

EKU College of Education
Professional Education Services
Office of Clinical Experiences

The College of Education at Eastern Kentucky University is a premier college dedicated to innovative student engagement and success, advancing Kentucky, and impacting the world. As a school of opportunity, the College of Education prepares and empowers learners to become dynamic partners in diverse communities. The curriculum at ECU is designed by faculty to meet educational goals of all candidates and is focused on candidate outcomes integrated in a clinical model. The teacher education program at ECU is focused on in-depth preparation in the candidate's academic teaching field as well as intensive skill development in the teaching of content.

The College of Education at Eastern Kentucky University is the unit responsible for the preparation of professional educators. The College of Education works in collaboration with the College of Letters, Arts and Social Sciences to deliver teacher education programs. The colleges work in conjunction to offer the following undergraduate and graduate teacher education programs:

Link to current programs offered at ECU: <http://coe.eku.edu/academic-programs-departments-and-offices>

Requirements differ and are indicated in the description of programs of each teaching field and level.

The quality of P-12 education is related directly to the qualification of teachers. Some teachers are more effective than others in their work with young people. The practice of teaching has identified some factors conducive to success in this field, such as academic ability and achievement, physical and mental health, attitudes, social skills, and a genuine interest in working with children and youth. These factors will be identified and evaluated in each teacher candidate to the extent possible during the process of teacher preparation clinical experiences, which includes student teaching under the guidance of a mentor teacher.

It is to our school-based partners to whom we want to extend our gratitude and thanks for participating in this joint venture as we partner in the clinical preparation of our future teachers. We appreciate the time and effort expended in helping to make our program successful at Eastern Kentucky University.

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GREETINGS FROM THE COLLEGE OF EDUCATION DEAN

Dear Student Teaching Candidates:

Congratulations on reaching a new academic milestone! While student teaching you will engage in exciting teaching and learning opportunities in P-12 classrooms. Furthermore, you will impact young students' learning while demonstrating important connections between educational theory, knowledge of content and classroom instructional practices. Eastern Kentucky University faculty, in partnership with participating classroom teachers, work together to ensure you receive appropriate support, guidance and feedback throughout this capstone experience. Our goal is to prepare you to successfully assume responsibility of your own classroom, and positively impact the achievement of all learners.

Enjoy learning with your students this semester. Celebrate your accomplishments, collaborate with colleagues and continue to develop new practices that will meet the needs of each learner. I look forward to hearing about your teaching experiences and how you have grown as an educator. Have fun!!

All the best,
Dr. Sherry W. Powers, Dean
College of Education
Eastern Kentucky University

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EKU-- A Legacy of Preparing Educational Professionals Since 1874

COLLEGE OF EDUCATION STRATEGIC PLAN

Vision

The College of Education will be a premier college dedicated to innovative student engagement and success, advancing Kentucky, and impacting the world.

Mission

As a school of opportunity, the College of Education prepares and empowers learners to become dynamic partners in diverse communities.

Values

The College of Education's values permeate the mission and allow the college to achieve its vision:

ethical decision-making, which is characterized by integrity, intentional stewardship of resources, and social responsibility;

intellectual vitality, which is characterized by quality instruction & research, critical and innovative thinking, and on-going assessment;

equity, which is characterized by sensitivity, respect, fairness, accommodation, and impartiality for all;

collaboration, which is characterized by respectful, reciprocal accountability and service to local & global communities; and

reflective practice, which is characterized by goal setting, self-evaluation, and a deep understanding of critical concepts and principles within one's discipline.

The College of Education is well known for preparing effective professionals for the disciplines within our college. At Eastern Kentucky University we strive to continuously learn and develop the most effective ways to prepare teachers, leaders, and other professionals for the variety of school and professional settings that exist today. In order to achieve our vision, the College of Education will focus on four Strategic Goals.

Academic Excellence
Cultural Competency
Stewardship of Place
Experiential Education

Strategic Initiatives and **Strategies** define the primary goals, outline our work, and ensure we achieve our primary

goals.

STRATEGIC GOALS:

Academic Excellence - We will achieve academic excellence through **investing in students, staff, and faculty to support their professional growth.**

Cultural Competency - We will demonstrate our commitment to cultural competency through recruiting diverse candidates, faculty, and staff and providing structured opportunities for education and interaction with people from diverse backgrounds.

