guide instruction, and measure learning results.</td>
</tr>
</tbody>
</table>

### 2.4 Plans instructional strategies and activities that address learning objectives for all students.  
<table>
<thead>
<tr>
<th>Initial-Level Performance</th>
<th>Advanced-Level Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aligns instructional strategies and activities with learning objectives for all students.</td>
<td>Plans a learning sequence using instructional strategies and activities that build on students’ prior knowledge and address learning objectives.</td>
</tr>
</tbody>
</table>

### 2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.  
<table>
<thead>
<tr>
<th>Initial-Level Performance</th>
<th>Advanced-Level Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plans instructional strategies that include several levels of learning that require higher order thinking.</td>
<td>Plans a learning sequence using strategies and activities that foster the development of higher-order thinking.</td>
</tr>
</tbody>
</table>
### 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.

#### 3.1 Communicates high expectations.

<table>
<thead>
<tr>
<th>Initial-Level Performance</th>
<th>Advanced-Level Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sets significant and challenging objectives for students and verbally/nonverbally communicates confidence in students’ ability to achieve these objectives.</td>
<td>Consistently Sets significant and challenging behavioral and learning expectations for all students and communicates confidence in their ability to achieve those expectations.</td>
</tr>
</tbody>
</table>

#### 3.2 Establishes a positive learning environment.

<table>
<thead>
<tr>
<th>Initial-Level Performance</th>
<th>Advanced-Level Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishes clear standards of conduct, shows awareness of student behavior, and responds in ways that are both appropriate and respectful of students.</td>
<td>Maintains a fair, respectful, and productive classroom environment conducive to learning.</td>
</tr>
</tbody>
</table>

#### 3.3 Values and supports student diversity and addresses individual needs.

<table>
<thead>
<tr>
<th>Initial-Level Performance</th>
<th>Advanced-Level Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses a variety of strategies and methods to supports student diversity by addressing individual needs.</td>
<td>Consistently uses appropriate and responsive instructional strategies that address the needs of all students.</td>
</tr>
</tbody>
</table>

#### 3.4 Fosters mutual respect between teacher and students and among students.

<table>
<thead>
<tr>
<th>Initial-Level Performance</th>
<th>Advanced-Level Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treats all students with respect and concern and monitors student interactions to encourage students to treat each other with respect and concern.</td>
<td>Consistently treats all students with respect and concern and actively encourages students to treat each other with respect and concern.</td>
</tr>
</tbody>
</table>

#### 3.5 Provides a safe environment for learning.

<table>
<thead>
<tr>
<th>Initial-Level Performance</th>
<th>Advanced-Level Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creates a classroom environment that is both emotionally and physically safe for all students.</td>
<td>Maintains a classroom environment that is both emotionally and physically safe for all students.</td>
</tr>
</tbody>
</table>
**STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION**

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

### 4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.

<table>
<thead>
<tr>
<th>Initial-Level Performance</th>
<th>Advanced-Level Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses a variety of instructional strategies that engage students throughout the lesson on tasks aligned with learning objectives.</td>
<td>Consistently provides a well-planned sequence of appropriate instructional strategies that actively engage students in meeting learning objectives.</td>
</tr>
</tbody>
</table>

### 4.2 Implements instruction based on diverse student needs and assessment data.

<table>
<thead>
<tr>
<th>Initial-Level Performance</th>
<th>Advanced-Level Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implements instruction based on contextual information and assessment data.</td>
<td>Implements instruction based on contextual information and assessment data, adapting instruction to unanticipated circumstances.</td>
</tr>
</tbody>
</table>

### 4.3 Uses time effectively.

<table>
<thead>
<tr>
<th>Initial-Level Performance</th>
<th>Advanced-Level Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishes efficient procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work so that there is minimal loss of instructional time.</td>
<td>Makes thoughtful choices about the organization and implementation of both instructional and non-instructional tasks to maximize time for student learning.</td>
</tr>
</tbody>
</table>

### 4.4 Uses space and materials effectively.

<table>
<thead>
<tr>
<th>Initial-Level Performance</th>
<th>Advanced-Level Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses classroom space and materials effectively to facilitate student learning.</td>
<td>Makes optimal use of classroom space and uses a variety of instructional resources and technologies to enhance student learning.</td>
</tr>
</tbody>
</table>

### 4.5 Implements and manages instruction in ways that facilitate higher order thinking.

<table>
<thead>
<tr>
<th>Initial-Level Performance</th>
<th>Advanced-Level Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction provides opportunity to promote higher-order thinking.</td>
<td>Consistently uses a variety of appropriate strategies to facilitate higher-order thinking.</td>
</tr>
</tbody>
</table>
### 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.

### 6.1 Uses available technology to design and plan instruction.

#### 5.1 Uses pre-assessments.

<table>
<thead>
<tr>
<th>Initial-Level Performance</th>
<th>Advanced-Level Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses a variety of pre-assessments to establish baseline knowledge and skills for all students.</td>
<td>Consistently uses student baseline data from appropriate pre-assessments to promote the learning of all students.</td>
</tr>
</tbody>
</table>

#### 5.2 Uses formative assessments.

<table>
<thead>
<tr>
<th>Initial-Level Performance</th>
<th>Advanced-Level Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses a variety of formative assessments to determine each student’s progress and guide instruction.</td>
<td>Consistently uses appropriate formative assessments to determine student progress, guide instruction, and provide feedback to students.</td>
</tr>
</tbody>
</table>

#### 5.3 Uses summative assessments.

<table>
<thead>
<tr>
<th>Initial-Level Performance</th>
<th>Advanced-Level Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses a variety of summative assessments to measure student achievement.</td>
<td>Consistently uses appropriate summative assessments aligned with the learning objectives to measure student achievement.</td>
</tr>
</tbody>
</table>

#### 5.4 Describes, analyzes, and evaluates student performance data.

<table>
<thead>
<tr>
<th>Initial-Level Performance</th>
<th>Advanced-Level Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describes, analyzes, and evaluates student performance data to determine progress of individuals and identify differences in progress among student groups.</td>
<td>Consistently describes, analyzes, and evaluates student performance data to determine student progress, identify differences among student groups, and inform instructional practice.</td>
</tr>
</tbody>
</table>

#### 5.5 Communicates learning results to students and parents.

<table>
<thead>
<tr>
<th>Initial-Level Performance</th>
<th>Advanced-Level Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicates learning results to students and parents that provide a clear and timely understanding of learning progress relative to objectives.</td>
<td>Clearly communicates to students and parents in a timely manner the evidence of student performance and recommends future actions.</td>
</tr>
</tbody>
</table>

#### 5.6 Allows opportunity for student self-assessment.

<table>
<thead>
<tr>
<th>Initial-Level Performance</th>
<th>Advanced-Level Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promotes opportunities for students to engage in accurate self-assessment of learning.</td>
<td>Provides on-going opportunities for students to assess and reflect on their own performance in order to identify strengths and areas for future learning.</td>
</tr>
</tbody>
</table>
**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.

<table>
<thead>
<tr>
<th>Uses technology to design and plan instruction.</th>
<th>Uses appropriate technology to design and plan instruction that supports and extends learning of all students.</th>
</tr>
</thead>
</table>

### 6.2 Uses available technology to implement instruction that facilitates student learning.

<table>
<thead>
<tr>
<th>Initial-Level Performance</th>
<th>Advanced-Level Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses technology to implement instruction that facilitates student learning.</td>
<td>Designs and implements research-based, technology-infused instructional strategies to support learning of all students.</td>
</tr>
</tbody>
</table>

### 6.3 Integrates student use of available technology into instruction.

<table>
<thead>
<tr>
<th>Initial-Level Performance</th>
<th>Advanced-Level Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs.</td>
<td>Provides varied and authentic opportunities for all students to use appropriate technology to further their learning.</td>
</tr>
</tbody>
</table>

### 6.4 Uses available technology to assess and communicate student learning.

<table>
<thead>
<tr>
<th>Initial-Level Performance</th>
<th>Advanced-Level Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses technology to assess and communicate student learning.</td>
<td>Uses technology to assess student learning, manage assessment data, and communicate results to appropriate stakeholders.</td>
</tr>
</tbody>
</table>

### 6.5 Demonstrates ethical and legal use of technology.

<table>
<thead>
<tr>
<th>Initial-Level Performance</th>
<th>Advanced-Level Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensures that personal use and student use of technology are ethical and legal.</td>
<td>Provides and maintains a safe, secure, and equitable classroom environment that consistently promotes discerning and ethical use of technology.</td>
</tr>
</tbody>
</table>

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

The teacher reflects on and evaluates specific teaching/learning situations and/or programs.
### 7.1 Uses data to reflect on and evaluate student learning.

<table>
<thead>
<tr>
<th>Initial-Level Performance</th>
<th>Advanced-Level Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflects on and accurately evaluates student learning using appropriate data.</td>
<td>Uses formative and summative performance data to determine the learning needs of all students.</td>
</tr>
</tbody>
</table>

### 7.2 Uses data to reflect on and evaluate instructional practice.

<table>
<thead>
<tr>
<th>Initial-Level Performance</th>
<th>Advanced-Level Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflects on and accurately evaluates instructional practice using appropriate data.</td>
<td>Uses performance data to conduct an in-depth analysis and evaluation of instructional practices to inform future teaching.</td>
</tr>
</tbody>
</table>

### 7.3 Uses data to reflect on and identify areas for professional growth.

<table>
<thead>
<tr>
<th>Initial-Level Performance</th>
<th>Advanced-Level Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies areas for professional growth using appropriate data.</td>
<td>Reflects on the evaluations of student learning and instructional practices to identify and develop plans for professional growth.</td>
</tr>
</tbody>
</table>
**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.

<table>
<thead>
<tr>
<th><strong>8.1 Identifies students whose learning could be enhanced by collaboration.</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial-Level Performance</strong></td>
<td><strong>Advanced-Level Performance</strong></td>
</tr>
<tr>
<td>Identifies one or more students whose learning could be enhanced by collaboration and provides an appropriate rationale.</td>
<td>Describes an on-going process for identifying situations in which student learning could be enhanced by collaboration.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial-Level Performance</strong></td>
<td><strong>Advanced-Level Performance</strong></td>
</tr>
<tr>
<td>Designs a plan to enhance student learning that includes all parties in the collaborative effort.</td>
<td>Designs a plan that involves parents, colleagues, and others in a collaborative effort to enhance student learning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>8.3 Implements planned activities that enhance student learning and engage all parties.</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial-Level Performance</strong></td>
<td><strong>Advanced-Level Performance</strong></td>
</tr>
<tr>
<td>Implements planned activities that enhance student learning and engage all parties.</td>
<td>Explains how the collaboration to enhance student learning has been implemented.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>8.4 Analyzes data to evaluate the outcomes of collaborative efforts.</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial-Level Performance</strong></td>
<td><strong>Advanced-Level Performance</strong></td>
</tr>
<tr>
<td>Analyzes student learning data to evaluate the outcomes of collaboration and identify next steps.</td>
<td>Uses appropriate student performance data to describe, analyze, and evaluate the impact of the collaborative activities on student learning and to identify next steps.</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>9.1 Self assesses performance relative to Kentucky’s Teacher Standards.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial-Level Performance</strong></td>
</tr>
<tr>
<td>Identifies priority growth areas and strengths by thoroughly and accurately assessing current performance on all the Kentucky Teacher Standards.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial-Level Performance</strong></td>
</tr>
<tr>
<td>Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9.3 Designs a professional growth plan that addresses identified priorities.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial-Level Performance</strong></td>
</tr>
<tr>
<td>Designs a clear, logical professional growth plan that addresses all priority areas.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial-Level Performance</strong></td>
</tr>
<tr>
<td>Shows clear evidence of professional growth and reflection relative to the identified priority areas and impact on instructional effectiveness and student learning.</td>
</tr>
</tbody>
</table>
**STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION**

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

## 10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.

<table>
<thead>
<tr>
<th>Initial-Level Performance</th>
<th>Advanced-Level Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies leadership opportunities in the school, community, or professional organizations and selects one with the potential for positive impact on learning or the professional environment and is realistic in terms of knowledge, skill, and time required.</td>
<td>Identifies leadership opportunities within the school, community, or professional organizations to advance learning, improve instructional practice, facilitate professional development of colleagues, or advocate positive policy change; and selects an opportunity to demonstrate initiative, planning, organization, and professional judgment.</td>
</tr>
</tbody>
</table>

## 10.2 Develops a plan for engaging in leadership activities.

<table>
<thead>
<tr>
<th>Initial-Level Performance</th>
<th>Advanced-Level Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develops a leadership work plan that describes the purpose, scope, and participants involved and how the impact on student learning and/or the professional environment will be assessed.</td>
<td>Develops a leadership work plan that clearly describes the purpose, scope, participants involved, timeline of events/actions, and plan for assessing progress and impact.</td>
</tr>
</tbody>
</table>

## 10.3 Implements a plan for engaging in leadership activities.

<table>
<thead>
<tr>
<th>Initial-Level Performance</th>
<th>Advanced-Level Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implements the approved leadership work plan that has a clear timeline of events/actions and a clear description of how impact will be assessed.</td>
<td>Effectively implements the leadership work plan.</td>
</tr>
</tbody>
</table>

## 10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.

<table>
<thead>
<tr>
<th>Initial-Level Performance</th>
<th>Advanced-Level Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyzes student learning and/or other data appropriately to evaluate the results of planned and executed leadership efforts.</td>
<td>Uses data from the leadership effort to describe, analyze, and evaluate the impact on student learning.</td>
</tr>
</tbody>
</table>
New Teacher Standards for Preparation and Certification:  
Interdisciplinary Early Childhood Education Birth to Primary

Adopted January 1995 - Revised March 2003 by the Kentucky Education Professional Standards Board

**Standard I: Designs/Plans Instruction**
- Creates/Maintains Environments
- Implements Instruction
- Assesses & Communicates Learning Results
- Reflects/Evaluates Professional Practices
- Collaborates with Colleagues/Families/Others
- Engages in Professional Development
- Supports Families
- Demonstrates Implementation of Technology

**Preamble to IECE Teacher Standards**

**Standard 1:**
**Designs/Plans Instruction**
The Interdisciplinary Early Childhood Education (IECE) educator designs and plans experiences and instruction that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities.

**Performance Criteria:**
The extent to which the IECE educator:

1.1 Designs developmentally appropriate, comprehensive curriculum and instruction aligned with Kentucky Learner Goals
1.2 Selects developmentally and individually appropriate strategies and resources to provide activity-based learning experiences
1.3 Adapts and individualizes curriculum and instruction plans for all children, including those with special needs and disabilities
1.4 Plans for the effective involvement of team members including assistants, staff, and volunteers across learning environments
1.5 Incorporates knowledge of multiple disciplines and strategies from team members
1.6 Incorporates family strengths and resources, priorities, and concerns to plan experiences and instruction (e.g., lesson plans, IFSPs, IEPs, and transition plans)

**Standard 2:**
**Creates/Maintains Environments**
The IECE educator creates and maintains learning environments in a variety of settings that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities.

**Performance Criteria:**
The extent to which the IECE educator:

2.1 Creates the physical, social, and temporal environment to engage children and maximize learning aligned with Kentucky Learner Goals
2.2 Creates and maintains developmentally and individually appropriate activity-based learning environments
2.3 Maintains a healthy and safe environment
2.4 Provides developmentally and individually appropriate indoor and outdoor environments
2.5 Creates environments that recognize and value diversity as a strength in children and families
2.6 Adapts environments to support children with special needs and disabilities
2.7 Creates, evaluates, and selects technology, materials, and media to enhance the learning environment
2.8 Facilitates positive interaction between children and adults
2.9 Uses positive guidance techniques to foster children's self-regulation
2.10 Uses responsive techniques to nurture appropriate social interaction and social competence
2.11 Functions within legal, ethical, and professional guidelines

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2.12 Applies adult learning principles in supervising and training adults

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**Standard 3:**
**Implements Instruction**
The IECE educator introduces, implements, and facilitates experiences and instruction that support development and learning for infants, toddlers, preschool children, and kindergarten children, including those with disabilities.

**Performance Criteria:**
The extent to which the IECE educator:

3.1 Facilitates children’s acquisition and integration of behavior, skills, and concepts to support learning aligned with Kentucky Learner Goals
3.2 Implements developmentally appropriate individual and group activities in indoor and outdoor environments
3.3 Encourages children’s active involvement in a variety of structured and unstructured learning activities
3.4 Uses instructional strategies that meet the unique needs of each child
3.5 Implements family-centered activities that reflect the family’s resources, priorities, and concerns
3.6 Provides learning experiences that support and expand the cultural knowledge and behavior of each child
3.7 Provides guidance, learning cues, and positive feedback to children
3.8 Manages antecedent and consequent conditions to foster self-management behaviors

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**Standard 4:**
**Assesses & Communicates Learning Results**
The IECE educator, in collaboration with others, assesses the development and ongoing learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities, and communicates the results with partners, including families.

**Performance Criteria:**
The extent to which the IECE educator:

4.1 Uses developmentally appropriate and authentic assessments to determine child needs, to plan individualized learning experiences, and to develop and implement IFSPs and IEPs
4.2 Selects, creates, adapts, and uses multiple modes and methods of assessments which are sensitive to the unique cultural and learning needs of the child
4.3 Actively involves families and other team members in the assessment process
4.4 Systematically collects, organizes, and records ongoing assessment data to monitor child progress
4.5 Monitors, summarizes, and evaluates the acquisition of child and family outcomes as outlined in the IEP or the IFSP
4.6 Effectively communicates assessment results and ongoing child progress with families and other team members in everyday language, including native language and communicative mode

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**Standard 5:**
**Reflects/Evaluates Professional Practices**
The IECE educator reflects on and evaluates professional practices that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities.

**Performance Criteria:**
The extent to which the IECE educator:

5.1 Engages in ongoing self-reflection to improve professional practices
5.2 Communicates strengths and areas for growth in professional practices as a result of self-reflection
5.3 Applies professional ethics, practices and legal mandates in early childhood settings
5.4 Reflects upon, evaluates, and modifies involvement of team members including assistants, staff, and volunteers across learning environments
5.5 Participates in program evaluation efforts to improve child learning and development
5.6 Identifies the professional development needs of assistants, staff and volunteers and provides support to improve
each person’s performance
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Standard 6:
Collaborates with Colleagues/Families/Others
The IEC educator collaborates and consults with team members including colleagues, families, primary caregivers, agency personnel, and other service personnel to design and implement experiences and instruction that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities.