Stewardship of Place - We will demonstrate our commitment to the development of stewardship of place through collaboration within the College, University, and community through advocacy, civic engagement, and stewardship.

Experiential Education - We will achieve experiential education through infusing clinical experiences throughout our programs.

Our Ongoing Commitment is to prepare every candidate to be successful in all aspects of his/her professional career.

Ongoing Commitments

Our **curriculum** is designed by faculty to meet educational goals of all candidates and is focused on candidate outcomes integrated in a clinical model.

Our programs are focused on embracing individual differences in every aspect of the educational process.

KENTUCKY STATE BOARD OF EDUCATION'S MISSION STATEMENT:

Kentucky Board of Education Mission Statement:
The Kentucky Department of Education's mission is to prepare all Kentucky students for next-generation learning, work and citizenship by engaging schools, districts, families and communities through excellent leadership, service and support.

EDUCATION PROFESSIONAL STANDARDS BOARD MISSION AND GOALS

Vision Statement

Every public school teacher and administrator in Kentucky is an accomplished professional committed to helping all children become productive members of a global society.

Mission Statement

The Education Professional Standards Board, in full collaboration and cooperation with its education partners, promotes high levels of student achievement by establishing and enforcing rigorous professional standards for preparation, certification, and responsible and ethical behavior of all professional educators in Kentucky.

Goals and Strategies

Goal 1:

Every approved educator preparation program meets or exceeds all accreditation standards and prepares knowledgeable, capable teachers and administrators who demonstrate effectiveness in helping all students reach educational achievement.

Strategy 1.1. Maintain regular and rigorous reviews of all program quality indicators.

Strategy 1.2. Document and publish information on the quality of each preparation program.

Strategy 1.3. Provide technical assistance to support program improvement.

Strategy 1.4. Utilize research to inform program improvements.

Strategy 1.5. Review programs to ensure focus on student learning.

Strategy 1.6. Maintain a focus on continuous improvement of all preparation programs.

Strategy 1.7. Provide accurate and reliable data to support decision making.

Goal 2:

Every professional position in a Kentucky public school is staffed by a properly credentialed educator.

Strategy 2.1. Document every assignment of educators in Kentucky public schools.

Strategy 2.2. Document the highly qualified status of all Kentucky teachers as required under NCLB.

Strategy 2.3. Monitor the validity and reliability of teacher and administrator assessments.

Strategy 2.4. Document and publish the results of all assessments required of new teachers and new administrators.

Strategy 2.5. Maintain a focus on continuous improvement of all traditional and alternative route certification procedures and processes.

Strategy 2.6. Provide accurate and reliable data to support decision making.

Goal 3:

Every credentialed educator exemplifies behaviors that maintain the dignity and integrity of the profession by adhering to established law and EPSB Code of Ethics.

Strategy 3.1. Promote awareness of the EPSB Code of Ethics.

Strategy 3.2. Maintain an accurate database of misconduct and character and fitness cases.

Strategy 3.3. Present in a timely manner all cases for review by the EPSB.

Strategy 3.4. Maintain a focus on continuous improvement of all hearing procedures.

Strategy 3.5. Provide accurate and reliable data to support decision making.

Goal 4:

Every credentialed educator participates in a high quality induction into the profession and approved educational advancement programs that support effectiveness in helping all students achieve.

Strategy 4.1. Develop and utilize reliable measures of teacher effectiveness and student achievement that may be used in evaluation of induction and professional advancement activities.

Strategy 4.2. Ensure that every new teacher and principal has a high quality induction experience while demonstrating knowledge and skills that support student learning.

Strategy 4.3. Ensure that high quality mentoring and support services are provided for teachers seeking National Board for Professional Teaching Standards certification.

Strategy 4.4. Ensure that the Continuing Education Option for rank change program maintains appropriate rigor while demonstrating advanced knowledge and skills that support student learning.

Strategy 4.5. Provide accurate and reliable data to support decision making.

Goal 5:

The EPSB shall be managed for both effectiveness and efficiency, fully complying with all statutes, regulations and established federal, state, and agency policies.

Strategy 5.1. Maintain a qualified and diverse EPSB workforce.