Performance Criteria:
The extent to which the IEC educator:

6.1 Participates as an effective team member and demonstrates appropriate interpersonal skills to support collaboration in early childhood settings
6.2 Seeks and encourages the participation of families as partners in promoting the child’s development, sharing information, making decisions, and implementing and evaluating program plans for the child
6.3 Consults and collaborates with team members to promote the child’s development, share information, make decisions, implement, and evaluate program plans for the child
6.4 Seeks advice and collaborates with community members and agencies to provide resources, promote child development, and increase learning in early childhood settings
6.5 Articulates the individual outcomes and unique needs for each child to assistants, staff, and volunteers
6.6 Provides ongoing constructive feedback to team members about professional practices
6.7 Collaborates with families and other team members to support successful transition to next setting
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Standard 7:
Engages in Professional Development
The IEC educator engages in self-evaluation of professional practices and implements a professional development plan to improve his/her performance.

Performance Criteria:
The extent to which the IEC educator:

7.1 Engages in ongoing critical analysis and reflective thinking to assess one’s own performance and identify areas for growth
7.2 Develops a professional growth plan
7.3 Documents professional growth and performance
7.4 Demonstrates professional growth through identification with and active participation in professional organizations
7.5 Critically reviews and applies research and recommended practices
7.6 Seeks support and expertise of others to improve professional practice
7.7 Acquires and integrates information from a variety of resources to expand personal knowledge of child development, interdisciplinary practices, diversity, and family-centered services
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Standard 8:
Supports Families
The IEC educator supports families through family-centered services that promote independence and self-determination.

Performance Criteria:
The extent to which the IEC educator:

8.1 Assists families in articulating resources, priorities, and concerns
8.2 Demonstrates sensitivity to characteristics of each child's family and community and shows respect for cultural preferences and socioeconomic influences
8.3 Implements a continuum of family-centered services which support child development
8.4 Informs families of program objectives, procedures, and legal rights
8.5 Applies adult learning principles to parent education activities

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8.6 Promotes family participation in adult education opportunities and school and community activities
8.7 Demonstrates knowledge of family structure, style, and stages of family and adult development
8.8 Communicates with families and other team members in everyday language including their native language and communicative mode, using interpreters if appropriate

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**Standard 9:**
**Demonstrates Implementation of Technology**
The IECE educator uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, families, and community agencies; and conduct research.

**Performance Criteria:**
The extent to which the IECE educator:

9.1 Operates a multimedia computer and peripherals to install and use a variety of software
9.2 Uses terminology related to computers and technology appropriately in written and verbal communication
9.3 Demonstrates knowledge of the use of technology in business, industry, and society
9.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations
9.5 Creates multimedia presentations using scanners, digital cameras, and video cameras
9.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction
9.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance-learning applications to enhance professional productivity and support instruction
9.8 Requests and uses appropriate assistive and adaptive devices for children with special needs
9.9 Designs lessons that use technology to address diverse needs and learning styles of children
9.10 Practices equitable and legal use of computers and technology in professional activities
9.11 Facilitates the lifelong learning of self and others through the use of technology
9.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation
9.13 Applies research-based instructional practices that use computers and other technology
9.14 Uses computers and other technology for individual, small group, and large group learning activities
9.15 Uses technology to support multiple assessments of children’s learning
9.16 Instructs and supervises children in the ethical and legal use of technology

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**Preamble to New Teacher Standards for IECE Birth to Primary Candidates**

The New Teacher Standards for Preparation and Certification: Interdisciplinary Early Childhood Education (IECE) Birth to Primary reflect performances expected of educators within a variety of environments, including classrooms, childcare settings, the children's homes, hospitals, or any other natural environments. Within these environments, instruction will include individual child activities, parent-child activities, and instruction in small and large groups. IECE educators should be knowledgeable of developmentally appropriate and research-based practices in facilitating experiences for all children, including those with disabilities and from diverse populations. By demonstrating a thorough knowledge of content areas, IECE educators will design, create, and implement experiences for the children in the areas of cognitive, adaptive, social, physical, and emotional development and communication skills. The instruction/plans may include Individual Family Service Plans (IFSPs), Individual Education Programs (IEPs), and transition plans developed in partnership with family members and other service providers. IECE educators will use assessment and evaluation practices to inform instruction and document children’s learning while engaging in self-evaluation as part of this continuous improvement process.

In Kentucky all teaching and learning tasks address Kentucky's academic expectations. These identify what children need in order to be successful in the world of the future. Thus, teachers design and implement instruction and assess learning that develops children's abilities to:

- Use basic communication and mathematics skills in finding, organizing, expressing, and responding to information and ideas.
- Apply core concepts and principles from science, arts and humanities, mathematics, practical living studies, social studies, and vocational studies.
• Become a self-sufficient individual who demonstrates high self-esteem, a healthy lifestyle, flexibility, creativity, self-control, and independent learning.
• Become a responsible group member who demonstrates consistent, responsive, and caring behavior; interpersonal skills; respect for the rights and responsibilities of others; worldviews; and an open mind to other perspectives.
• Think and solve problems, including the ability to think critically and creatively, develop ideas and concepts, and make rational decisions.
• Connect and integrate experiences and new knowledge throughout the curriculum, question and interpret ideas from diverse perspectives, and apply concepts to real-life situations.

New Teacher Standards for IECE Birth to Primary Candidates
The New Teacher Standards for Preparation and Certification: IECE Birth to Primary each contain a general standard statement followed by a set of performance criteria to be used in evaluating the quality of performance of first-year teacher candidates presented with specific teaching tasks. The standard statement describes the category of tasks beginning teachers should be able to perform. The performance criteria describe those factors used to judge the quality of teacher performances. Scoring rubrics or guides will enable one to evaluate the teachers’ level of performance for each standard.

The New Teacher Standards for Preparation and Certification: IECE Birth to Primary are described in the order that teachers might perform tasks (e.g., plan, implement instruction, assess learning, reflect on and evaluate instruction). However, it should be understood that the order in which they are presented does not imply priority or degree of importance.
Kentucky’s Learning Goals and Academic Expectations

What Kentucky’s High School Graduates Must Know and Be Able to Do as They Exit Public School

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

Assumption Underlying KERA

All students are capable of learning.

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

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

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

GOAL 2: Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.
SCIENCE
2.1 Students understand scientific ways of thinking and working and use those methods to solve real-life problems.
2.2 Students identify, analyze, and use patterns such as cycles and trends to understand past and present events and predict possible future events.
2.3 Students identify and analyze systems and the ways their components work together or affect each other.
2.4 Students use the concept of scale and scientific models to explain the organization and functioning of living and nonliving things and predict other characteristics that might be observed.
2.5 Students understand that under certain conditions nature tends to remain the same or move toward a balance.
2.6 Students understand how living and nonliving things change over time and the factors that influence the changes.

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

SOCIAL STUDIES
2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.
2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.
2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.
2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.
2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.
2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.
2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.
2.21 (Incorporated into 2.16)
ARTS AND HUMANITIES
2.22 Students create works of art and make presentations to convey a point of view.
2.23 Students analyze their own and others’ artistic products and performances using accepted standards.
2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.
2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.
2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.
2.27 Students recognize and understand the similarities and differences among languages.
2.28 Students understand and communicate in a second language.

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

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

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

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

*Note: Goals 3 and 4 are included in Kentucky statute as learning goals, but they are not included in the state’s academic assessment program.
GOAL 5: Students shall develop their abilities to think and solve problems in school situations and in a variety of situations they will encounter in life.

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

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

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

Kentucky has adopted new English/Language Arts Standards, known as the Kentucky Core Academic Standards. Please use the link below to locate the English/Language Arts and Mathematics Standards with Targets for student learning.

http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/
CODE OF ETHICS
704 KAR 20:680

In 1990, the General Assembly of the Commonwealth of Kentucky enacted landmark legislation for education reform throughout the state. As the Kentucky Education Reform Act is implemented across the state, the Education Professional Standards Board calls Kentucky’s educators to reaffirm their commitment to the highest ethical standards. In recognizing the magnitude of our responsibility to learners and to society, we offer this Code of Ethics which reflects and promotes the aspirations of our profession.

Section 1. Certified personnel in the Commonwealth:

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

To Students

- Shall provide students with professional education services in a non-Discriminatory manner and in consonance with accepted best practice known to the educator.
- Shall respect the constitutional rights of all students.
- Shall take reasonable measures to protect the health, safety, and emotional well-being of students.
- Shall not use professional relationships or authority with students for personal advantage.
- 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.
- Shall not knowingly make false or malicious statements about students or colleagues.
- Shall refrain from subjecting students to embarrassment or disparagement.
- Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching; kissing, or grabbing; rape; threats or physical harm; and sexual assault.
To Parents

- Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student.
- Shall endeavor to understand community cultures and diverse home environments of students.
- Shall not knowingly distort or misrepresent facts concerning educational issues.
- Shall distinguish between personal views and the views of the employing educational agency.
- Shall not interfere in the exercise of political and citizenship rights and responsibilities of others.
- Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities.
- 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.

To Education Profession

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

Eku Administrative Policies

Purpose

The primary purpose of student teaching is to provide planned, supervised learning experiences for the student teacher. The student is provided with experiences that will enable him/her to become actively involved in the total program of the school. The student has an opportunity to surpass the verbalized and vicarious experiences of educational theories and delve into direct classroom activity and participation. The program will enhance the student teacher's perspective in meeting the daily problems, concerns and factors involved in teaching situations.

Objectives

The teaching experience should include:

1. Direct contribution to the student teacher's perception of the learner and his/her competence in directing the teaching-learning process.

2. Student interaction with children, youth and adults.

3. An opportunity for the student to participate in the activities associated with teaching.

4. A classroom setting conducive to Kentucky reform and allow the student teacher to operate and function in that environment. Each experience will vary with the individual. Students will grow with each experience based on the degree of involvement and the meaning each situation has for them. These experiences have the greatest value when they are planned and developed cooperatively by the student and the supervisors. Expanding purposes and active participation will provide the student with a wide range of educational activities and present a meaningful teaching environment.

Position Statement by Eastern Kentucky University

In order to clarify the terms used throughout this guide, the following definitions will be applied:

student teacher: a university student assigned to teach in a cooperating school situation as part of their university course work

cooperating teacher: a school teacher who directs the work of the student teacher who has been assigned to a host school

university supervisor: a university teacher who supervises the work of a number of student teachers in a subject and/or geographic area

supervising principal: the building principal or person so designated, who exercises general administrative control over student teachers while in the cooperating school building
To further clarify Eastern Kentucky University's position, the following administrative controls have been determined:

1. Policies for conducting the Student Teaching Program shall be determined cooperatively by the representatives of the cooperating school and the College of Education, Eastern Kentucky University. Representatives of either party may take the initiative in identifying problems arising in connection with the program. Cooperative and mutual agreement is to be sought in resolving these problems.

2. The student teacher shall be subject to the direction of the staff of the cooperating school during the student teaching assignment and at all other times while on school premises.

3. A public school teacher is under no obligation to serve as a cooperating teacher. Those who indicate a willingness to serve in this capacity enter in an agreement with Eastern that clarifies the role they will play in directing and guiding the learning experiences of the student teacher. The principal of the cooperating school must also approve all assignments for her/his school. If, for any reason, the student teacher and the cooperating teacher are unable to work together effectively, a change in the student's assignment may be made upon consultation with the cooperating teacher, the University supervisor, the supervising principal, and the student teacher. Final decision rests with the Office of Student Teaching.

4. The laboratory school, located on the campus, shall operate within the guidelines established by Eastern Kentucky University and consistent with the philosophy and objectives of the laboratory school. The placement of teachers shall be executed through the Office of Professional Laboratory Experiences.

5. The University reserves the right to withdraw student teachers from a school when, in the judgment of the University supervisor and the Assistant Director of Student Teaching, it is in the best interest of the student teacher, the public school, and the University. In such cases, financial obligations accrued shall be paid on a pro rata basis.

The supervisory relationship that exists between University supervisors and the public school follows:

1. University supervisors may visit and observe schools at any time.

2. Cooperating teachers are permitted and encouraged to attend and participate in conferences held at the University or local sites. They are encouraged to attend training and/or course work that would enhance their effectiveness as supervisors of student teachers.

3. The function of the University supervisor will be to stimulate the exchange of ideas relating to teaching problems, to coordinate the work of the classroom supervisors, and to judge the value of learning situations for student teachers. Meetings between the supervisors should be called to facilitate and implement the program for student teaching as it relates to specific schools.

Other general policies include:

1. Seminar Meetings

The student teachers are required to return to the campus or other appropriate areas to participate with the University supervisors in seminars. These meetings provide the opportunity for the student teachers to analyze various classroom activities, to evaluate their methods and concepts, to develop positive attitudes toward teaching and share student teaching experiences.
2. Absenteeism

The student teacher has an obligation to report each day for student teaching. Each has an obligation to remain at school throughout the entire day and after school if needed. If the student teacher becomes ill, it is his/her responsibility to notify the cooperating teacher and the University supervisor. Each student teacher has a responsibility to be on time. TARDINESS WILL NOT BE PERMITTED as part of the teaching assignment. ABSENCES WILL NOT BE EXCUSED except those arising from the individual’s illness or a death in the immediate family, as defined in KRS 161.155(c). Chronic absences will be made up as days extended to the student's teaching experience, with the amount of extended days to be determined on a case by case basis by the Assistant Director of the Office of Student Teaching in consultation with the University supervisor.

3. Interviews

This is an area of considerable importance to a prospective teacher. If at all possible, the student teacher should attempt to limit interviews outside the school day. In all instances, however, arrangements for an interview and the resulting absence should be made with the cooperating teacher, school principal and the University supervisor well in advance of the interview date.

4. Non-teaching Days

Days observed in the public schools as non-teaching days during the fall and spring semesters are also observed by the student teacher. Holidays identified on the University's fall/spring schedule are not to be observed by the student teacher unless these specific dates are observed as non-teaching days in the school where the student teacher is assigned.

a. The University recognizes the need for student teachers to spend as many teaching days as possible in their teaching assignments. It is hoped that student teachers, cooperating teacher and University supervisors might mutually resolve various situations evolving from this area.

b. All professional days, professional development days, and snow days should be observed as a school day by the student teacher.

5. Student Teaching Load

During the professional semester, the student will carry only the normal prescribed course load. Students are scheduled between 7:30 a.m. to 3:30 p.m., Monday through Friday. Students are not permitted to take additional courses during the student teaching semester other than those scheduled for the professional semester by the Office of Student Teaching.

6. Work Load

The professional semester represents a total commitment to student teaching. Full-time and part-time employment must be adjusted so that the student may devote their full attention, energy and time to student teaching. The University strongly supports a policy of NO OUTSIDE EMPLOYMENT of any kind during the professional semester.
7. Assignment Limitations

The cooperating teacher should not be assigned more than one student teacher unless an emergency situation exists. Every effort to assign student teachers to a school of their choice will be attempted but the University reserves the right to make the final placement based upon the situation and needs of students enrolled in student teaching. We do not guarantee a local placement for all student teaching assignments.

The student should avoid seeking an assignment in their former high school, a school where relatives are teaching, where brothers or sisters are attending and where the student teacher has developed close relationships with teachers and/or students. The final decision on all assignments rests with the Office of Student Teaching.

8. Health Examinations

A medical examination and a TUBERCULOSIS TEST IS REQUIRED before the student is permitted to enroll for student teaching. The physical examination may be given by your personal physician or an appointment may be arranged with EKU health services; however, the T.B. test may be obtained at the University Health Center. No student will be permitted to enroll for the professional semester unless the medical forms are on file in the Office of Professional Laboratory Experiences.

9. Transportation

Student teachers should be aware of the restrictions placed on student travel in connection with public school pupils. Transporting public school pupils in automobiles driven by or belonging to student teachers is prohibited.

10. Extension

Student teachers experience many kinds of situations, concerns and problems evolving from the classroom environment. Adjustments to the teaching role and classroom experience will vary from student to student. Conditions and circumstances may arise in any student teaching situation that necessitates the need to extend the length of time for student teaching beyond one semester. The extension of teaching experience is based upon the mutual cooperation and agreement of the student teacher, cooperating teacher, and University supervisor, and the Assistant Director of the Office of Student Teaching.

11. Substitute Teaching

A student teacher is not permitted to substitute for the regular classroom teacher at any grade level or in any school environment. The student teacher should not be expected to assume teaching duties or replace a regular classroom teacher (See Appendix C, page 30). Any prolonged illness or absence of the regular classroom teacher shall be reported to the University supervisor.

12. Pregnancy

Each school district within the geographic area where Eastern places student teachers has definitive statements of policy regarding pregnancy and its relationship to teaching positions in that system. Eastern respects these policies concerning pregnancy and recognizes the school district’s prerogative in establishing such regulations. The University abides by these regulations and will place students in accordance with them.

13. Criminal Check
A state and national criminal records check is required for all student teachers (KRS 161.148). Students are required to submit these documents to the Office of Student Teaching. Students should follow directions in the on-line applications.

14. Reform

All students have a background in and knowledge of modern education best practices. Eastern will attempt to place its student teachers within that teaching environment.

15. Summer Teaching Experiences

It should be clearly understood that the University does not arrange for nor provide pre-service student teaching experiences during the summer term, except in cases where student teachers have been extended or in the case of alternative education programs. Due to the nature of student teaching, the pre-service student will derive a more meaningful, enriching and rewarding teaching experience during the regular fall or spring term. Each prospective teacher should arrange to participate in student teaching during the regular sessions and not in the summer.

16. Compensation

Cooperating teachers and host principals will be compensated for supervising student teachers according to specified amounts established by EKU. Additional payment will be provided by the Education Professional Standards Board, according to the guidelines established under KRS 161.028.
The University's Role

The University’s role pertains to the professional commitment given the student teacher by the institution during the professional semester. This commitment includes the following objectives:

1. Develop a plan for the selection and admission of students to the student teaching program. The plan uses the Eastern Kentucky University “Faculty Recommendation of Pre-Service Candidate Dispositions Assessment Form” to measure the candidate dispositions (See Disposition Portal, www.coe.eku.edu/TeachersAdmissionCert/admissions.php).

2. Provide the student teacher with an opportunity to acquire experience in a classroom under the direct supervision of a qualified cooperating teacher.

3. Ensure that the following standards are met for the placement of student teachers:
   a. The cooperating school may be on the University campus or in a public school.
   b. The school plant meets current standards of safety and health.
   c. The cooperating school has a library, supplies, materials and equipment adequate to meet the curriculum needs of the students and, when possible, a professional library available to staff and student teachers.
   d. The school encourages the student teacher to participate with the teachers and staff in all professional and community activities such as faculty meetings, professional development, parent-teacher conferences and Parent-Teacher Organization meetings.
   e. The school ensures and provides time for daily conferences between the student teacher and the cooperating teacher.

4. The student teacher shall be assigned to student teach in his/her major subject area and/or a minor in the field in which she/he is assigned.

5. The University will provide a qualified university supervisor to coordinate the student teaching experience with the cooperating teacher, student teacher and principal.
6. The University will provide opportunities for the student teachers and university supervisors to participate in seminars during the student teaching semester. These seminars give student teachers an opportunity to analyze various classroom activities, evaluate methods and concepts and share student teaching experiences.

7. The University will offer a graduate course each semester in supervision of student teachers. Cooperating teachers and principals are encouraged to take this course.

8. The University will provide a planned and continuing program of orientation and professional development for cooperating teachers in an effort to increase their effectiveness in the classroom.

9. The on-campus laboratory school maintained by the University should provide opportunities for:

   a. General classroom observation and participation

   b. Research

   c. Special experiences for student teachers

   d. Total staff approach to teaching
THE PRINCIPAL’S ROLE

The principal, as academic leader of the school, contributes significantly to the student teaching experience. The principal’s role is basically advisory after the placement of student teachers has been confirmed. To further clarify the role of the principal, the following responsibilities are understood:

1. Assist in selecting and coordinating the placement of student teachers within the school.

2. Help recruit and select cooperating teachers to work with the student teachers.

3. Work closely and cooperatively with the Assistant Director of Teacher Education Services to understand the expectations of the University in relation to student teaching.

4. Be available for consultation with the Assistant Director of Teacher Education Services in ascertaining an assessment of the student teacher’s performance, observations, participation and general communication about his/her time in school (e.g., placement changes, schedule changes).

5. Aid in the orientation of student teachers to the school setting, and explain the organization, operation and functions within the school.

6. Provide the student teacher with a clear understanding of the rules and regulations for students in the school and the expectations and rules concerning faculty and staff.

7. Provide schedules and planned activities for the student teacher and university supervisor—specifically those in which the student teacher will be directly involved.
The university supervisor’s role in the development of learning opportunities to help the student teacher reach his/her potential as an effective and creative teacher. The first step in providing an environment conducive to student teaching is the establishment of a collaborative relationship between the cooperating teacher and the university supervisor.

One of the university supervisor’s primary responsibilities is observing the classroom performance of the student teacher. The supervisor should conduct a minimum of four observations throughout the semester – at the beginning of the classroom experience, during the middle and again at the end of the student teaching experience. After each observation, the university supervisor should have a conference with the student teacher and with the cooperating teacher if possible. If, after consultation with the cooperating teacher, there is a need for closer observation of the student teacher’s activities, this should receive the immediate attention of the university supervisor.

The following statements are given to identify and clarify additional responsibilities of the university supervisor:

1. Assist in interviewing, assigning and reassigning student teachers and in identifying schools and cooperating teachers for placement of student teachers.

2. Provide orientation for the student teachers under her/his supervision.

3. Provide materials and other resources for working with student teachers.

4. Work with student teachers and help them apply their knowledge of diversity, including exceptionalities, as they design lessons and provide learning experiences for the students in their classrooms. In compliance with the National Council for Accreditation of Teacher Education, the University requires teacher candidates to have twenty (20) hours of field experiences in which they interact with culturally and linguistically diverse populations as well as exceptionalities.

5. Counsel with student teachers about problems or concerns in adjusting to the teaching role.

6. Support the cooperating teachers in dealing with the classroom experiences of the student teacher.
7. Conference with the cooperating teachers during the first week of the student teacher’s placement.

8. Observe, analyze and evaluate the instructional practices of the student teacher. Conference with the student teacher and offer constructive criticism that will help with his/her classroom activities and management.

9. Provide guidance and support to the student teacher in preparing and completing the exit portfolio. This includes the development of a collaboration task (KTIP Task D), a leadership task (KTIP Task F) and a professional growth plan (KTIP Task E). The development of a Unit of Study Work Sample (KTIP Task G – J-2) is also a requirement for completing the student teaching experience and the university supervisor should work with the student teacher on this unit.

10. Participate in planning, organizing and implementing the University’s Teacher Education Services Student Teaching Handbook.

11. Establish and maintain good relations with the cooperating schools.

12. Maintain a positive atmosphere for feedback from the supervising team—student teacher, cooperating teacher and university supervisor.

13. Insist on and develop a continuous process of student teacher evaluation.
University Supervisor’s Guide for Mentoring Student Teachers

Introduction

This guide is provided to assist university supervisors of Eastern Kentucky University’s student teachers. The University has a long and distinguished history of providing teachers for the Commonwealth and the nation. During a given year, Eastern Kentucky University might provide more teachers than any university or college in Kentucky. Our graduates are in teaching positions throughout Kentucky and the nation and are successful professionals. We are responsible for keeping the excellent tradition that the EKU College of Education enjoys, and we strive to offer the very best supervision for our student teachers.

Requirements for student teaching:

Our student teachers are well prepared when they begin their student teaching. They must have attained an overall GPA of 2.75 and a 2.75 GPA in their teaching area(s). Students are not allowed to student teach until they have completed the required courses in their program(s). Prior to student teaching, the University requires students to have at least one hundred fifty (150) hours of field experiences in various courses preparing them to teach. With few exceptions, students are not allowed to enroll in other college classes during the student teaching semester. Students enter the student teaching experience with an acceptable portfolio from their undergraduate classes. A negative TB test and a general physical exam attesting to their good health as well as state and national criminal background checks are required before student teaching. Students must have the recommendations of their college advisor and department chair before they can student teach. For more specific information about the requirements for student teaching, review the information on our Website (www.education.eku.edu/fieldexperiences/FieldExp/).

Requirements for supervisors:

The Office of Teacher Education Services strives to provide student teachers with the highly qualified supervisors. Faculty in the EKU College of Education or professors from other departments who hold a terminal degree in their area of specialization supervise the majority of all student teachers. A number of part-time or adjunct faculty members also supervise. These people are master teachers and skilled educators. Many are retired teachers or administrators with years of practical experience in the schools. The Office of Teacher Education Services prefers that supervisors are certified in the Kentucky
Teacher Internship Program (KTIP) and that they use the KTIP process for part of their evaluations of student teachers. KTIP addresses the ten (10) Teacher Standards established for beginning teachers in Kentucky. We believe that student teachers can adequately address these ten (10) standards, some in a modified form. Using the KTIP process with student teachers provides a standards-based element to our program and familiarizes our students with the internship program they must complete in order to be fully certified in Kentucky. It also provides excellent documentation for evaluating the student teacher’s performance.

Supervisors are encouraged to attend the seminars scheduled for student teachers during the semester. Often student teachers must complete assignments generated by the seminars, and the supervisors need to be aware of what if required of the student teachers.

Kentucky law requires university supervisors to conduct at least four (4) formal observations of their student teachers. For all these formal observations, student teachers should prepare lesson plans using the newest KTIP format. The KTIP Intern Performance Record (IPR) evaluation form should be used for the observation during solo week. University supervisors should use the Teacher Observation Instrument developed by the Office of Teacher Education Services for other observations. It is important that both oral and written feedback be given to the student teacher and that the university supervisor use this information to help in the development of a professional growth plan using the KTIP process (KTIP Task E).

Scheduling the visits to the student teacher is the responsibility of the university supervisor. Observation visits should be spaced throughout the semester so that the student teacher is given guidance as the student teaching experience develops. After each observation, the university supervisor should have a conference with the student teacher and with the cooperating teacher if possible. If, after consultation with the cooperating teacher, there is a need for closer observation of the student teacher’s activities, this should receive the immediate attention of the university supervisor.

The University relies on supervisors to facilitate the flow of information between the Office of Teacher Education Services and the student teachers. Supervisors are asked to provide information that will assist this office in maintaining correct records or data.

Cooperating Teachers:

The University selects cooperating teachers who have the experience and proven skills to work with student teachers. Cooperating teachers must meet minimum qualifications as set forth under Kentucky law (KRS 161.042). To be eligible for compensation from the Commonwealth of Kentucky, cooperating teachers must have a valid Kentucky teaching certificate and a minimum of 3 years teaching experience with a Rank II or 15 hours of college credit toward Rank II in the first 5 years of teaching and must have taught one (1) year in the present school system. The expectations of the University for cooperating teachers can be found on the Website, www.education.eku.edu/fieldexperiences/FieldExpi/.
**Student Teaching Triad:**

The crucial element for the success of the student teacher is the triad of the university supervisor, cooperating teacher and the student teacher. It is important that the university supervisor cultivate a good working relationship with the cooperating teacher and communicate the expectations the University has for the student teacher. The cooperating teacher should be invited to become a partner in the development of the student teacher. This should be a collaborative effort that includes the student teacher as a professional in a cooperative endeavor to help develop and improve his/her skills as a teacher. Working cooperatively to develop a realistic plan of action will work better than one person simply dictating to the other members of the triad what should be done.

The university supervisor often has to provide emotional support for the student teacher when normal disappointments, stress and adjustments to change become overwhelming. Feedback from both the cooperating teacher and the university supervisor is needed. Cooperating teachers sometimes have difficulty giving constructive criticism to the student teacher and the university supervisor must sometimes provide this feedback. If this occurs, the university supervisor must work with the cooperating teacher to help him/her provide daily and weekly evaluations and feedback to the student teacher in a non-threatening manner.

**Working with the Difficult Student Teacher:**

For a variety of reasons, student teachers sometimes experience difficulties that require the immediate attention of the university supervisor. The problem may be related to pedagogical issues, conflict with the cooperating teacher or personal issues that affect the student teacher’s daily classroom performance. Student teachers may bring personal problems with them (e.g., a difficult marriage, financial problems, insufficient support from significant others, a need to work outside the school day). These problems can influence their student teaching. Whatever the reason, the university supervisor should address these problems/concerns directly and quickly.

In some cases, the university supervisor becomes a counselor, advising the student teacher regarding personal problems. However, if the problem is lack of preparation, low energy or lack of enthusiasm, perhaps the problem is lack of proper nutrition or adequate sleep and rest. Student teachers often do not anticipate the energy needed to teach every day and meet the demands of after school duties or realize the expectations associated with being a teacher. Other problems may occur if the student teacher is not prepared to meet all the professional responsibilities that are a part of classroom teaching. Areas that consistently give the student teacher difficulty are: (1) writing comprehensive lesson plans, (2) matching educational objectives with assessment to evaluate learning, (3) providing multiple forms of assessment for learning, (4) classroom management, (5) selecting relevant samples for the portfolio.
When a student teacher needs early and constant assistance, then the responsibility of the triad is elevated. Planning, feedback and plans of action become even more important, and all parties need to provide feedback and understand their role. Problems should be addressed early, and the triad should keep open lines of communication. Monitoring the situation is necessary and additional visits to the school and classroom by the university supervisor will be needed. If a student teaching problem is not resolved in this way, the Assistant Director of the Office of Teacher Education Services should be consulted. In some cases, it is necessary to relocate the student teacher, but this should only be done by the Assistant Director of the Office of Teacher Education Services after consultation with the triad.

**Portfolio Process:**

Student teachers are required to develop a portfolio during their undergraduate program and their student teaching experience. The purpose of the portfolio is to document, through samples of activities and lessons, their work with children that contributes to learning. The task of the student teacher is to extend and/or covert the undergraduate portfolio into one that can be used to accurately portray his/her disposition as a teacher and verify proficiency in making connections to Kentucky’s standards.

Student teachers should keep a working portfolio, organized with a section for each of the standards, and save work samples/documents for possible use in the portfolio. For example, the student teacher’s educational philosophy and resume may be updated and used, and the disposition papers may be kept in the portfolio. Other entries in the ten standards may be used, but **at least one entry under each standard must be from the student teaching experience.** During student teaching, student teachers should develop an acceptable portfolio that addresses the ten Kentucky Teacher Standards.

Some suggested entries from student teaching are:

- An updated Professional Growth Plan (KTIP format) in Standard IX
- Sample entries from student teaching journal and or lesson reflections in Standard VII
- Sample unit/lesson plans in Standard II
- Evidence of teaching, including student work and KTIP Task C (Analysis) in Standard IV
- A Collaboration Task (KTIP Task D, Standard VIII) developed and implemented in either block of student teaching
- A Leadership Task (KTIP Task F, Standard X) developed and implemented in either block of student teaching
- Under ELE/EMG 449 – An Instructional Unit Work Sample (KTIP Unit, Tasks G – J2) to be assessed by the university supervisor.

From: EJR2012
Evaluation of Student Teachers:

In accordance with the policies of Eastern Kentucky University, university supervisors are responsible for the final grade of the student teachers under their supervision. A mid-term grade and a final grade must be entered into the University computer system. Grades for student teaching are recorded as Satisfactory (S), Unsatisfactory (U), or Incomplete (I). The university supervisor is responsible for ensuring that the cooperating teacher completes weekly evaluations, a mid-term evaluation and a final evaluation that are shared with the student teacher. The cooperating teacher must complete both the mid-term and final evaluations and the university supervisor adds a summary to the final evaluation. The cooperating teacher, student teacher and university supervisor must properly sign both evaluations before they are turned in to the Office of Teacher Education Services. The Director of Student Teaching should be notified if there is a possibility that a student teacher will receive a grade of “U” or “I” for either the mid-term or the final evaluation. Proper documentation should be maintained in the event a grade is challenged by the student.

Absences or Extended Illnesses:

Student teachers must report any absences to their cooperating teacher and their university supervisor. Absences will not be excused except for the individual’s illness or a death in the immediate family, as defined in KRS 161.155(c). Chronic absences or tardies will be made up as days added to extend the student’s teaching experience. In cases of excessive absences or an extended illness of the student teacher, the university supervisor should contact the Assistant Director of Teacher Education Services. The number of extended days will be determined on a case-by-case basis by the Assistant Director in consultation with the university supervisor, and the student teacher will be notified in writing.

Travel:

The Office of Teacher Education Services processes request for travel reimbursement consistent with the policies of Eastern Kentucky University. Requests for university vehicles should be made through this office. Travel reimbursement must be requested using the University travel voucher obtained from the EKU Website. The Assistant Director of Teacher Education Services should approve any overnight expenses in advance. If a field visit requires a university supervisor to travel more than 60 miles in one direction (120 miles round trip), that supervisor must make arrangements through the Office of Teacher Education Services to rent a car. University supervisors should file travel reimbursement requests each month and not wait until the end of the semester. If a rental car is used, receipts from Enterprise must be turned in to the Office of Teacher Education Services within 48 hours.
Forms/information to be turned in:

1. **Location Information:** Lists the exact names of the student teachers under your supervision and their cooperating teachers.

2. **Request for Travel:** Filed through the Office of Teacher Education Services to reserve a university vehicle for travel to student teaching sites. Several weeks’ notice is necessary in order to secure a vehicle.

3. **Travel Reimbursement Form:** Secured from EKU Website and filed with the Office of Teacher Education Services. Mileage must correspond to the chart provided on the EKU Website and must be signed and dated.

4. **Cooperating Teacher Voucher:** Cooperating teachers receive a stipend from the Kentucky Education Professional Standards Board (KEPSB) and verification of their service must be provided to KEPSB. The voucher for this is online at the KEPSB Website and requires an electronic signature of the school principal, the cooperating teacher and the university supervisor if the cooperating teacher is to receive this stipend.

5. **Cooperating Teacher Program Evaluation:** Each semester cooperating teachers complete a survey evaluating the EKU teacher education program. This data is analyzed and used to make program changes. The survey is available online at the Office of Teacher Education Services Website, [www.education.eku.edu/fieldexperiences/Field Expi/](http://www.education.eku.edu/fieldexperiences/Field Expi/).

6. **Taskstream Unit Work Sample Scoring:** Using the Taskstream rubric provided online, the university supervisor must score the student teacher’s Unit Work Sample and verify its completion as a requirement for graduation.

7. **Student Teacher Disposition Assessment Forms:** The university supervisor and cooperating teachers must complete the online disposition evaluation for each student teacher under their supervision.

8. **Mid-term and Final Evaluations:** Each student teacher will be evaluated using the mid-term and final evaluation forms in this handbook. Cooperating teachers will fill out the mid-term and final evaluations and share with the university supervisor and student teacher.

9. **Observations:** Using the EKU student teaching observation instrument, university supervisors will observe the student teacher at least four times over the course of the semester and conference with the student teacher.

[www.coe.eku.edu/TeacherAdmissionCert/admissions.php](http://www.coe.eku.edu/TeacherAdmissionCert/admissions.php)
Program Evaluation:

Student teachers are asked to provide evaluation data regarding cooperating teachers. Using all data collected from student teachers and university supervisors, the Office of Teacher Education Services tracks this data and uses the information when making decisions regarding the selection of future cooperating teachers. Student teachers evaluate university supervisors, and the data is compiled and records are maintained in the Office of Teacher Education Services where the university supervisors may view them. Student teachers also complete an evaluation of the student teaching program and these data are shared with particular departments in the College of Education.
Contact:
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Teacher Education Services  
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Cooperating Teacher’s Role

1. Allow student teachers to assume responsibility and work into classroom routines gradually.

2. Provide the student teacher with information regarding school policies, procedures and rules necessary for the supervision of students.

3. Expect written lesson plans for all lessons taught by the student teacher.

4. Plan future lessons and assign responsibilities for the student teacher on a weekly basis.

5. Plan with the student teacher for the solo week and determine the unit topic if she/he will be teaching a unit of study. This should be completed by the second week of the placement.

6. Provide regular and consistent feedback to the student teacher and the university supervisor through the Weekly Evaluation Form (available online).

7. Observe the student teacher teach a lesson and provide feedback using an acceptable observation form (e.g., KTIP observation form, EKU observation form, district/school observation instrument).

8. Report to the university supervisor any concerns about the student teacher that need to be addressed or any concerns that may hinder a satisfactory completion of student teaching.

9. Complete a mid-term evaluation (EKU Form) on the student teacher’s progress, and provide a copy for the university supervisor and the student teacher.

10. Complete the final evaluation (EKU Form); give the original to the university supervisor and a copy to the student teacher. Be sure to review the evaluation with the student teacher and sign in all the appropriate places.

11. Provide the student teacher with assistance, guidance and counseling in matters concerning professionalism, confidentiality and future career directions.

12. Allow the student teacher to participate in professional development, department/team and faculty meetings and parent-teacher conferences when appropriate or as needed.

13. Suggest appropriate items for inclusion in the student teacher’s exit portfolio. Provide guidance and support to the student teacher in preparing and completing the exit portfolio. This includes the development of a collaboration task (KTIP Task D), a leadership task (KTIP Task F) and a professional growth plan (KTIP Task E). The development of a Unit of Study Work Sample (KTIP Task G – J-2) is also a requirement for completing the student teaching experience and the cooperating teacher should work with the student teacher on this unit. These tasks may be completed in either block of student teaching.
14. Guide the student teacher to be aware of the cultural diversity in the classroom and positively use this diversity to enhance the lessons being taught. In compliance with the National Council for Accreditation of Teacher Education, the University requires teacher candidates to have twenty (20) hours of field experiences in which they interact with culturally and linguistically diverse populations as well as exceptionalities. The cooperating teacher has a responsibility to work with the student teacher as he/she applies his/her knowledge of diversity, including exceptionalities, to design lessons and to provide learning experiences for the students in the classroom.
Cooperating Teacher’s Guide to Supervising Student Teachers

The purpose of this guide is to clarify the role of the cooperating teacher as a member of the student teaching triad. More detailed information about the expectations and responsibilities of the university supervisor and the student teacher can be found on our Web site (www.education.eku.edu/fieldexperiences/FieldExp/).