Strategy 5.2. Ensure that all personnel are experiencing life-long learning and professional experiences that support their professional growth.

Strategy 5.3. Seek full funding for all EPSB operations, personnel, and programs through an approved biennial budget request.

Strategy 5.4. Provide semiannual budget reports to the EPSB.

Strategy 5.5. Maintain facilities, equipment, and agency technology that support efficient and productive agency operations.

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GATES IN TEACHER PREPARATION PROGRAM AT EKU

GATE 1: Admission to Teacher Education

Our accreditation requires that all students be formally admitted into professional education programs. This formal admission is different from your admission into Eastern Kentucky University or the College of Education. Formal admission is a transition called Admission to Teacher Education. Admission is granted by the Office of Professional Education Services at EKU after students have met specific program and Kentucky Education Professional Standards Board requirements.

GATE 2: Midpoint Checkpoint (Soft Transition with data review)

Gate 2 generally occurs between the junior and senior year and prior to the Methods semester. At this Gate, a thorough review of candidate dispositions, proficiency and academic progress is reviewed.

GATE 3: Admission to Professional Semester (Student Teaching)

Admission to the Professional Semester occurs during the application process for student teaching. Admission to the professional semester requires successful completion and demonstration of knowledge and skill sets of Clinical V for recommendation to the Professional Semester. The teacher candidate is required to apply for student teaching the semester prior to the student teaching semester. The application must be approved by the advisor and the Office of Clinical Experiences before admission is granted. The applicant must demonstrate successful completion of all required course work and a GPA of 2.75 or higher. The student teacher applicant must provide proof of professional liability insurance, a medical check and TB Risk Assessment and KET Certificate for Promoting Positive Behavior training modules. The applicant must provide the actual criminal background check for the county requested, a Central Registry Check (CAN) and demonstrate evidence of successful experience with diverse populations prior to the professional semester. All student teacher applicants will be notified of their admission prior to the end of the semester of the application.

GATE 4: Certification Recommendation

Gate 4 is the exit from the Professional Semester (Student Teaching) and represents the Polished Professional for purposes of certification recommendation and concurrent registrar degree completion.

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OFFICE OF CLINICAL EXPERIENCES

The Office of Clinical Experiences at Eastern Kentucky University is in the Bert Combs Building, Fourth Floor, Room 425. The purpose of the Office of Clinical Experiences is to work closely with our public school partners and the College of Education at ECU to develop teacher candidates, implement innovative and effective instructional strategies and study efforts to improve teaching and learning. The Office of Clinical Experiences facilitates all field and clinical placements for undergraduate and graduate clinicals (working with a variety of district and community partners), collects and organizes placement and assessment data and ensures compliance to state regulations which govern field and clinical experiences. The Office of Clinical Experiences also supports the Alternative Certification Program at ECU.

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PART 1: POLICIES AND PROCEDURES

THE PROFESSIONAL SEMESTER (STUDENT TEACHING)

The year-long professional semester begins with the methods semester prior to the student teaching semester. The methods semester requires placement with a highly qualified cooperating teacher and it is expected the candidate will employ a range of instructional strategies, inquiry-based, hands-on learning activities, critical thinking skills and formative and summative assessments to reach all learners. Candidates have learned to assess, diagnose and prescribe for student learning and behavior and are expected to continue this during the practice teaching, or methods semester.

During the Professional Semester (Student Teaching) candidates will exemplify the traits of a polished, professional educator. Our student teachers will design and model learning experiences that connect learning to authentic, real world situations. Our student teachers are effective teachers who understand the importance of high level cognitive processes, including problem-solving, project-based learning, analytical thinking skills and creativity.

Student teachers will begin the professional semester on the first day teachers report to their districts. This means candidates will participate in all events in preparation for the school year, or returning from Winter Break. This includes all faculty professional development, long-range planning, team meetings, parent open-house/PTA meetings and instructional planning.

Eastern Kentucky University Office of Clinical Experiences makes every effort to place student teachers with highly qualified Cooperating Teachers in the school setting. You will learn from your Cooperating Teacher, but there may be days when you find teaching to be more of a challenge.

This semester will provide both rewarding and also difficult days. You will find students who are excited and happy to have you in the classroom, and also those who will be more difficult to reach. This is what you have been preparing for and we encourage you to view this as an opportunity for professional growth. On your more difficult days, you will want to reach out to your cooperating teacher(s), other teachers at your school or your university supervisor for support and encouragement. Always keep in mind, this has been your career goal for the past few years. You can learn from the less successful as well as more positive and rewarding teaching experiences.

PURPOSE OF STUDENT TEACHING

The student teaching experience provides an opportunity for the candidate to demonstrate the skills acquired in all previous clinical placements and encourages continuous professional growth throughout the professional semester. The student teacher will work with one or more cooperating teachers and one university supervisor. The student teacher is expected to fully participate in all requirements of the cooperating teacher, including

duties, planning and instruction, faculty meetings, team meetings, parent conferences etc. The student teacher will adhere to the schedule and calendar of the school assignment.

The student teacher will have opportunities to:

- Apply knowledge and expertise learned from the educator preparation program at ECU;
- Create and implement engaging, research-based lessons and assess student understanding all throughout the semester;
- Participate in co-teaching with the cooperating teacher and others in the classroom from day one of the student teaching experience;
- Engage in reflective practice throughout the semester;
- Participate in regular and extracurricular school activities;
- Become a part of a planning team making instructional decisions;
- Engage in professional decision making and collegial interaction with other student teachers and professionals in your school; and
- Build relationships with students and families and practice communicating with families.

APPLICATION FOR STUDENT TEACHING

The application for student teaching opens for only two weeks each semester. The application window for fall semester is February 1-15 and the spring semester is September 1-15. The application can be accessed using ECU Direct, under the Student Services and Financial Aid tab.

ELIGIBILITY FOR STUDENT TEACHING

A teacher candidate must fulfill all requirements for their certification program prior to admission to student teaching.

This includes:

- Successful completion and demonstration of knowledge and skill sets of Clinical V;
- Completion and documentation of a minimum of 200 clinical hours in a variety of school settings which have allowed participating in the following:
 - (a) Engagement with diverse populations of students, which include:
 - (1) Students from a minimum of two (2) different ethnic or cultural groups of which the candidate would not be considered a member;
 - (2) Students from different socioeconomic groups;
 - (3) English language learners;
 - (4) Students with disabilities; and
 - (5) Students from across elementary, middle, and secondary grade levels.
 - (b) Observation in schools and related agencies including:
 - (1) Family Resource Centers; or
 - (2) Youth Service Centers.

- (c) Student tutoring;
- (d) Interaction with families of students;
- (e) Attendance at school board and school-based council meetings;
- (f) Participation in a school-based professional learning community; and
- (g) Opportunities to assist teachers or other school professionals.

- Application to Student Teaching and approval of application;
- Successful completion of all required course work;
- GPA of 2.75 or higher;
- Completion of a minimum of 120 hours in KFETS;
- Registration for the PRAXIS exam(s);
- Purchase of Professional Liability Insurance;
- Completion of Medical Check & TB Risk Assessment with personal physician or at the ECU Health Clinic;
- Completion of the Promoting Positive Behavior in Schools Training (KET training modules with certificate);
- IdentityGO Background Check; and
- Central Registry Check (CAN)

ADMISSION TO STUDENT TEACHING (GATE 3)

Admission to the Professional Semester occurs during the application process for student teaching. Admission to the professional semester requires successful completion and demonstration of knowledge and skill sets of Clinical V for recommendation to the Professional Semester. The teacher candidate is required to apply for student teaching the semester prior to the student teaching semester. The application must be approved by the advisor and the Office of Clinical Experiences before admission is granted. The applicant must demonstrate successful completion of all required course work and a GPA of 2.75 or higher. The student teacher applicant must provide proof of professional liability insurance, registration for PRAXIS, a minimum of 120 KFETS hours, a medical check and TB Risk Assessment and KET certificate for Promoting Positive Behavior training modules. The applicant must provide the results of the background check for the county requested and Central Registry Check and demonstrate evidence of successful experience with diverse populations prior to the professional semester. All student teacher applicants will be notified of their admission prior to the end of the semester of the application.

ATTENDANCE

Student teachers are expected to be in attendance all day, every school day for the duration of the professional semester.

The placement begins the first day district teachers must report to schools at the beginning of the student teaching semester, not the first day the university begins the semester.