Expectations of Cooperating Teachers

Cooperating teachers must meet minimum qualifications as set forth under Kentucky law (KRS 161.042). To be eligible for compensation from the Commonwealth of Kentucky, cooperating teachers must have a valid Kentucky teaching certificate and a minimum of 3 years teaching experience with a Rank II or 15 hours of college credit toward Rank II in the first 5 years of teaching and must have taught in the present school system at least one year.

Eastern Kentucky University has outlined the expectations for cooperating teachers on the Web site, www.education.eku.edu/fieldexperiences/FieldExpi/. It is the expectation of the University that the role played by the cooperating teacher will facilitate the smooth working of the triad. It is important that the cooperating teacher: (1) provides daily, systematic feedback to the student teacher, (2) plan with the student teacher for lessons and units of study, (3) Formally observe the student teacher, (4) evaluate the student teacher using the mid-term evaluation, (5) complete the final evaluation of the student teacher, (6) periodically evaluate the portfolio, (7) address issues that impact the student’s performance as a teacher, (8) complete information forms requested by the Office of Teacher Education Services, (9) complete an evaluation of the University’s program, (10) work with the university supervisor and student teacher to facilitate the student teaching experience.
The student teacher responds best to collaborative rather than directive or nondirective models of supervision. The student teacher wants to be treated as a professional working together with the cooperating teacher in a mutually respectful classroom environment. While constructive criticism is expected and welcomed, it is best given in a manner that builds on the skills of the student teacher rather than destroys his/her confidence. For a successful mentoring experience and the development of a good rapport, the student teacher needs to know and understand the expectations of the cooperating teacher. Within the guidelines established by the cooperating teacher, the student teacher needs to be given sufficient opportunities to teach and opportunities to use strategies and activities in classroom instruction that he/she has developed.

The student teacher is required to write daily lesson plans and reflect on their effectiveness. Regular conferencing about lessons taught provides an opportunity for the student teacher to develop growth plans and to develop or hone her/his teaching skills. Weekly feedback using the evaluation instrument(s) provided is a good way for the cooperating teacher to monitor the progress of the student teacher.

**Common Concerns and Problems of the Student Teacher**

Student teachers come to the classroom with a variety of concerns and feelings. Some of these are stages of development common to many student teachers and include a series of phases:

- **Anxiety and Euphoria** – This is the beginning phase of student teaching and is about whether student teachers can succeed and manage the classroom. With early success, they can achieve a great sense of accomplishment.
- **Confusion and Clarity** – After assuming small teaching and administrative tasks, student teachers often become confused about the complexity of the classroom or the rules and routines in the school. As they teach more, they begin to see the fit between classroom management and teaching the lesson.
- **Competency and Inadequacy** – In this phase, the student teachers begin to “get the hang of it.” They begin to see the gaps and inadequacies in their skills. This is a place they need constant feedback and encouragement from the cooperating teacher.
- **Criticism and New Awareness** – As the student teachers become more confident, they view the work of the cooperating teacher in a more critical manner, and they can more easily evaluate themselves objectively. They become more aware of the hidden dimensions of the classroom and begin to shape their relationships with students.
- **More Confidence and Greater Inadequacies** – As confidence builds, student teachers may reject suggestions from the cooperating teacher and the university supervisor. They may feel they “know it all.” However, as they observe other teachers in the building, outstanding faculty or other student teachers, they realize that there is still much for them to learn.
- **Loss and Relief** – The end of student teaching is a mixture of sadness and joy. Student teachers are sad to leave the classroom where they have developed strong relationships with student and teachers. Yet, they are relieved that this phase of their training is complete.
Student teachers may bring personal problems with them (e.g., a difficult marriage, financial problems, insufficient support from significant others, a need to work outside the school day). These problems can influence their student teaching. They often do not anticipate the energy needed to teach every day, expect the demands of after school duties, or realize the expectations associated with being a teacher.

When a student teacher needs early and constant assistance, then the responsibility of the triad is elevated. Planning, feedback and plans of action become even more important, and all parties need to provide feedback and understand their role. Problems should be addressed early, and the triad should keep open lines of communication. If a student teaching problem is not resolved in this way, the Assistant Director of the Office of Teacher Education Services should be consulted.

Observations and Growth Plans

Providing consistent feedback and developing plans of action to address areas of growth are crucial in the development of student teachers. It is recommended that cooperating teachers receive training in the Kentucky Teacher Internship Program (KTIP) and use the observation instrument (IPR) and growth plan process (KTIP Task E) to help guide student teachers. These and other forms are provided at the Teacher Education Services Web site (www.education.eku.edu/fieldexperiences/FieldExperi). The student teacher, with the help of the cooperating teacher and university supervisor, should identify areas of growth and then provide evidence through a plan of action that this need is being addressed.

Portfolios

Student teachers are required to keep a portfolio organized around the Kentucky Teacher Standards. They come into student teaching with an acceptable portfolio that reflects their undergraduate work. During student teaching, they develop and extend the portfolio to reflect more accurately their work as a teacher. Cooperating teachers can assist student teachers in the portfolio process by helping them choose artifacts to include that will show their growth as a teacher (e.g., samples of work, lessons, student activities, pictures of classroom activity). The portfolio provides a rich source of material for evaluating the student teacher’s performance and assists the triad in developing growth plans.

Evaluation

Student teachers receive a satisfactory (S), unsatisfactory (U), or an incomplete (I) for a final student teaching grade. A mid-term grade is given as well. These grades are posted in the University computer system by the university supervisor and are heavily influenced by the assessment of the cooperating teacher.
It is important that the cooperating teacher regularly assess the performance of the student teacher and weekly provide feedback regarding her/his strengths and areas of growth. Using the KTIP process and helping the student teacher develop a growth plan (Task E) is a good way to monitor progress. Try to view evaluation as a part of the process for continued growth. Do not expect the student teacher to model your teaching practices exactly. Concentrate on a few growth areas and help the student teacher develop needed skills in those areas. Cooperating teachers are asked to complete a program evaluation to help the University assess its teacher education program and make changes as warranted. Student teachers are asked to provide evaluation data regarding cooperating teachers as well.

**Mentoring**

A successful cooperating teacher develops a positive working relationship with the student teachers; one in which he/she feels comfortable receiving constructive criticism and making plans to correct deficiencies. The mentoring skills the cooperating teacher brings to the relationship with the student teacher are critical for developing such a relationship. Below are some “Hints for Successful Mentoring:”

- Set a positive tone
- Listen carefully and probe gently
- Establish a foundation for building trust by sharing experiences and professional goals
- Facilitate reflection by clarifying, specifying, rephrasing and redirecting as needed
- Shift conversations gradually to issues of student learning (e.g., lesson plans, assessment)
- Wrap up conferences by reviewing what has transpired, record strengths and growth areas and generate items for the growth plan
- Provide resources to help the student teacher grow professionally

**Tuition Fee Courses/Stipends/Payment for Supervision of Student Teachers**

Cooperating teachers qualify for two (2) benefits from the Kentucky Education Professional Standards Board. First, teachers qualify for tuition free courses at any public institution in Kentucky—three (3) hours for each eight weeks of service as a cooperating teacher. Second, cooperating teachers are paid a stipend from KEPSB for their service. In addition, Eastern Kentucky University pays cooperating teachers a modest stipend.

**Cooperating Teacher’s Checklist**

The following items are required to be submitted to the Office of Teacher Education Services

- Personal Information Form and Student Teaching Agreement
- Pages 1-9 Taxpayer Identification Number Request
- Tuition/Stipend Voucher
- Faculty Disposition Assessment (Complete Online)
  [www.coe.eku.edu/TeachersAdmissionCert/admissions.php](http://www.coe.eku.edu/TeachersAdmissionCert/admissions.php)
- Program Evaluation Survey (Complete Online)
  [www.education.eku.edu/fieldexperiences/Field Exp/](http://www.education.eku.edu/fieldexperiences/Field Exp/)
Supervising and Resource Teacher Tuition Waiver Program
Policy Guidelines

Eastern Kentucky University

Public school teachers are eligible for enrollment in tuition-free courses upon verification of the completion of assignment* as a supervising teacher or resource teacher under the Kentucky Teacher Intern Program (KTIP).

- As per State directive, teachers are eligible for tuition-free courses on a space available basis only.

- Teachers may receive service credit for the completion of a maximum of two assignments* per academic year. The maximum number of tuition-free hours is 12 semester hours per academic year.

- Course eligibility must be used within one-year after the end of the term during which the service was performed. Credits expire if unused after one-year and are not transferable.

- Teachers are responsible for payment of all required fees, book and supplies in addition to any application cost and are responsible for gaining admission to the Graduate School (or Program) where applicable.

- Completed eligibility forms should be submitted to the Scholarship Office at EKU.

*Assignment completion is defined as:

- The completion of the supervision of a student teacher for a 16-week (twelve-semester hour) term including submitting the final evaluation, qualifies a teacher for 6 hours of free tuition.

- The completion of an 8-week student teaching assignment including submitting the final evaluation, qualifies a teacher for 3 hours of free tuition.

- The completion of the supervision of a Kentucky Teacher intern as signified by the submission of the KTIP final report.

- Assignments are verified by the building principal (or superintendent) and are processed by the University Scholarship Office. (form provided)

The University reserves the right to modify policy, procedures and program eligibility.
SUPERVISING & RESOURCE TEACHER
TUITION WAIVER PROGRAM
(Maximum of 12 hours per academic year)

Date: ____________________________

For use at: Eastern Kentucky University

Full Name ____________________________ Social Security Number ____________________________

Mailing Address ____________________________ City ____________________________ St ____________________________ Zip ____________________________ Phone Number ____________________________

School District ____________________________ School ____________________________ Phone Number ____________________________

This section to be completed by Principal.

I hereby certify the above employee has completed supervision of a student teacher.

Principal's Signature ____________________________

[ ] 8 Week [ ] 16 Week

I hereby certify the above employee has completed an assignment as a KTIP Resource Teacher.

Principal's Signature ____________________________

Indicate the term and year for which this waiver is to be used for:

[ ] Fall [ ] Spring [ ] Summer [ ] Year ____________________________

Indicate the total number of tuition credit hours to be utilized for the term listed above: ____________________________

Name of student/intern supervised and the name of the institution.

Student/Intern Name ____________________________ Institution Attending ____________________________

Proposed Class Schedule *

<table>
<thead>
<tr>
<th>Dept</th>
<th>Course and Course Title</th>
<th>Semester</th>
<th>Time</th>
<th>Days</th>
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<tbody>
<tr>
<td></td>
<td>(This does not replace the class registration process)</td>
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</table>

Total number of class credit(s) to be used at the listed institution: ____________________________

*Enrollment in the course(s) listed above is subject to space availability. "A postsecondary institution shall not be required to establish a course to meet teacher request." (Per KRS Chapter 156, Section 9)

DEADLINE DATES FOR PROCESSING

Must submit form by the last day of regular registration* see class schedule book

RETURN FORM TO: Scholarship Office
c/o Scholarship Coordinator
SSB CPO 56
521 Lancaster Avenue
Richmond KY 40475-3156
Phone: 859-622-8032 Fax: 859-622-8479

Anyone using this form in a fraudulent manner is subject to dismissal from the credit granting institution and any legal implications that may apply to fraudulent use. If a person takes classes at more than one institution in one semester, a Statutory Tuition Waiver must be completed for each institution attended.

Once this waiver form has been completed, the student is responsible for completing all necessary processes at Eastern Kentucky University.

1. Admission to the institution must be achieved.
2. Verify acceptance into your program of study, if applicable.
3. Have your class schedule approved and registered at the institution.
   (Schedule must be processed each semester of attendance.)
4. Submit this waiver form to the Scholarship Office at Eastern Kentucky University.
   (This form must be completed and submitted to the institution each semester classes are taken.)
5. Classes are subject to availability each semester, and the student is subject to all regulations at the institution.

REMINDERS:
* Graduate courses are taxable benefits, which the student is responsible to report.
* Each student must be in good academic & financial standing at Eastern Kentucky University
* Timely submission of information allows for better processing of the waiver
Cooperating Teacher Reimbursement Procedures

Cooperating Teachers also receive a stipend from both EKU and the Kentucky Education Professional Standards Board. EKU pays cooperating teachers $60 per student teacher each half semester for a split assignment and $120 for a full semester placement. EKU will process your stipend at the end of the semester. We will be submitting the information you send us to the EPSB. The EPSB will then send your stipend to your school district. Your school district will probably add the stipend to your regular salary after the semester ends. You can check with your school district to find out the exact means of payment.

In order for your payment to be processed, be sure to return the following items:

- Cooperating Teacher Information Sheet
- Taxpayer Identification Number Request

Return completed forms by mail to the Office of Student Teaching by September 15 for the Fall Semester or January 31 for the Spring Semester to:

Teacher Education Services
Attn: Cathy Barnes, Administrative Assistant
425 Bert Combs Building
521 Lancaster Avenue
Richmond, KY 40475
Cooperating Teacher: Please complete this form and mail to the Office of Student Teaching, three weeks after the first day of student teaching. This information will be submitted to the Kentucky Education Professional Standards Board (EPSB) so that cooperating teachers may qualify for a stipend provided by the newly enacted amendment to 704 KAR 20: 706E. Thank you.

Date: ___________________________

Name: ________________________________________________________________

Social Security Number: _________________________________________________

Home Address: __________________________________________________________

Home Phone: ___________________________ School Phone: ____________________

School Name: __________________________________________________________

Cooperating Teacher Qualification: Cooperating teachers must have a valid Kentucky teaching certificate, 3 years of teaching experience and a Rank II (or, if a teacher doesn’t have a Rank II but has earned 15 hours of college credit toward that rank within the first five years of teaching) and have taught in the present school system at least one year to be eligible for compensation. In special circumstances this requirement may be waived by the Assistant Director of Teacher Education Services.

Please check what is applicable:

___ M.A. Degree ___ 5th Year Program (30 hrs) ___ National Board Certified ___ 15 Hrs. towards M.A. Degree

Total number of teaching years to date: _______ Total number of years taught in current district: _______

Information below is needed for office verification:

1. Student Teacher’s Name ______________________________ Number of Contact Weeks ________

2. Student Teacher’s Name ______________________________ Number of Contact Weeks ________

EKU student teachers are prohibited from placement in a school where they attended, have relatives employed or enrolled, are personally acquainted with faculty or have been employed for an extended period of time. By your signature, please verify to the best of your knowledge, that none of the above applies to the prospective student teacher.

__________________________ Cooperating Teacher’s Signature
**TAXPAYER IDENTIFICATION NUMBER REQUEST**

Eastern Kentucky University requires a Federal Tax Identification number or Social Security number for all vendors or persons doing business with the University in order to comply with Federal Regulations and tax reporting requirements. Please take a few minutes to fill out this information and return to us to ensure prompt payment of your invoices. Thank you for the valuable service you have provided Eastern Kentucky University, and we look forward to a long and lasting relationship. IF SENDING A W-9, PLEASE RETURN THIS FORM ALSO.

Please type or print legibly.

<table>
<thead>
<tr>
<th>VENDOR INFORMATION</th>
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<tr>
<td>Name of Firm * (Company or Individual)</td>
<td>Phone Number *</td>
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<tr>
<td>Address *</td>
<td>Fax Number *</td>
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<tr>
<td>Address</td>
<td>Web Site Address or E-mail</td>
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<tr>
<td>Address</td>
<td>Vendor Representative</td>
</tr>
<tr>
<td>City * State * Zip*</td>
<td>Federal Tax ID Number **</td>
</tr>
<tr>
<td>Willing to accept ACH payments *</td>
<td>Yes ☐ No ☐</td>
</tr>
<tr>
<td>Bank Routing #</td>
<td></td>
</tr>
</tbody>
</table>

* required fields
**Federal Tax ID Number- This field must be completed if “Name of Firm” is a company name. Social Security Number- This field must be completed if “Name of Firm” is an individual’s name.

**CERTIFICATION**

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me) and

2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding, and

3. I am a U. S. person (including a U.S. resident alien).

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholdings because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct Taxpayer Identification Number.

Signature of U.S. Person ____________________________ Date ________________

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<tr>
<th>Type of Ownership (Check Appropriate Box(es)) *</th>
<th>Business Classification (Check Appropriate Box(es)) *</th>
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<tbody>
<tr>
<td>☐ (01) Individual/ Sole Proprietorship</td>
<td>☐ (SM) Small Business</td>
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<tr>
<td>☐ (02) Partnership</td>
<td>☐ (SD) Small Disadvantaged Business</td>
</tr>
<tr>
<td>☐ (03) Corporation-Incorporated in (State)</td>
<td>☐ (LG) Large Business</td>
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<tr>
<td>☐ (04) Non-profit/ Education</td>
<td>☐ (CT) In County</td>
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<tr>
<td>☐ Other: ______________________________</td>
<td>☐ (MN) Minority Owned</td>
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<td></td>
<td>☐ (WO) Women Owned</td>
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<td></td>
<td>☐ (AL) Alumni Owned</td>
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<td></td>
<td>☐ (HZ) Hub Zone Small Business</td>
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<td></td>
<td>☐ Other (Specify)</td>
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</tbody>
</table>


Printed Name of Authorizing Official: __________________________________________ Date: ____________________

Authorized Signature: __________________________________________ Date: ____________________
The Student Teachers’ Role

The culmination of the teacher education program as implemented by Eastern Kentucky University is the student teaching experience during the professional semester. The student should prepare to move into the professional atmosphere of the public school and identify the teacher’s role in a new perspective—the teacher’s. In order to clarify this role and to alleviate many problems associated with it, the following responsibilities must be assumed by the student teacher:

1. Report to the school principal and properly identify yourself before beginning your student teaching assignment.

2. Dress appropriately for classroom teaching and maintain a neatly groomed appearance at all times.

3. Acquaint yourself with the regulations, policies and codes of the school where you are assigned. This also implies compliance with these regulations, policies and codes. Conduct professional business through proper channels.

4. Follow confidentiality rules regarding any information concerning the students, staff and any school matters.

5. Develop units and/or lesson plans as required by the cooperating teacher and/or university supervisor. (Standards 1, 2, 3, 4, 5, 6)

6. Plan a “solo week” toward the end of each student teaching placement in which you assume the entire schedule or a major portion of the cooperating teacher’s schedule for one week. It is best to coordinate this with the Unit of Study Work Sample requirement (*Task G – J2) for student teaching in one of the placements. (Standards 2, 3, 4, 5, 6, 7)

7. Plan your lessons using strategies and activities that differentiate instruction and address the diversity of your students. In compliance with the National Council for Accreditation of Teacher Education, the University requires teacher candidates to have twenty (20) hours of field experiences in which they interact with culturally and linguistically diverse populations as well as exceptionalities. As a student teacher, you will apply your knowledge of diversity, including exceptionalities, as you design lessons and provide learning experiences for all students in your classroom. (Standards 2, 3, 4, 6)
8. Participate in extra-curricular activities (e.g., directed study, assembly programs, field trips, drama and athletic events and contests) and attend professional meetings, P.T.A. meetings, faculty meetings and any other activities in which the cooperating teacher participates.

9. Keep a journal of daily activity that reflects on practice and analyzes teaching practices that lead to increased student achievement. (Standard 7)

10. Keep an open mind and accept constructive criticism by those in a position to offer helpful suggestions and advice. Student teaching is a learning situation and this is a part of that learning.

11. Develop a *collaboration task and a **leadership task with input from the cooperating teacher and the university supervisor. Use the KTIP process (*Task D and Task F) in organizing and completing these tasks. These can be completed in either the first or the second block of your student teaching semester. (*Standard 8, **Standard 10)

12. Develop a professional growth plan with input from the cooperating teacher and university supervisor. Use the KTIP Professional Growth Plan process (*Task E) to identify areas for growth and then provide evidence through a plan of action that an effort is being made to address these needs. (Standard 9)

13. Collect samples of work in a “working portfolio” that include lessons taught, assessments developed, student activities, communication to parents and other material suitable for inclusion in the professional portfolio.

14. Complete a professional portfolio which includes at least one entry from student teaching for each of the Kentucky New Teacher Standards. The portfolio should also include an introduction and personal information such as an updated resume and philosophy of education. These items may be updated from the pre-student teaching portfolio.

15. Attend scheduled seminars and complete assigned tasks emanating from the seminars.

16. Avoid partisan opinions in the classroom and be as objective as possible on sensitive issues.

17. Be present each day and on time. If you must be absent for any reason, contact both your cooperating teacher and your university supervisor as early as possible. Absences will not be permitted except for personal illness or a death in the immediate family.

* www.kyepsb.net
  Click on: Internship (on left of screen)
  Click on: KTIP
  Click on: Forms and Resource Information
  Click on: KTIP TPA Task Templates for templates that open Task A-1, A-2, and Task C (Lesson Plans) and all other forms from KTIP TPA Handbook
  Click on: Training Sample for examples of every form you are asked to complete.
HOMEWORK: SUPERVISING STUDENT TEACHERS
A GUIDE FOR SUPERVISORS
STUDENT TEACHING HANDBOOK

PLEASE READ THE ENTIRE INFORMATION CONTAINED
IN THIS SECTION ON STUDENT TEACHING. PRINT THE
HOMEWORK ASSIGNMENT, ANSWER THE QUESTIONS,
AND BRING TO THE SEMINAR/CLASS.

Define the following terms:

Cooperating teacher-

University supervisor-

Supervisory principal-

Student teacher-
Describe the general E.K.U. policies pertaining to:

Seminars-

Absenteeism-

Interviews-

Professional days-
Semester’s calendar (spring break, holidays, etc.)-

Course load- Work

load- Substitute

teaching-

Transporting students-

Describe discipline guidelines. What are the roles of the cooperating teacher and the student teacher in regard to discipline?
Explain E.K.U.’s policy concerning absences for:

Student teachers-

Cooperating teachers-

Explain the roles of your E.K.U. supervisor during your student teaching experiences-

Describe the roles of cooperating teacher and principal during your solo teaching-

After reading the Kentucky Teacher Internship Program (KTIP) information in the ELE/EMG Packet:

Name the three members of your committee for the Kentucky Beginning Internship Program-

Explain the roles of this committee-

Is there any policy regarding your student teaching experiences which was described in the Handbook which you would like to discuss further? Explain.
Student Teacher’s Introductory Checklist  
Eastern Kentucky University

The purpose of this list is to help you with your orientation to the school. During your first day at the school, please answer the following questions. Submit a copy to your supervisor. If there is a school/faculty handbook that you can borrow, it will help you answer most of these questions.

<table>
<thead>
<tr>
<th>Question</th>
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<tbody>
<tr>
<td>1. What are the procedures for: fire drill? Tornado drill? Earthquake drill? Does the school have a procedure for “lockdowns” or special security situations? Please describe briefly.</td>
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<td>2. What are the regulations concerning visitors / guest speakers to the school / classroom?</td>
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<tr>
<td>3. What are the procedures / regulations for students to leave the classroom? What are the procedures / regulations for parents/guardians to check students out of school? What do you do if an adult comes to the room to take a student home?</td>
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<td>4. How do you record attendance &amp; tardies? What is the procedure regarding admission of students who are late to class or have been absent?</td>
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<td>5.</td>
<td>What are the district / school regulations regarding excused and unexcused absences? What is the make-up policy?</td>
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<td>6.</td>
<td>What do you do if you believe one of your students needs special services such as counseling, social worker, or nurse?</td>
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<tr>
<td>7.</td>
<td>What is the school / district policy regarding students' use of medicines at school? Can you give a student Tylenol or aspirin? (The answer to that is NO!!!).</td>
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<tr>
<td>8.</td>
<td>What are my responsibilities regarding hallway, cafeteria, and morning / dismissal duties? What is the dismissal procedure?</td>
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<tr>
<td>9.</td>
<td>What are school / district policies regarding how grades may be calculated? What percentage must be based on exams / projects, homework, class work? Can you deduct points for behavior? (Usually not)</td>
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<td>10.</td>
<td>What is the lunch procedure for students? May they leave the campus? May you leave? (Do not leave the school without prior approval from you cooperating teacher!!!)</td>
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<td>11.</td>
<td>When are parent meetings / conferences held? (You should attend these unless specifically told you should not).</td>
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<td>12.</td>
<td><strong>What are the procedures / policies for parent meetings and ARCS? Are you allowed to participate? (Usually, the answer is yes).</strong></td>
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<td>14.</td>
<td><strong>How do you get materials copied? Are there limitations to the numbers / amount of copies?</strong></td>
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<tr>
<td>15.</td>
<td><strong>What do you do if a student is injured while under your supervision? What if a student has a seizure?</strong></td>
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<tr>
<td>16.</td>
<td><strong>Is there a specific form for lesson plans? Where are lesson plans stored for substitutes?</strong></td>
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<tr>
<td>17.</td>
<td><strong>Is there a specific procedure or form to record communications with parents?</strong></td>
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<td>18.</td>
<td><strong>What student organizations are available in your school? Is there one you might want to become involved with? (Good experience...)</strong></td>
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<tr>
<td>19.</td>
<td><strong>What are the policies / procedures for field trips? Can you transport students in your own car? (NO!!!)</strong></td>
</tr>
<tr>
<td>20. Make an effort to introduce yourself to the following as soon as possible: Principal, Associate Principal, Secretaries, Counselors, Special Education teachers, Librarian / Media Specialist, Custodians, Attendance Officer Social Worker, Nurse, Youth Service Center Director., Technology / Computer Lab manager,</td>
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Please sign and date when complete:

Student Teacher ____________________ Date ________

Cooperating Teacher ____________________ Date ________

University Supervisor ____________________ Date ________
Appropriate Use of Technology during Student Teaching

As technology changes in our fast growing society, questions surrounding the appropriate use of technology in the classroom need to be addressed.

It is our goal to maintain the integrity of the teaching profession by using technology to further the educational process of our students and the P-12 students they teach.

Appropriate use of a computer, a cell phone, and a Blackberry will be determined by each local school district. However, part of learning professionalism is maturation. Student teachers are in a transitional phase from student to the person of authority in the classroom. Regulations cannot touch on every situation therefore one must make good decisions based upon regulations set forth by EKU and the policies of a given school district. It is the responsibility of the student teacher to request information and be knowledgeable of their district’s policy concerning the appropriate use of technology.

The following are particular instances where the school district’s authorized web site MAY be utilized by the student teacher with permission from the Cooperating Teacher:

1. Submission of homework by students
2. Accessing blackboard assignments
3. Accessing educational journals

The following are examples of web sites or situation that should NEVER be utilized by a student teacher for the purposes of student teaching:

1. Facebook
2. YouTube
3. E Harmony or any site comparable
4. Personal e-mails with the exception of checking and responding to e-mails sent by the Director of Student Teaching with permission by the Cooperating Teacher.
5. Any website of a social or entertaining nature
Regulations concerning the usage of a cell phone, palm pilot, and a Blackberry are:

1. Cell phone, palm pilot, and Blackberry should be turned off during classes. Messages can be checked only on a personal time before or after school or during lunch.
2. Text messaging is prohibited during class time.
3. Ring tones should be removed and a professional greeting recorded.

The above regulations are in addition to the Code of Ethics for Computing and Communications, which states:

Students must demonstrate professional behavior when using technology. Eastern Kentucky University students are to use technology for instructional and research purposes, whether using EKU’s resources or resources at a P-12 institution. (See website: http://www.itds.eku.edu/codeofethics/). Behaviors consistent with this standard include, but are not limited to, the following:

1. The student shall send only professional messages via e-mail.
2. The student shall not commit inappropriate actions while using computing resources which may include:
   • Publishing (or “posting”) obscene material in any electronic medium.
   • Displaying or storing files on university computers which are obscene or contain harassing or abusive messages, except where such users are directly related to the individual’s job or academic assignments.
   • Making obscene, abusive or harassing remarks (including racial, sexual or any other form of harassment) in any electronic forum, or sending or forwarding such messages to anyone.
   • Starting or extending e-mail chain letters.

REMEMBER that whatever work is done on a computer is the property of that school and without warning can be scrutinized.
REQUEST FOR PERMISSION TO USE A SCHOOL DISTRICT’S COMPUTER FOR STUDENT TEACHING

_____________FALL ____________SPRING ____________YEAR

STUDENT TEACHER: ________________________________

SCHOOL NAME: ________________________________

SCHOOL DISTRICT: ________________________________

STUDENT SIGNATURE: _____________________________DATE: __________

COORDINATING TEACHER
SIGNATURE: ________________________________DATE: __________

UNIVERSITY SUPERVISOR
SIGNATURE: ________________________________DATE: __________
**WEEKLY PLAN**

**NAME:** ___________________________  **SCHOOL:** ___________________________  **WEEK OF:** ____________

**COOPERATING TEACHERS SIGNATURE:** ___________________________

Academic Areas (Only your instructional responsibilities for the week)

<table>
<thead>
<tr>
<th>TIME</th>
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Any future dates and plans for field trips, testing, inservice in school schedule?

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WEEKLY EVALUATION/REFLECTION

1. The most effective lesson I taught this week was:

2. I was able to create a meaningful and engaging lesson because I (include any differentiation you included as well as manipulatives, investigations, simulations etc.)

3. My formative assessment results were (describe the number of students that mastered the content and compare to the number of students still struggling):

4. My plan for reteaching is:

4. I need to demonstrate growth in __________________________and therefore plan to:

5. My absences/tardies were:
   List date(s) and explanation:
   My cooperating teacher’s absences were:
   School dismissals were:
   List date(s) and your accomplishments:

6. My questions/concerns at this point are:

PLEASE ATTACH COOPERATING TEACHER’S WEEKLY EVALUATION FORM.
Journals and Reflection

One aspect of good teaching is the ability to reflect upon practice. Reflection is a skill that requires the practitioner to self-assess performance to determine if changes need to be made for a better result the next time. Good teachers constantly review lessons and units, strategies, activities, assessments and classroom procedures in order to improve instruction and increase student achievement.

One way to assess performance is through writing. By recording events, such as teaching lessons or managing students, and then reflecting on ways to improve, teachers engage in the process of reflection.

Most standards for good teaching now include something about reflection as a teaching skill. In Kentucky, reflection is a part of the lesson plan format used in the Kentucky Teacher Internship Program (KTIP) and in the development of a Professional Growth Plan. Standard VII of the Intern Performance Record (IPR) is devoted to the teacher reflecting on and evaluating specific teaching and learning situations and/or programs.

Student teachers must learn the skill of reflection. Keeping a journal of daily teaching experiences during student teaching allows the beginning teacher to hone reflective skills. The journal becomes evidence that the teacher is able to reflect on and analyze instruction and is able to use these reflections and analyses to improve instruction and increase student achievement. Student teaching journals allow the university supervisor to spot check for areas of concern that need to be addressed in order to help the teacher candidate grow. You may choose to handwrite these reflections or these journal entries may be written and submitted electronically each week to the university supervisor.

In keeping a journal, the student teacher should focus on reflecting and analyzing her/his experiences rather than giving an outline of what happened in the classroom that day. The analysis should be used to guide instruction and improve student learning. It can also be used to raise questions that can be addressed by the university supervisor and/or the cooperating teacher.

It is not necessary to write many pages daily. Usually, a short, one page or less of the daily events with some reflections and/or analysis will suffice. Emphasis should be on quality of entries rather than quantity. It is important to reflect daily. Most people find that spending a few minutes at the end of a busy day of teaching writing down their reflections is cathartic. It allows them time to pause and think about what went well and what needs to improve—and the why and how of each!
RETURN IN THE MAIL WITH YOUR _______________ WEEKLY SCHEDULE after you have completed your last SOLO WEEK during student teaching.

NAME

SCHOOL

DRAKE STUDENT TEACHER SELF EVALUATION

DIRECTIONS: Using the videotape recorder, record any lesson you choose, (at least a thirty minute segment), save it, view it one or more times to complete the following self-evaluation. Evaluate yourself in terms of your observed strengths and weaknesses.

WRITE DOWN:

A. THINGS YOU WOULD DO DIFFERENTLY THE NEXT TIME.
B. THINGS YOU FEEL ESPECIALLY GOOD ABOUT.
C. SUGGESTIONS FOR YOUR OWN SELF-IMPROVEMENT.

DATE OF RECORDING    SUBJECT    GRADE LEVEL    PERIOD OR TIME OF LESSON

SUMMARIZE YOUR IMPRESSIONS OF YOUR OWN PERFORMANCE BY ANSWERING THE FOLLOWING QUESTION:

1. What are some of my personal idiosyncrasies? What can I do about them?

2. What happens to my voice? Is it different in different situations?

3. How did the children respond initially to the lesson? What did I do to set the mood or climate for learning?

4. Did I meet my objectives for this lesson?
5. What can I say about the interaction between myself and the students? The students with each other?

6. How did I feel during my observation? What did I like or dislike?

7. What are the most important things I can learn through self-evaluation techniques such as this (videotaping of lessons)?

8. Where should I improve to become the kind of teacher I want to be? Where could I receive assistance?

A **portfolio** is a collection of materials that includes the student’s best work demonstrating knowledge, understanding, and experiences. The Kentucky New Teacher Standards approved by the Education Professional Standards Board serve as the basic guideline for the development of portfolios for the preservice teacher. Several types of portfolios are developed in the teaching profession. The **Working Portfolio** will receive primary focus during the teacher preparation program.

**Working Portfolio**--a collection of materials developed throughout the preparation program. The Working Portfolio evolves from course work/field experiences, etc. Faculty members are responsible for developing tasks and assignments directly related to the New Teacher Standards. Students are responsible for developing, selecting, and organizing quality entries. **Teacher Education Working Portfolio** is a collection of entries to illustrate the “best work” of the teacher candidate for each of the Kentucky Teacher Standards.

**Professional Portfolio**--a collection of entries selected to illustrate the “best work” of the teacher or teacher candidate. The professional portfolio is appropriate for job interviews. Teacher candidates may request suggestions for refinement in preparing the professional portfolio as they are exiting the teacher preparation program and preparing for job searches.
Resume

Use the Resume Builder available under the JobLink at the EKU Career Services Website. At this point you will find easy to use, step-by-step instructions to guide you through the development of a professional resume. If you need further assistance, the staff at Career Services (606-622-1568), located in Student Services Building 465 will meet with you to offer additional advice for the development of your resume.
EASTERN KENTUCKY UNIVERSITY
STUDENT TEACHER PORTFOLIO

PERSONAL SECTION
Autobiography       Resume
Diploma             Personal Scrapbook Page (pictures)

Transcript
PRAXIS Scores
Final student teaching evaluation(s)
Philosophy of teaching
Letters of recommendation
Dean’s list/President’s list letters
Certificates/Honors/Professional Organizations

KENTUCKY TEACHER STANDARDS
SUGGESTED ARTIFACTS

STANDARD 1
Knowledge of Content

PRAXIS Test Scores
Awards and Certificates for course work
Student teaching evaluations
Thematic units
Diploma
Transcripts
Alignment of lesson plans with core content
College research papers
Recommendations from area of certification
Description of courses taken
Content Area Core Content for Assessment

STANDARD 2
Designs/Plans Instruction

Class syllabus Daily
lesson plans Weekly
lesson plans
Thematic units
Team teaching unit or sample activities from working with team members
Pictures from implementing unit or lesson plans
Physical models (of lessons being taught)
Labeled objects visible in room
Cooperative learning activities
STANDARD 3
Creates/Maintains Learning Climates

Classroom Rules
Established Routines/Procedures
Behavior Forms
Pictures of students during work or experiments
Lesson Plans
Questioning techniques
Checklists used in class
Consequences charts developed by students
Behavior system/behavior contracts
Cooperative learning activities
Photos of student teacher interacting with students
Anecdotal records
Copy of school discipline policy

STANDARD 4
Implements/Manages Instruction

Bulletin boards
Teacher created games
Weekly lesson plans
Thematic units
Team teaching unit or sample activities from working with team members
Pictures from implementing unit or lesson plans
Physical models (of lessons being taught)
Labeled objects visible in room
Objectives/standards visible in room
Cooperative learning activities
Example of anonymous I.E.P. or gifted modifications

STANDARD 5
Assesses and Communicated Learning Results

Scoring rubrics
Student assessed papers
Progress reports
Checklists
ARC meeting and IEP Development
Open response examples
Examples of examinations/student samples of examinations
Data collection
Daily grade sheet
Performance assessment
Writing prompt
Copy of letter sent home to parents
Copies of programs (Performances for holiday, PTO, etc.)
STANDARD 6
Technology Integration
Internet accessed use
List of Internet sites and rationales for use
PowerPoint presentation
Databases and spreadsheets
Word processing document skills
E-mail use with teachers, students, and parents
Computer to television converter
Use of Internet for class projects and research projects
Pictures of augmented devices
Student work examples
Lesson plans reflecting the use of technology
List of computer software/electronic programs used or evaluated
List of computer equipment used
Independent study project
Examples of clip art in handouts/projects
List of web sites used by class

STANDARD 7
Reflects/Evaluates Teaching and Learning
Reflections of individual lessons and units taught
Reflections of professional development activities
Growth plans
Personal journal entries
Weekly conferences with cooperating teacher
Documentation of student behavior

STANDARD 8
Collaborates with Colleagues/Parents/Others
Faculty/staff meetings
Departmental meetings
Committee meetings
School board meetings
Parent/teacher conference
Community involvement
PTA/Open House meetings
Telephone contact log
Evidence of team teaching/collaboration project
Letters/Memos to Parents
Agendas
STANDARD 9
Engages in Professional Development

Agendas/certificates/materials from professional meetings or conferences
(faculty, site-based, seminars, state)
Evidence of incorporation of professional development materials in daily lessons
Development of professional development plan with continuous revisions
Evidence of professional organization enrollment
Education journal summaries

STANDARD 10
Leadership

Collaboration Project with Reading Specialist (Elementary wide)
School-wide Mural Project
Museum Showcase (i.e. “Invention Convention”-Community Invitation)
Skype and Blogging Virtual Tours (i.e. Pearl Harbor War)
Traveling Art Exhibit
United Nation Team-Field Trip
Student Art Show (media, letter)
Online Gallery
Chair ARC Meeting

Revised 7/21/10
Component I: Classroom Teaching  
Task A-1: Teaching and Learning Context  

Complete once prior to Cycle 1 observations to describe your teaching and learning context. **If the teaching environment changes significantly, e.g., new school, change in classroom placement configuration, change in grade or courses taught, you will need to complete this form again.**

<table>
<thead>
<tr>
<th>Intern Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Content Areas:</th>
<th>Grade Level(s):</th>
<th>Daily average number of students taught</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

**School Instructional Goals**

Analyze major school instructional goals, and briefly describe your anticipated contribution. Work with your resource teacher, colleagues, principal, or other school personnel to help identify these goals.