Student teachers follow the district calendar for holidays and scheduled breaks. Student teachers do not follow the university calendar for fall or spring breaks.

Student teachers are expected to attend school level meetings, conferences, professional development activities, faculty meetings, and after school events.

Student teachers are expected to keep a daily calendar of attendance and provide a copy to their cooperating teacher, university supervisor and Office of Clinical Experiences.

If a student teacher is unable to attend school for any reason, it is the responsibility of the student teacher to notify the cooperating teacher and the university supervisor of the absence prior to the beginning of the school day, and to submit lesson plans or other material as appropriate to fulfill professional responsibilities. The seventy day minimum requirement is not waived for illness. Candidates must continue in their placement until the minimum days required are met, even if this means returning to the school placement after the commencement ceremony.

PRAXIS EXAMS

Student teachers may use up to one full day or two half days to take required Praxis Examinations, but must have prior approval of the cooperating teacher and university supervisor. The website for Praxis is:

Praxis: www.ETS.org

Praxis Help: www.praxisprepinfo.com

PLACEMENT REQUESTS AND ASSIGNMENTS

During their application for student teaching, candidates may list preferences for the districts in which they would like their placement to be made.

The Office of Clinical Experiences makes every effort to accommodate student teachers requests to complete the professional semester outside the ECU service region. The student teacher must request a Waiver Form for Student Teaching by emailing: ekustudentteaching@eku.edu. Student teachers making this request must be a strong candidate in good standing and demonstrate the ability to work independently, take the initiative, and demonstrate exemplary clinical experiences and dispositions with grades of A in all clinical courses. The waiver is due on or before the last day of the official application window (September 15 or February 15). Approval for waiver requests is contingent on finding a qualified cooperating teacher and ECU university supervisor.

Student teacher applicants will be notified of their acceptance to Gate 3 (Professional Semester/Student Teaching) and of the cooperating teacher(s) and placement districts/schools on or before the final examination dates of the semester of application, so long as all documents (i.e., background results, Central Registry Check results, etc.) have been received by the Office of Clinical Experiences.

ORIENTATION

The Office of Clinical Experiences provides mandatory orientation for student teachers. Day 1 of Orientation is scheduled during the summer for fall placements and early December for spring placements. Day 1 of Orientation provides an overview of student teaching expectations, ethics of the profession and confidentiality training.

Day 2 of Orientation is held on the first day of classes on the official ECU calendar. Day 2 includes topics such as school safety, certification, cultural relevance in education, and advocating for the profession.

LEGAL ISSUES RELATED TO STUDENT TEACHING

According to regulation 16 KAR 5:040, “the educator preparation institution shall provide opportunities for the student teacher to assume major responsibility for the full range of teaching duties, including extended co-teaching experiences, in a real school situation under the guidance of qualified personnel from the educator preparation institution and the cooperating elementary, middle, or high school. The educator preparation program and the school district shall make reasonable efforts to place student teachers in settings that provide opportunities for the student teacher to develop and demonstrate the practical skills, knowledge, and professional dispositions essential to help all P-12 students learn and develop.”

Although the student teacher assigned to a school will assume major responsibility for a full range of teaching duties, it is the cooperating teacher who is the person legally responsible for the class to which he/she is assigned. Student teachers may not assume full responsibility of the classroom without the supervision of a certified teacher who is employed by the school district.

The student teacher MAY NOT serve as a substitute teacher during student teaching placement nor assume responsibility for supervision of students in the absence of the classroom teacher. A regular or substitute teacher employed by the district must be present in the classroom when the student teacher is teaching. If you are having issues with this, please communicate with your university supervisor.

This policy is based on various opinions delivered from the Attorney General’s office, and reflected in KRS 161.042. The student teacher does not yet have a regular or emergency teaching certificate from the Department of Education and therefore is not authorized to teach except under supervision.

PROFESSIONAL LIABILITY INSURANCE COVERAGE

Eastern Kentucky University requires all student teachers to purchase educator liability insurance prior to placement in the school. Educator Legal Liability coverage describes a policy that covers wrongful acts of employees, including student teachers, operating within the scope of their duties. Wrongful acts include failure to educate, fiscal irresponsibility, libel and slander, discrimination invasion of privacy, broadcasting or telecasting activities.