(Multiple sources of data should include faculty meeting notes, Comprehensive School Improvement Plan, School-Based Decision Making Council minutes, continuous assessment data, content literacy plans, and other sources of data e.g., Program Review process being developed.)

**Resources/Assistance**

Develop (conduct) an inventory of available resources and assistance. (Possible examples: technology, parent involvement, supplies, and human resources available to you.)

Describe how you will utilize resources to implement school and instructional goals.

**Critical Student Characteristics or Attributes**

a. Using appropriate student achievement and demographic data, identify and describe the characteristics of your students that will require differentiated instruction to meet their diverse needs. (In developing your response, you may need to examine characteristics such as differences in culture, language, and learning styles as well as differences in developmental levels and achievement levels.)

b. Based on the diversities you’ve described in a above develop a profile for three specific students in your class(es) that you teach during your school day. **See KTIP Completed Tasks Examples for a sample.**

One student struggling to meet lesson objectives or targets:

One student meeting lesson objectives or targets:

One student exceeding lesson objectives or targets:
Component I: Classroom Teaching
Task A-2: Lesson Plan

Your committee members will review and evaluate your performance on this task using Standard 1: The teacher demonstrates applied content knowledge and Standard 2: The teacher designs and plans instruction.

Intern Name: ___________________________ Date: ___________ Cycle: ________

# of Students: _______ Age/Grade Level: _______ Content Area: _______________________

Unit Title: ___________________________ Lesson Title: ___________________________

Lesson Alignment to Unit
Respond to all of the following items:

a) Identify essential questions and/or unit objective(s) addressed by this lesson.

b) Connect the objectives to the state curriculum documents (i.e., Program of Studies, Kentucky Core Content, and/or Kentucky Core Academic Standards).

c) Describe students’ prior knowledge or the focus of the previous learning.

d) Describe summative assessment(s) for this particular unit and how lessons in this unit contribute to the summative assessment.

e) Describe how the instructional planning for this lesson addresses the characteristics of your students identified in Task A-1 who will require differentiated instruction to meet their diverse needs.

f) Pre-Assessment: Describe your analysis of pre-assessment data used in developing lesson objectives/learning targets (Describe how you will trigger prior knowledge):

<table>
<thead>
<tr>
<th>Lesson Objectives/ Learning Targets</th>
<th>Assessment</th>
<th>Instructional Strategies/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective/target:</td>
<td>Assessment description:</td>
<td>Strategy/Activity:</td>
</tr>
<tr>
<td>Differentiated Assessment Plan:</td>
<td></td>
<td>Differentiated Strategies/Activities:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Media/Technologies/Resources:</td>
</tr>
</tbody>
</table>

Procedures: Describe the sequence of strategies and activities you will use to engage students and accomplish your objectives. Within this sequence, describe how the differentiated strategies will meet individual student needs and diverse learners in your plan. (Use this section to outline the who, what, when, and where of the instructional strategies and activities.)

See Optional Technology Template
**Component I: Classroom Teaching**

**Task C: Lesson Analysis and Reflection**

<table>
<thead>
<tr>
<th>Intern Name:</th>
<th>Date:</th>
<th>Cycle:</th>
</tr>
</thead>
</table>

To ensure that your lesson analysis and reflection inform instruction, this task must be completed **no later than two days after each observed lesson.**

1. Explain how you determined the levels of student performance on your objective(s)/learning targets. Refer to rubrics or criteria used in this determination. (What was effective? What was not effective? What would you keep? What would you change?)

2. For each lesson objective/learning target, sort the student performance into three categories
   - a) Below criteria  # of students
   - b) Meeting criteria  # of students
   - c) Exceeding criteria  # of students

3. For each category, describe the students’ strengths and learning needs.
   - a) Below criteria
   - b) Meeting criteria
   - c) Exceeding criteria

4. Reflect on the following:
   - a) How effective was your instruction based on analysis of student performance identified in number 2 above?
   - b) What new professional learning and resources could help you increase your instructional effectiveness?
   - c) Describe patterns in student performance. How will these patterns be used in planning and instruction

5. For each category of students, how will you differentiate instruction?
   - a) Below criteria
   - b) Meeting criteria
   - c) Exceeding criteria

6. Describe how you communicate continuous progress with students and parents/caregivers (other than school grade reporting).
Collaboration
Standard VIII

Task D

Task Overview: Collaborate with your cooperating teacher and other teachers in the building to design and implement a three to five week learning plan for a student whose learning could be enhanced by collaboration. Using the Task D Template, identify the student, develop your collaboration work plan, report on the collaborative process and then describe the impact of the process on student learning.

Guidelines for Completing Task D

Use the guidelines below to develop your collaboration plans:

- Use the contextual factors information in Task A-1 (KTIP Lesson Plan) and input from your cooperating teacher to identify a student whose learning would be enhanced by collaborative efforts. This could be a student with an IEP, 504 plan, LEP, or GSSP. It could also be a student whose engagement is limited for a variety of reasons.

- Develop a timeline for your collaboration task.

- Develop a collaboration work plan. Your cooperating teacher will provide valuable assistance in doing this. Work with others in the school to implement this work plan.

- Implement your plan and report your progress at various times during the collaboration time period.

- Analyze and evaluate the impact of the plan on student learning. Reflect on this analysis.

- Use the Task D Work Plan as a guide. (See attached)

EJR 2009
Adapted from: Kentucky Teacher Internship Program Teacher Performance Handbook, Fall 2008 Edition.
Education Professional Standards Board
Collaborate to Address Special Learning Needs  
Standard VIII 
Task D 

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Identifying Student – (Use Only First Name or Student A) Provide a rationale for why this student was selected

**Collaboration Work Plan**  
*(Work with your Cooperating Teacher on this plan.)*

**Objective:** (What you plan to accomplish in terms of student learning.)

**Assessment Plan:** (How you will measure the impact of the collaborative effort on student learning.)

<table>
<thead>
<tr>
<th>Activities</th>
<th>Timeline</th>
<th>Persons Involved</th>
<th>Resources Needed</th>
</tr>
</thead>
</table>

Provide Documentation of Progress:

Describe the impact of the collaboration plan on the student’s learning (using the assessment data) and describe possible next steps.

---

EJR 2009  
Task E
Assesses and Manages Professional Growth

Kentucky Teacher Standards Self-Assessment
To initiate the development of your Professional Growth Plan, at the beginning of student teaching, assess your level of performance on each of the indicators by entering a number between one (1) and four (4) in the blanks to the left of each indicator. The scale to be used is: (1) limited, (2) some, (3) adequate and (4) extensive. You may wish to examine the rubric for each indicator on the Intern Performance Record (IPR) to see the range of performance.

You will repeat this self-assessment process at the end of student teaching as part of your final assessment of professional growth and identification of future areas for professional growth.

**STANDARD 1: The Teacher Demonstrates Applied Content Knowledge**

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

**Performance Criteria:** The extent to which you:

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<tr>
<th>Orientation Self-Assessment</th>
<th>Cycle 3 Self-Assessment</th>
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</thead>
<tbody>
<tr>
<td>1.1 Communicate concepts, processes and knowledge.</td>
<td>☐</td>
</tr>
<tr>
<td>1.2 Connect content to life experiences of students.</td>
<td>☐</td>
</tr>
<tr>
<td>1.3 Demonstrate instructional strategies that are appropriate for content and contribute to student learning.</td>
<td>☐</td>
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<tr>
<td>1.4 Guide students to understand content from various perspectives.</td>
<td>☐</td>
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<tr>
<td>1.5 Identify and address students’ misconceptions of content.</td>
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</table>

**STANDARD 2: The Teacher Designs and Plans Instruction**

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

**Performance Criteria:** The extent to which the planning demonstrates that you:

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<tr>
<th>Orientation Self-Assessment</th>
<th>Cycle 3 Self-Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Develop significant objectives aligned with standards.</td>
<td>☐</td>
</tr>
<tr>
<td>2.2 Use contextual data to design instruction relevant to students.</td>
<td>☐</td>
</tr>
<tr>
<td>2.3 Plan assessments to guide instruction and measure learning objectives.</td>
<td>☐</td>
</tr>
<tr>
<td>2.4 Plan instructional strategies and activities that address learning objectives for all students.</td>
<td>☐</td>
</tr>
<tr>
<td>2.5 Plan instructional strategies and activities that facilitate multiple levels of learning</td>
<td>☐</td>
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</table>
### STANDARD 3: The Teacher Creates and Maintains Learning Climate

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

**Performance Criteria:** The extent to which you:

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<th>Orientation Self-Assessment</th>
<th>Cycle 3 Self-Assessment</th>
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<td>□</td>
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<tr>
<td>3.1</td>
<td>Communicate high expectations.</td>
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<tr>
<td>3.2</td>
<td>Establish a positive learning environment.</td>
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<td>□</td>
<td>□</td>
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<tr>
<td>3.3</td>
<td>Value and support student diversity and addresses individual needs.</td>
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<tr>
<td>□</td>
<td>□</td>
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<tr>
<td>3.4</td>
<td>Foster mutual respect between teacher and students and among students.</td>
</tr>
<tr>
<td>□</td>
<td>□</td>
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<tr>
<td>3.5</td>
<td>Provide a safe environment for learning.</td>
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</table>

### STANDARD 4: The Teacher Implements and Manages Instruction

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

**Performance Criteria:** The extent to which you:

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<th>Orientation Self-Assessment</th>
<th>Cycle 3 Self-Assessment</th>
</tr>
</thead>
<tbody>
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<td>□</td>
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<tr>
<td>4.1</td>
<td>Use a variety of instructional strategies that align with learning objectives and actively engage students.</td>
</tr>
<tr>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>4.2</td>
<td>Implement instruction based on diverse student needs and assessment data.</td>
</tr>
<tr>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>4.3</td>
<td>Use time effectively.</td>
</tr>
<tr>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>4.4</td>
<td>Use space and materials effectively.</td>
</tr>
<tr>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>4.5</td>
<td>Implement and manage instruction in ways that facilitate higher order thinking.</td>
</tr>
</tbody>
</table>

### STANDARD 5: The Teacher Assesses and Communicates Learning Results

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

**Performance Criteria:** The extent to which you:

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<tr>
<th>Orientation Self-Assessment</th>
<th>Cycle 3 Self-Assessment</th>
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</thead>
<tbody>
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<td>□</td>
<td>□</td>
</tr>
<tr>
<td>5.1</td>
<td>Use pre-assessments.</td>
</tr>
<tr>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>5.2</td>
<td>Use formative assessments.</td>
</tr>
<tr>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>5.3</td>
<td>Use summative assessments.</td>
</tr>
<tr>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>5.4</td>
<td>Describe, analyze and evaluate student performance data.</td>
</tr>
<tr>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>5.5</td>
<td>Communicate learning results to students and parents.</td>
</tr>
<tr>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>5.6</td>
<td>Allow opportunity for student self-assessment.</td>
</tr>
</tbody>
</table>
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.

**Performance Criteria:** The extent to which you:

<table>
<thead>
<tr>
<th>Orientation Self-Assessment</th>
<th>Cycle 3 Self-Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>6.1</td>
<td>Use available technology to design and plan instruction.</td>
</tr>
<tr>
<td>6.2</td>
<td>Use available technology to implement instruction that facilitates student learning.</td>
</tr>
<tr>
<td>6.3</td>
<td>Integrate student use of available technology into instruction.</td>
</tr>
<tr>
<td>6.4</td>
<td>Use available technology to assess and communicate student learning.</td>
</tr>
<tr>
<td>6.5</td>
<td>Demonstrate ethical and legal use of technology.</td>
</tr>
</tbody>
</table>

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

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

**Performance Criteria:** The extent to which you:

<table>
<thead>
<tr>
<th>Orientation Self-Assessment</th>
<th>Cycle 3 Self-Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>7.1</td>
<td>Use data to reflect on and evaluate student learning.</td>
</tr>
<tr>
<td>7.2</td>
<td>Use data to reflect on and evaluate instructional practice.</td>
</tr>
<tr>
<td>7.3</td>
<td>Use data to reflect on and identify areas for professional growth.</td>
</tr>
</tbody>
</table>

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

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

**Performance Criteria:** The extent to which you:

<table>
<thead>
<tr>
<th>Orientation Self-Assessment</th>
<th>Cycle 3 Self-Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>8.1</td>
<td>Identify students whose learning could be enhanced by collaboration.</td>
</tr>
<tr>
<td>8.2</td>
<td>Design a plan to enhance student learning that includes all parties in the collaborative effort.</td>
</tr>
<tr>
<td>8.3</td>
<td>Implement planned activities that enhance student learning and engage all parties.</td>
</tr>
<tr>
<td>8.4</td>
<td>Analyze data to evaluate the outcomes of collaborative efforts.</td>
</tr>
</tbody>
</table>
STANDARD 9: The Teacher Evaluates Teaching and Implements Professional Development

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

Performance Criteria: The extent to which you:

<table>
<thead>
<tr>
<th>Orientation Self-Assessment</th>
<th>Cycle 3 Self-Assessment</th>
</tr>
</thead>
<tbody>
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</table>

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

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

Performance Criteria: The extent to which you:

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<thead>
<tr>
<th>Orientation Self-Assessment</th>
<th>Cycle 3 Self-Assessment</th>
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</tbody>
</table>

Analysis of Self-Assessment Data

1. Review your self-assessment for each Kentucky Teacher Standard, especially noting all the indicators you rated as (1) limited or (2) some.
2. Carefully read each of the ten tasks presented in the TPA Handbook to get a clear understanding of the performance expectation for each task and the standard(s) addressed by each task.
3. Use the insights gained from reviewing your self-assessment data and carefully reading the TPA tasks to begin to:
   - Identify your strengths in terms of tasks and related standards.
   - Identify areas for growth (tasks and related standards for which you might need support or assistance to be successful) and types of professional development you will need.
# Task E
Assesses and Manages Professional Growth

<table>
<thead>
<tr>
<th>Intern Name:</th>
<th>Date:</th>
<th>Cycle:</th>
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</table>

**Prior to Midterm of First Block**

**1. Identifying strengths and Areas for Growth**
Using the analysis of your self-assessment, student performance data, and feedback from your cooperating teacher, work with your cooperating teacher and university supervisor to identify your strengths and areas for professional growth related to the Kentucky Teacher Standards

- Strengths

- Areas for Growth

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

- Priority Area 1

- Priority Area 2

- Priority Area 3

Considering the context of your school, data about your students and the analysis of your self-assessment data, what types of professional development do you think you need?
# Task E
## Professional Growth Plan

**Student Teacher Name:**

**Date:**

**Block:**

---

## Professional Growth Work Plan

(Each work plan must be approved by your cooperating teacher and university supervisor.)

<table>
<thead>
<tr>
<th>Priority Area for Growth:</th>
<th>Standard(s) #:</th>
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<tbody>
<tr>
<td>Professional Growth Objective:</td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Activities</th>
<th>Timeline</th>
<th>Assistance/Resources Needed</th>
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</thead>
</table>

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

---

## Professional Growth Work Plan

(Each work plan must be approved by your cooperating teacher and university supervisor.)

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<th>Priority Area for Growth:</th>
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How will progress in addressing this area for growth be assessed?

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## Professional Growth Work Plan

(Each work plan must be approved by your cooperating teacher and university supervisor.)

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<tr>
<th>Activities</th>
<th>Timeline</th>
<th>Assistance/Resources Needed</th>
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</table>

How will progress in addressing this area for growth be assessed?
### End of First Block

**Progress Update**

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

### End of Second Block

**Final Self-Assessment**

- Discuss the progress made in addressing each Priority Area for Growth identified in your work plans. Did you achieve your professional growth objectives?

- Using the Kentucky Teacher Standard Self-Assessment, conduct an End of Student Teaching assessment of your performance level on each standard. Compare this final assessment with your Beginning self-assessment and identify specific areas of growth.

- Discuss how the professional development activities completed during the year have improved your instructional effectiveness and student learning.

---

EJR 2009

Adapted from: Kentucky Teacher Internship Program Teacher Performance Handbook, Fall 2008 Edition. Education Professional Standards Board
Component II: Professional Responsibilities

TASK F: LEADERSHIP

Task Overview: With the help of your cooperating teacher and university supervisor, identify a project you can initiate and implement (or take a leadership role in an existing project) during your student teaching that will demonstrate your ability to provide professional leadership as a teacher.

Guideline for Completing Task F

With your cooperating teacher, university supervisor and using the guidelines given, brainstorm possible projects and identify a project you can initiate and implement during your student teaching experience. You project should go beyond your normal student teaching requirements. The specific project you choose should give you the best opportunity possible to demonstrate that as a professional you can contribute meaningfully in a group effort resulting in a contribution to student learning and/or the professional environment of the school.

The project may be one where you:

- Work on a program to improve learning opportunities for students.
- Involve others in efforts to improve learning conditions, apply a concept or remove barriers to learning (Work with team or small faculty group).
- Develop and implement or facilitate an activity for parents or caregivers to become active participants in student learning.
- Organize, implement, and facilitate strategies for community involvement (e.g., speaker, volunteers).
- Develop and conduct a professional development presentation for your team on such topics as use of technology in analyzing test data, new technology, and student use of technology, 21st century skill development, Response to Intervention, or teacher learning communities.
- Plan and implement parent reading nights, career days, or health fairs with meaningful evaluations.
- Plan grade level or departmental level field trips based on the state-approved and school-approved curriculum documents. Detailed information and alignment should be provided.
- Develop and update safety manuals for shops and labs.
- Develop a new, specific tutoring plan for students ineligible for sports.
- Develop a professional learning community within your school/team to improve student learning.

The leadership project is not:

- An opportunity to assign the student teacher a task that is too cumbersome for one teacher, someone’s pet project, or one that no other teacher will tackle.
- Coaching. Sports are important, but KTIP is an assessment of a teacher’s classroom/school performance focused on students’ academic achievement.
- A seat as a department chair or SBDM member or committee chair (not applicable to student teachers).
- An exact repeat of what has already been implemented with the classroom, school, or district.

EJR2011

LEADERSHIP Standard X
TASK F

Name __________________________ Date ____________________________

With the help of your cooperating teacher and university supervisor, select a project.

**Identification of Project:** Provide a brief description of the project and the rationales for selecting this project.

**Leadership Work Plan**
(Work with your Cooperating Teacher on this plan.)

**Objective:** (What you plan to accomplish with this project?)

**Assessment Plan:** (How will you determine the impact of this project on student learning and/or school environment?)

<table>
<thead>
<tr>
<th>Activities</th>
<th>Timeline</th>
<th>Persons Involved And Their Roles</th>
<th>Resources Needed</th>
</tr>
</thead>
</table>

How and with whom will the results of your project be shared?

Provide Documentation of Progress:

Reflect on what your project accomplished regarding student learning and/or the professional environment of the school. What did you learn from the experience—what worked, what didn’t, and why?

EJR 2009
Directions for Completing Task G
The instructional unit and objectives that you select must be directly related to the Program of Studies, Kentucky Core Content and/or the Kentucky Core Academic Standards. Refer to curriculum documents on the KDE Website http://www.education.ky.gov/ for instruction guidelines, content emphasis, objectives, and ideas for instruction at each grade level.
The instructional unit should include the following:

1. Unit Title and Unit Duration.

2. Identify Unit Objectives: Your unit objectives will connect to the Program of Studies, Core Content and/or the Kentucky Core Academic Standards. Use any available resources that your school has to help identify your unit objectives. These include curriculum maps designed from standards, skills identified during professional learning team meetings, or other references that show a direct connection to the standards and the needs of students based on analyzed data.

When you identify the objectives in this unit of study, you may use the schema or descriptors of your choosing, but you should indicate the different kinds of learning expected from your students (e.g., critical thinking, comparing and contrasting, creating).

3. Knowledge, reasoning, performance skills, and/or products: Indicate where these will be identified within the unit.

4. Differentiated Instruction: Describe the characteristics of your students who will require differentiated instruction.
   - Describe how their diverse needs impact instructional planning for the unit.
   - Describe the strategies you will use to address those needs.

5. Overview of Technology: Provide an overview of technology that will be integrated to enhance instruction and demonstrate student use of technology. This technology is not limited to only those students who have assistive technology needs. See page 46 for an example of a technology template you may want to use.
   - Describe the technology
   - Describe how it will be used in the classroom
   - Describe the student use of technology

## Component III: Instructional Unit

### Task G: Designing the Instructional Unit

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<thead>
<tr>
<th>Intern Name:</th>
<th>Date:</th>
<th>Cycle: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Students:</td>
<td>Age/Grade Level</td>
<td>Content</td>
</tr>
<tr>
<td>Unit Title:</td>
<td>Unit Duration:</td>
<td></td>
</tr>
</tbody>
</table>

**Respond to the following items:**

1) Identify unit objectives. Show the connection of the objectives to the state curriculum documents, i.e., Program of Studies, Kentucky Core Content, and/or Kentucky Core Academic Standards. Utilize district curriculum maps, PLC data, content literacy plans, 21st Century Skills, etc., to help formulate the unit objectives.

2) Indicate the knowledge, reasoning, performance skills, and/or products that underpin the standard(s) addressed by the unit objectives.

3) Describe the characteristics of your students identified in Task A-1 who will require differentiated instruction to meet their diverse needs.

4) Provide an overview of technology that will be integrated to enhance instruction and demonstrate student use of technology.
Directions for Completing Task H
In this section of the instructional unit, you will provide information about your assessment plan, your pre-and summative assessments and the alignment of objectives, assessments, and instruction.
You will outline how you will assess your students throughout the unit, in alignment with your learning objectives and the knowledge, reasoning, performance skills, and/or products. The assessments are aligned when:
Pre- and summative assessments address the same material and the same objectives/learning targets
Assessments are consistent with the types of knowledge and skills identified in your objectives, and
Instruction given is matched to objectives and to the way students must demonstrate knowledge and skills in assessments.

Note: The description of your assessment plan must include both formative and summative measures conducted at key points during instruction, e.g., pre-assessment(s), observations of student work, oral questions, formative assessment model(s), summative assessment model(s) etc.

1. Complete the template for the pre-assessment plan. You will

Identify unit objectives aligned to the pre-assessment.
List the type(s) of pre-assessment items, including student self-assessments.
Include a copy of the assessment and rubrics of the pre-assessment, including student self-assessments.
Indicate which items/performances measure the attainment of unit objectives.
Use the Assessment Design Checklist on the following page to evaluate your pre-assessment.

Template Example (does not include required assessment(s) or rubric(s):

<table>
<thead>
<tr>
<th>Pre-Assessment Plan</th>
<th>Type of Assessment</th>
<th>Items/performances measuring attainment of unit objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Objectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Students will identify the relationship between geometric figures and fractional parts</td>
<td>Selected Response (e.g. multiple choice)</td>
<td>1. Questions 1; 5; 8; 9; Rubric CR 1</td>
</tr>
<tr>
<td>2. Students will construct geometric designs based on fractional parts.</td>
<td>Constructed Responses (e.g. ORQ)</td>
<td>2. Questions 16; 18; 22; 30; Rubric CR 2</td>
</tr>
</tbody>
</table>
2. Pre-instruction Assessment Analysis
After administering the pre-instructional assessment and using the learning outcomes as well as any other information collected in your pre-assessment instrument, analyze initial student performance.

After reviewing student self-assessment data, identify learning targets students acknowledge having/needling.

Attach tables, charts, or graphs to present the results of the pre-assessment in a format that allows you to identify patterns of student performance as a whole and for groups of students who have diverse needs relative to each learning outcome.

Describe the patterns you found.

Discuss the implications of the pre-assessment results for your design of instruction.

Describe how your awareness of achievement gaps within your student group will guide your instruction.

Utilize the template for J-1 to begin collecting data for the analysis section of the instructional unit.

3. Complete the template for the summative assessment plan. You will identify the same areas as with the pre-assessment. A copy of the summative assessment and rubric(s) must be attached.

Identify the alignment between the summative assessments and the unit objectives. The summative assessment will identify the same objectives or learning targets as the pre-assessment. The summative assessment could be a repeat of the pre-assessment, a parallel form of the pre-assessment, or a different assessment that covers the exact same content.

List the type(s) of assessment items.

Include copies of rubrics for the summative assessments.

Indicate which items/performances measure the attainment of which unit objectives.

Use the Assessment Design Checklist to evaluate your summative assessment.

(Note: Formative Assessments and analysis will be addressed in Task I).

4. Describe the accommodations/adaptations for pre- and summative assessments. Accommodations are those 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.

5. Describe any technology integration for your pre- and summative assessments.
Describe the purpose of the technology and how it was used. 
Describe how you will incorporate technology to develop, implement, and/or analyze your assessments for this unit.

**Assessment Design Checklist**
Assessors will rate the following elements of each pre- and summative assessment included in the teacher performance assessment. A careful review of each element is recommended. **If paper-pencil tests were used as pre- and summative assessments, do these tests adhere to the principles of good test construction?**

Yes  
No

Are the directions for students complete and clear?

Are all test items understandable?

Is the test appropriately organized? i.e., item types organized by section, easiest to most difficult? (e.g., matching, multiple choice, fill-in-the-blank, essay)

Is the number of points to be awarded for each item specified?

Are the scoring rubrics/criteria complete and clear?

Are the test items aligned with unit objectives?

**If activities or assignments were used as pre- and summative assessments, do these activities or assignments adhere to principles of good assessment?**

Yes 
No

Are the directions for students complete and clear?

Is there an explanation of how the assignment/activity will be evaluated (scored or graded)?

Is there an explanation of the conditions under which the activity/assignment is to be performed (independent/group)?

Is there a timeline for completion?

Are the scoring rubrics/criteria complete and clear?

Are the activities or assignments aligned with unit objectives?

Component III: Instructional Unit

Task H: The Assessment Plan

<table>
<thead>
<tr>
<th>Intern Name:</th>
<th>Date:</th>
<th>Cycle:</th>
</tr>
</thead>
</table>

1. Pre-Assessment Plan

<table>
<thead>
<tr>
<th>Unit Objectives</th>
<th>Type of Assessment</th>
<th>Items/performances measuring attainment of unit objective</th>
</tr>
</thead>
</table>

2. Pre-instruction Assessment Analysis (attach tables, charts, or graphs to support your analysis)
   - Describe the patterns of student performance you found relative to each learning outcome. (Attach tables, graphs or charts of student performance that allowed you to identify the patterns of student performance noted.)

   - Describe how you used the analysis of your pre-assessment data in your design of instruction.

   - How did your awareness of achievement gap groups within your students influence your planning and instruction?

3. Summative Assessment Plan

<table>
<thead>
<tr>
<th>Unit Objectives</th>
<th>Type of Assessment</th>
<th>Items/performances measuring attainment of unit objective</th>
</tr>
</thead>
</table>

4. Accommodations / Adaptations for Pre- and Summative Assessments

5. Technology Integration for Pre- and Summative Assessments
Directions for Completing Task I
Design a set of learning strategies and activities that you believe will best enable all students in your class to achieve your learning outcomes. As you create your instructional plan, keep in mind the Standard 2 indicators and associated performance levels.

Instructional Unit Design Template
Using the Task I Unit Organizer template, outline all the lessons designed to facilitate student learning of the unit objectives. Your lessons should include a variety of appropriate instructional strategies and activities you believe will best enable all students in your class to achieve. As you create your instructional plan, keep in mind the Standard 2 indicators and associated performance levels.

For each lesson:
Identify the unit objective addressed (by number only).
Describe the specific lesson objective/learning target that is aligned to the unit objective.
Describe the formative assessment(s) that will be utilized for the objective.
Describe the differentiated assessment plan.
Describe the strategies/activities you plan to use.
Describe differentiated strategies/activities to meet diverse student needs.
Describe the media/technologies/resources used for the lessons.
Describe how you will use technology to enhance instruction and how students will use technology to enhance/facilitate their learning.

Complete Task C for each lesson being observed.

<table>
<thead>
<tr>
<th>Lesson #</th>
<th>Unit Objective #</th>
<th>Lesson Objectives/ Learning Target</th>
<th>Formative Assessment(s)</th>
<th>Instructional Strategies/Activities</th>
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<td></td>
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<td></td>
<td>Assessment description:</td>
<td>Strategies/Activities:</td>
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<td>Differentiated Assessment Plan:</td>
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<td>Differentiated Strategies/Activities:</td>
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<tr>
<td>Media/technologies/resources:</td>
<td></td>
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</tbody>
</table>

**Use of Technology for Instruction**

Describe how you will use technology to enhance instruction and how students will use technology to enhance/facilitate their learning.
Directions for J-1: Reflecting on the Impact of Instruction

Reflecting on the Impact of Instruction

Based on your organization and analysis of the assessment data complete the following template, Task J-1, Reflecting on the Impact of Instruction. Typically, a majority of students (more than 50 percent) will meet the objectives that are established. However, it is unlikely that all students will meet all of the objectives all of the time. When students do not meet the objectives, you must reflect on the objectives themselves, the planned assessment(s), and the instruction that took place.

### Component III: Instructional Unit

#### Task J-1: Reflecting on the Impact of Instruction

<table>
<thead>
<tr>
<th>Intern Name:</th>
<th>Date:</th>
</tr>
</thead>
</table>

1. Select the unit objective on which your students were **most** successful based on your analysis of student learning. Based on samples of student work, provide **two or more** possible reasons for this success.

2. Select the unit objective on which your students were **least** successful based on your analysis of student learning. Based on samples of student work, provide **two or more** possible reasons for this lack of success.

3. Describe the performance of the identified diverse or gap group(s) in your class compared to the performance of the class as a whole. What factors contributed to their success/failure?

4. Since the conclusion of the instructional unit, what have you done to ensure that all your students are making continuous progress? What are your plans to address issues identified in the unit?

5. Based on your reflection about your students’ performances, describe at least two areas for professional growth that you believe have the potential to increase your instructional effectiveness and thereby improve your students’ learning.
Directions for Completing Task J-2

Using the Task J-2 template, document the information provided and the methods used to communicate with students, parents/caregivers, and colleagues regarding classroom expectations, student progress, and how students, parents/caregivers, and colleagues can become more involved in learning.

Component III (continued): Instructional Unit
Task J-2: Communication and Follow-Up

<table>
<thead>
<tr>
<th>Intern Name:</th>
<th>Date:</th>
</tr>
</thead>
</table>

1. Describe how you used formative assessment data to monitor student progress and guide instruction throughout the unit. Give specific examples.

2. What opportunities for self-reflection did you offer the students?

3. As indicated in the table below, describe the information provided to the students, parents/caregivers, and colleagues. Include how you communicated that information.

<table>
<thead>
<tr>
<th>Information Provided and Methods Used</th>
<th>Group</th>
<th>Prior to Instruction</th>
<th>During Instruction</th>
<th>After Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students</td>
<td></td>
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<tr>
<td></td>
<td>ParDnts/Caregivers</td>
<td></td>
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<tr>
<td></td>
<td>Colleagues</td>
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</tbody>
</table>

4. Reflect on the information you communicated with students, parents/caregivers, and colleagues and the methods you used. To what extent did the methods used involve one-way communication that required no response or two-way communication that required or elicited responses and/or involvement?

5. How could you modify the information and communication methods you provided above to increase each group’s involvement in the students’ learning process?
Student Teacher Observation Instrument

Student Name ________________________________
Observer ________________________________
Date ________________________________

_________ Spring ________ ________ Fall ________ ________ Year

Observation: (Circle One) 1 2 3 4

**Teacher Demonstrates Applied Content Knowledge (KYS1)**

____ Demonstrates appropriate level of knowledge and skills in content area(s)
____ Conveys correct knowledge, concepts and processes to the students AND uses correct vocabulary that is clear and developmentally appropriate
____ Connects content, procedures and activities with life experiences of students and addresses student diversity
____ Uses instructional strategies and activities that are appropriate for the content and processes of the lesson and contribute to student learning
____ Provides opportunities and guides students to understand content from various perspectives

**Teacher Designs and Plans Instruction (KYS 2)**

____ Develops significant objectives aligned with standards
____ Uses contextual data to design instruction relevant to students
____ Plans assessments to guide instruction and measure learning objectives
____ Plans instructional strategies and activities that address learning objectives for all students
____ Plans instructional strategies and activities that facilitate multiple levels of learning

**Teacher Creates and Maintains a Learning Climate (KYS 3)**

____ Organized, manages schedules, materials ready & easily accessible
____ Communicates high expectations
____ Language and directives stated clearly
____ Uses positive behavioral strategies appropriately
____ Uses instructional time and materials effectively and efficiently
____ Supports student diversity and addresses individual needs

**KEY:**
3= Demonstrated
2=Partially Demonstrated
1=Not Demonstrated, Improvement Needed
NA=Not Applicable This Lesson
Teacher Implements/Manages Instruction (KYS 4)

- Follows lesson plan
- Provides brief overview to the lesson
- Implements instruction based on diverse student needs and assessment data
  - Uses a variety of instructional strategies
- Engages students during instruction/maintains student attention
- Provides frequent opportunities for student responding
- Uses appropriate cues and prompts
- Responds appropriately to student responses during instruction
- Uses time effectively during instruction
- Presents accurate content during instruction
- Facilitates higher order thinking and problem solving
- Provides brief summary of lesson
- Facilitates smooth transitions

Teacher Assesses and Communicates Learning Results (KYS 5)

- Uses pre-assessments
- Uses formative assessments
- Uses summative assessments
- Describes, analyzes, and evaluates student performance data
- Communicates learning results to students and parents
- Allows opportunity for student self-assessment

Teacher Demonstrates the Implementation of Technology (KYS6)

- Demonstrates effective use of technology for productivity
- Utilizes technology for lesson planning
- Integrates appropriate student uses of technology to enhance instruction and assessment
- Demonstrates developmentally appropriate, ethical and legal uses of technology, including e-mail and internet resources

Student Signature ___________________________________ Date ________

University Supervisor Signature _________________________ Date ________
Midterm Evaluation of Student Teachers

*Please complete and return form to the EKU student teaching supervisor on or before midterm week*

<table>
<thead>
<tr>
<th>Student Teacher</th>
<th>Subject/ Grade(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EKU ID #</td>
<td>Cooperating Teacher’s Signature</td>
</tr>
<tr>
<td>School</td>
<td>Phone No. Email</td>
</tr>
<tr>
<td>School Address</td>
<td>University Supervisor’s Signature</td>
</tr>
</tbody>
</table>

Descriptors for evaluating the items in this evaluation:

**TARGET**
(5) Demonstrates excellence in all areas of the Kentucky Teacher Standards; ranks among the top 5% of student teachers with whom I have worked
(4) Demonstrates excellence in most all areas of the Kentucky Teacher Standards; has the potential to become an excellent teacher

**ACCEPTABLE**
(3) Demonstrates the potential to become an effective teacher with guidance during the in teaching; satisfactorily demonstrates most of the Kentucky Teacher Standards
(2) Meets the minimum requirements for the Kentucky New Teacher Standards; experien during student teaching and will need to demonstrate considerable growth in order to become an effective teacher

**UNACCEPTABLE**
(1) Does not meet the minimum requirements for the Kentucky New Teacher Standards; does not demonstrate behaviors congruent with successful teaching and will need to discuss further options with the Director of Professional Laboratory Experiences

Adapted from Kentucky Teacher Internship Program Intern Performance Record 08/2008
### I. Demonstrates Applied Content Knowledge

*The student teacher:*

<table>
<thead>
<tr>
<th>Not Observed</th>
<th>Unacceptable •</th>
<th>Acceptable •</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
- Demonstrates appropriate level of knowledge and skills in content area(s) | 1   | 2   | 3   | 4   | 5   |
- Conveys correct knowledge, concepts and processes to the students AND uses correct vocabulary that is clear and developmentally appropriate | 1   | 2   | 3   | 4   | 5   |
- Connects content, procedures and activities with life experiences of students and addresses student diversity | 1   | 2   | 3   | 4   | 5   |
- Uses instructional strategies and activities that are appropriate for the content and processes of the lesson and contribute to student learning | 1   | 2   | 3   | 4   | 5   |
- Provides opportunities and guides students to understand content from various perspectives | 1   | 2   | 3   | 4   | 5   |

### II. Designs and Plans Instruction

*The student teacher:*

<table>
<thead>
<tr>
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<td></td>
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</tr>
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</table>
- Prepares detailed lesson plans with significant objectives that reflect key concepts and are aligned with Kentucky’s Standards | 1   | 2   | 3   | 4   | 5   |
- Plans thoughtful and well-structured units and lessons which infuse multicultural content AND are based on contextual data to address student diversity | 1   | 2   | 3   | 4   | 5   |
- Aligns instructional strategies and activities with Kentucky’s Core Content for Assessment and Program of Studies | 1   | 2   | 3   | 4   | 5   |
- Prepares assessments (formative and summative) that measure student performance on each objective and that help guide instruction | 1   | 2   | 3   | 4   | 5   |
- Plans instructional strategies and activities that require higher order thinking skills and facilitate multiple levels of learning | 1   | 2   | 3   | 4   | 5   |

### III. Creates and Maintains Learning Climate

*The student teacher:*

<table>
<thead>
<tr>
<th>Not Observed</th>
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<th>Target</th>
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<tbody>
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<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
- Communicates high expectations and sets significant and challenging objectives for all students | 1   | 2   | 3   | 4   | 5   |
- Uses positive and effective interactions with students to encourage appropriate student behavior | 1   | 2   | 3   | 4   | 5   |
- Uses a variety of strategies and methods to support student diversity and meet individual needs | 1   | 2   | 3   | 4   | 5   |
- Utilizes an effective classroom management plan in collaboration with the cooperating teacher | 1   | 2   | 3   | 4   | 5   |
- Treats students with respect and concern; encourages students to treat each other with respect | 1   | 2   | 3   | 4   | 5   |

### IV. Implements and Manages Instruction

*The student teacher:*

<table>
<thead>
<tr>
<th>Not Observed</th>
<th>Unacceptable •</th>
<th>Acceptable •</th>
<th>Target</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
- Uses a variety of instructional strategies that effectively engage students in learning | 1   | 2   | 3   | 4   | 5   |
- Implements instruction that addresses the diverse needs of the students, is developmentally appropriate and includes strategies that address multiple intelligences | 1   | 2   | 3   | 4   | 5   |
- Handles non-instructional tasks efficiently, makes effective transitions and organizes and manages group work so there is minimal loss of instructional time | 1   | 2   | 3   | 4   | 5   |
- Engages students in a variety of tasks that make the connection to real life situations | 1   | 2   | 3   | 4   | 5   |
- Uses developmentally and content area appropriate assessments | 1   | 2   | 3   | 4   | 5   |

### V. Assesses and Communicates Learning Results

*The student teacher:*

<table>
<thead>
<tr>
<th>Not Observed</th>
<th>Unacceptable •</th>
<th>Acceptable •</th>
<th>Target</th>
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<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
- Uses pre-assessments or contextual data to determine baseline knowledge | 1   | 2   | 3   | 4   | 5   |
- Prepares and uses valid formative and summative assessments that are developmentally and content appropriate
  
- Uses multiple assessments that address the diverse learning needs of students
  
- Communicates assessment results efficiently and effectively
  
- Analyzes and evaluates student data to determine individual progress and identify differences
  
- Promotes opportunities for students to engage in accurate self-assessment of learning

<table>
<thead>
<tr>
<th>VI. Demonstrates the Implementation of Technology</th>
<th>Not Observed</th>
<th>Unacceptable •</th>
<th>Acceptable •</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student teacher:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Demonstrates effective use of technology for productivity</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Utilizes technology for lesson planning</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Integrates appropriate student uses of technology to enhance instruction and assessment</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Demonstrates developmentally appropriate, ethical and legal uses of technology, including e-mail and internet resources</td>
<td>1 2 3 4 5</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>VII. Reflects on and Evaluates Teaching and Learning</th>
<th>Not Observed</th>
<th>Unacceptable •</th>
<th>Acceptable •</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student teacher:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reflects on and evaluates instructional practices using appropriate data</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reflects on and evaluates student learning</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Plans for professional growth based on reflection and evaluation of instructional practice and self-assessment</td>
<td>1 2 3 4 5</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>VIII. Collaboration*</th>
<th>Not Observed</th>
<th>Unacceptable •</th>
<th>Acceptable •</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student teacher:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Collaborates with peers, cooperating teacher(s), parents and other professionals to enhance student learning</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Identifies situations when and where collaboration will enhance student learning</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
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<tr>
<td>• Designs a plan to enhance the learning for one student and includes all those involved in the collaborative effort</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
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<tr>
<td>• Implements the designed strategies and activities that will engage all those involved and will improve student learning</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Evaluates and reflects on the outcomes of the collaborative effort</td>
<td>1 2 3 4 5</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>IX. Professional Development*</th>
<th>Not Observed</th>
<th>Unacceptable •</th>
<th>Acceptable •</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student teacher:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Assesses his/her performance relative to Kentucky Teacher Standards</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Identifies priority needs for professional development</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Has an up-to-date Professional Development Plan that addresses growth in priority area(s)</td>
<td>1 2 3 4 5</td>
<td></td>
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<tr>
<td>• Participates in professional development activities and demonstrates self-directed professional development</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Shows evidence of professional growth and reflection relative to the identified priority areas and the impact on instruction and student learning</td>
<td>1 2 3 4 5</td>
<td></td>
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<table>
<thead>
<tr>
<th>X. Provides Leadership Within School/Community/Profession*</th>
<th>Not Observed</th>
<th>Unacceptable •</th>
<th>Acceptable •</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student teacher:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Identifies leadership opportunities</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>1</td>
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<td>4</td>
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<td>---------------------------------------------------</td>
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</tr>
<tr>
<td>Develops a plan for one leadership opportunity describing the purpose, scope, timeline and the participants involved</td>
<td></td>
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<tr>
<td>Implements the identified plan following the timeline and describing how the impact of the plan will be assessed</td>
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<tr>
<td>Reflects on and evaluates the results of the leadership efforts</td>
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</table>

**XI. Professionalism & Dispositions**

<table>
<thead>
<tr>
<th>The student teacher:</th>
<th>Not Observed</th>
<th>Unacceptable •</th>
<th>Acceptable •</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses effective voice and tone</td>
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<tr>
<td>Uses standard English in both oral and written expression</td>
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<tr>
<td>Uses appropriate body language, movement and posture</td>
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<tr>
<td>Accepts constructive criticism positively</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Is punctual and regular in attendance</td>
<td></td>
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<tr>
<td>Shows initiative and resourcefulness</td>
<td></td>
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<tr>
<td>Exhibits dependability, responsibility and flexibility</td>
<td></td>
<td></td>
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<tr>
<td>Works well with others, appreciates diversity</td>
<td></td>
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<tr>
<td>Demonstrates a willingness to help</td>
<td></td>
<td></td>
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<tr>
<td>Maintains proper relationships with students, faculty and staff</td>
<td></td>
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<tr>
<td>Presents a professional appearance/appropriateness of dress</td>
<td></td>
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</tbody>
</table>

*Evidence in Portfolio

Overall evaluation you would give this student at this time:

_____Excellent Progress  _____Above Average Progress  _____Satisfactory Progress  _____Needs Improvement  _____Unsatisfactory Progress

**NOTE:** If you have marked Needs Improvement or Unsatisfactory Progress, please list the areas in which improvement needs to be made:

Check the types of experiences in which the student teacher has participated at this point:
__Tutor individual/small group__  
__Develop Standards Based Unit of Study__  
__Supervise (e.g., lunch, bus, hallways)__  
__Develop bulletin boards__  
__Attend parent conferences__  
__Attend professional development__  

___ Small group instruction ___ Develop authentic assessment tasks ___ Whole group instruction  
___ Record keeping ___ Attend team/department meetings ___ Evaluate student work  
___ Attend PTA/PTO meetings ___ Attend extra-curricular events ___ Create instructional materials  
___ Observe in other classrooms ___ Other __________________________

*Please discuss your evaluation with your student teacher and then return the completed evaluation to the student teacher’s EKU supervisor.*

Thank you for your assistance!
FINAL EVALUATION FOR STUDENT TEACHING

Please complete and return form to the EKU student teaching supervisor on or before finals week.

Student Teacher ________________________________ Subject/ Grade(s) ________________________________

EKU ID # ________________________________ Cooperating Teacher’s Signature ________________________________

School ________________________________ Phone No. ________________________________ Email ________________________________

School Address ________________________________ University Supervisor’s Signature ________________________________

________________________
I do___ do not___ consent to the release of my EVALUATION FORM FOR STUDENT TEACHING to any prospective employer or graduate school at the request of the employer, graduate school, or by the Division of Career Services.

Student Teacher ________________________________ Date____ / ____ / _____

This evaluation reflects the student teacher's performance during the field experience. The student SHALL sign in the allotted space below indicating they have read the evaluation.

Student Teacher ________________________________ Date____ / ____ / _____

Descriptors for evaluating the items in this evaluation:

TARGET
(5) Demonstrates excellence in all areas of the Kentucky Teacher Standards; ranks among the top 5% of student teachers with whom I have worked
(4) Demonstrates excellence in most all areas of the Kentucky Teacher Standards; has the potential to become an excellent teacher

ACCEPTABLE
(3) Demonstrates the potential to become an effective teacher with guidance during the initial year teaching; satisfactorily demonstrates most of the Kentucky Teacher Standards
(2) Meets the minimum requirements for the Kentucky New Teacher Standards; experienced difficulty during student teaching and will need to demonstrate considerable growth in order to become an effective teacher

UNACCEPTABLE
(1) Does not meet the minimum requirements for the Kentucky New Teacher Standards; does not demonstrate behaviors congruent with successful teaching and will need to discuss further options with the Director of Professional Laboratory Experiences
Directions: Check the appropriate item which best describes the student’s performance. Use comment space provided and additional pages if needed.

<table>
<thead>
<tr>
<th>I. Demonstrates Applied Content Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>The student teacher:</em></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Not Observed</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>• Demonstrates appropriate level of knowledge and skills in content area(s)</td>
</tr>
<tr>
<td>• Conveys correct knowledge, concepts and processes to the students AND uses correct vocabulary that is clear and developmentally appropriate</td>
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<tr>
<td>• Provides opportunities and guides students to understand content from various perspectives</td>
</tr>
</tbody>
</table>

Comments: (Please provide statements to support your rating)
## II. Designs and Plans Instruction

*The student teacher:*

<table>
<thead>
<tr>
<th>Description</th>
<th>Not Observed</th>
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<th>Acceptable •</th>
<th>Target</th>
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<tbody>
<tr>
<td>• Prepares detailed lesson plans with significant objectives that reflect key concepts and are aligned with Kentucky's Standards</td>
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<td>2</td>
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<td>4</td>
</tr>
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<td>• Plans thoughtful and well-structured units and lessons which infuse multicultural content AND are based on contextual data to address student diversity</td>
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<td>4</td>
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<tr>
<td>• Aligns instructional strategies and activities with Kentucky's Core Content for Assessment and Program of Studies</td>
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<td>• Prepares assessments (formative and summative) that measure student performance on each objective and that help guide instruction</td>
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<td>4</td>
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</table>

**Comments:** (Please provide statements to support your rating)
<table>
<thead>
<tr>
<th>III. Creates and Maintains Learning Climate</th>
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<th>Unacceptable •</th>
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<tbody>
<tr>
<td>The student teacher:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Communicates high expectations and sets significant and challenging objectives for all students</td>
<td>1, 2, 3, 4, 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Uses positive and effective interactions with students to encourage appropriate student behavior</td>
<td>1, 2, 3, 4, 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Uses a variety of strategies and methods to support student diversity and meet individual needs</td>
<td>1, 2, 3, 4, 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Utilizes an effective classroom management plan in collaboration with the cooperating teacher</td>
<td>1, 2, 3, 4, 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Treats all students with respect and concern and encourages students to treat each other with respect</td>
<td>1, 2, 3, 4, 5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments: (Please provide statements to support your rating)
IV. Implements and Manages Instruction

*The student teacher:*

<table>
<thead>
<tr>
<th></th>
<th>Not Observed</th>
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<th>Acceptable •</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses a variety of instructional strategies that effectively engage students in learning</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implements instruction that addresses the diverse needs of the students, is developmentally appropriate and includes strategies that address multiple intelligences</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handles non-instructional tasks efficiently, makes effective transitions and organizes and manages group work so there is minimal loss of instructional time</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engages students in a variety of tasks that make the connection to real life situations</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses developmentally and content area appropriate assessments</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:** (Please provide statements to support your rating)
### V. Assesses and Communicates Learning Results

**The student teacher:**

<table>
<thead>
<tr>
<th></th>
<th>Not Observed</th>
<th>Unacceptable •</th>
<th>Acceptable •</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Uses pre-assessments or contextual data to determine baseline knowledge</td>
<td>1  2  3  4  5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Prepares and uses valid formative and summative assessments that are developmentally and content appropriate</td>
<td>1  2  3  4  5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Uses multiple assessments that address the diverse learning needs of students</td>
<td>1  2  3  4  5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Analyzes and evaluates student data to determine individual progress and identify differences</td>
<td>1  2  3  4  5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Communicates assessment results efficiently and effectively</td>
<td>1  2  3  4  5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:** (Please provide statements to support your rating)

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### VI. Demonstrates the Implementation of Technology

**The student teacher:**

<table>
<thead>
<tr>
<th></th>
<th>Not Observed</th>
<th>Unacceptable •</th>
<th>Acceptable •</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Demonstrates effective use of technology for productivity</td>
<td>1  2  3  4  5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Utilizes technology for lesson planning</td>
<td>1  2  3  4  5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Integrates appropriate student uses of technology to enhance instruction and assessment</td>
<td>1  2  3  4  5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Demonstrates developmentally appropriate, ethical and legal uses of technology, including e-mail and internet resources</td>
<td>1  2  3  4  5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:** (Please provide statements to support your rating)
### VII. Reflects on and Evaluates Teaching and Learning

**The student teacher:**

<table>
<thead>
<tr>
<th>Not Observed</th>
<th>Unacceptable •</th>
<th>Acceptable •</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1   2   3   4   5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>• Reflects on and evaluates instructional practices using appropriate data</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>• Reflects on and evaluates student learning</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>• Plans for professional growth based on reflection and evaluation of instructional practice and self-assessment</strong></td>
<td></td>
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</tbody>
</table>

**Comments:** (Please provide statements to support your rating)

### VIII. Collaboration*

**The student teacher:**

<table>
<thead>
<tr>
<th>Not Observed</th>
<th>Unacceptable •</th>
<th>Acceptable •</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1   2   3   4   5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>• Collaborates with peers, cooperating teacher(s), parents and other professionals to enhance student learning</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>• Identifies situations when and where collaboration will enhance student learning</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>• Designs a plan to enhance the learning for one student and includes all those involved in the collaborative effort</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>• Implements the designed strategies and activities that will engage all those involved and will improve student learning</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>• Evaluates and reflects on the outcomes of the collaborative effort</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:** (Please provide statements to support your rating)
### IX. Professional Development*

*The student teacher:*

<table>
<thead>
<tr>
<th>• Assesses his/her performance relative to Kentucky Teacher Standards</th>
<th>Not Observed</th>
<th>Unacceptable •</th>
<th>Acceptable •</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>3</td>
<td>4</td>
<td>5</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>• Identifies priority needs for professional development</th>
<th>Not Observed</th>
<th>Unacceptable •</th>
<th>Acceptable •</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>• Has an up-to-date Professional Development Plan that addresses growth in priority area(s)</th>
<th>Not Observed</th>
<th>Unacceptable •</th>
<th>Acceptable •</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>• Participates in professional development activities and demonstrates self-directed professional development</th>
<th>Not Observed</th>
<th>Unacceptable •</th>
<th>Acceptable •</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>3</td>
<td>4</td>
<td>5</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>• Shows evidence of professional growth and reflection relative to the identified priority areas and the impact on instruction and student learning</th>
<th>Not Observed</th>
<th>Unacceptable •</th>
<th>Acceptable •</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>3</td>
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<td>5</td>
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</tbody>
</table>

**Comments:** (Please provide statements to support your rating)

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### X. Provides Leadership Within School/Community/Profession*

*The student teacher:*

<table>
<thead>
<tr>
<th>• Identifies leadership opportunities</th>
<th>Not Observed</th>
<th>Unacceptable •</th>
<th>Acceptable •</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>• Develops a plan for one leadership opportunity describing the purpose, scope, timeline and the participants involved</th>
<th>Not Observed</th>
<th>Unacceptable •</th>
<th>Acceptable •</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>• Implements the identified plan following the timeline and describing how the impact of the plan will be assessed</th>
<th>Not Observed</th>
<th>Unacceptable •</th>
<th>Acceptable •</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>• Reflects on and evaluates the results of the leadership efforts</th>
<th>Not Observed</th>
<th>Unacceptable •</th>
<th>Acceptable •</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**Comments:** (Please provide statements to support your rating)
<table>
<thead>
<tr>
<th>XI.</th>
<th><strong>Professionalism &amp; Dispositions</strong></th>
<th>Not Observed</th>
<th>Unacceptable •</th>
<th>Acceptable •</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>The student teacher:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>•</td>
<td>Uses effective voice and tone</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>•</td>
<td>Uses standard English in both oral and written expression</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>•</td>
<td>Uses appropriate body language, movement and posture</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>•</td>
<td>Accepts constructive criticism positively</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>•</td>
<td>Is punctual and regular in attendance</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>•</td>
<td>Shows initiative and resourcefulness</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>•</td>
<td>Exhibits dependability, responsibility and flexibility</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>•</td>
<td>Works well with others, appreciates diversity</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>•</td>
<td>Willingness to help</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>•</td>
<td>Maintains proper relationships with students, faculty and staff</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>•</td>
<td>Presents a professional appearance/appropriateness of dress</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**Comments:** (Please provide statements to support your rating)

*Evidence in Portfolio*
Please mark below the number that best describes the student teacher’s demonstrated potential for success as a classroom teacher:

<table>
<thead>
<tr>
<th>Unacceptable</th>
<th>•</th>
<th>Acceptable</th>
<th>•</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

SUMMARY STATEMENT OF COOPERATING TEACHER (add additional pages if needed and attach)

Final Grade: Satisfactory __________ Unsatisfactory ________________ (Please check one)

Cooperating Teacher’s Signature ________________________________ Date ___/___/___
Please mark below the number that best describes the student teacher’s demonstrated potential for success as a classroom teacher:

<table>
<thead>
<tr>
<th>Unacceptable</th>
<th>•</th>
<th>Acceptable</th>
<th>•</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

SUMMARY STATEMENT OF UNIVERSITY SUPERVISOR (add additional pages if needed and attach)

Final Grade: Satisfactory _________ Unsatisfactory ________________ (Please check one)

University Supervisor’s Signature_________________________ Date __/__/____
Dr. Doug Whitlock
President

Dr. Bill Phillips
Dean, College of Education

Dr. Kim Naugle
Associate Dean, College of Education

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