EKU Office of Clinical Experiences does not endorse any insurance carrier, but do make student teachers aware that organizations such as the National Education Association/Kentucky Education Association Student Program (KEA-SP) provides insurance coverage through student memberships.

The Kentucky Association of Professional Educators provides up to \$2 million in coverage of activities conducted in the member’s professional capacity. The website is: <http://www.kentuckyteachers.org/insurance.htm>

EKU MEDICAL EXAMINATION/TUBERCULOSIS RISK ASSESSMENT

EKU requires candidates to have a medical exam and tuberculosis risk assessment performed prior to student teaching (an actual TB skin test is only needed if the physician feels the candidate is at risk). The form is located

on the website. A copy of the form signed by the health practitioner may be scanned to: ekustudentteaching@eku.edu.

BACKGROUND CHECKS

In an amendment to KRS. 042, the legislation reads:

“All student teachers shall be subject to the state and national criminal record checks required of certified hires under provisions of KRS. 160.380.”

Student teachers will use IdentoGO to schedule and have their background check performed.

All student teachers must upload to Taskstream a copy of the results of the background check prior to student teaching.

CENTRAL REGISTRY CHECK

Please follow submission instructions on the form located [here](#); a copy of the results will be mailed to the BOE for the county of your placement. You MUST however, upload the results to Taskstream prior to student teaching.

PROMOTING POSITIVE BEHAVIORS IN STUDENTS (CERTIFICATE)

http://ket.pbslearningmedia.org/resource/promoting_pos_beh/promoting-positive-behavior-in-schools/

PROFESSIONAL DISPOSITIONS

Teacher candidates are expected to exhibit accomplished professional dispositions throughout the professional semester. There are 10 standards, grouped into 4 general categories: the rubric is below and the expectation is a score of competent or exemplary all semester. The Professional Education Program at ECU monitors attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program (CAEP 3.3). The complexity of the candidate’s practice is viewed through the lens of knowledge, dispositions, and performances. Dispositions are defined as: The habits of professional action and moral commitments that underlie an educator’s performance (CAEP Glossary and InTASC Model Core Teaching Standards, p.6).

Evaluation Key:

- 1– Emerging
- 2– Developing
- 3– Competent (Target)
- 4- Exemplary

****Please see CED 499/897 Rubric at end of handbook.**

PROFESSIONAL CODE OF ETHICS

Student teachers are expected to exemplify the behaviors and expectations outlined by the Kentucky Education Professional Standards Board Code of Ethics for certified school personnel:

<http://www.epsb.ky.gov/mod/page/view.php?id=55>

The education profession holds all certified personnel to a high standard of conduct. The EPSB has identified three major areas of conduct and clearly states the expectations for all teachers, including student teachers. Violations of the Code of Ethics can be reported to the EPSB for review and possible action.

To Students:

Shall provide students with professional education services in a nondiscriminatory 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, grabbing; rape; threats of 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 the 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 qualifications or those of other professionals.

ISSUES AND CONCERNS IN THE STUDENT TEACHING PLACEMENT

From time to time, a student teacher may struggle in the student teaching placement. If this occurs, a conference with the cooperating teacher and university supervisor may be necessary. If the situation continues or the student teacher continues to struggle, a meeting with the Director and/or Student Teaching Coordinator is required.

Interventions and Improvement Process:

- A conference is scheduled with the student teacher, university supervisor and cooperating teacher
- Interventions and support for the student teacher are established
- A student teacher may be removed from the placement and a Professional Improvement Plan developed
- All parties must sign off on the Professional Improvement Plan
- If the student teacher successfully completes the Professional Improvement Plan, he/she may return to the placement upon approval of the cooperating teacher and university supervisor
- It may however, be recommended that the student teacher repeat the professional semester in a different

placement and with a different cooperating teacher.

ROLES, RESPONSIBILITIES AND RELATIONSHIPS WHILE STUDENT TEACHING

Professionalism

It is critical that student teachers recognize that their role identifies them as representatives of Eastern Kentucky University, the school districts which they serve and the teaching profession which they seek admission. Student teachers' appearance, behavior and interactions should always be of the highest professional nature and this expectation extends to both the real and digital world.

Correspondence and Communication

Student teachers are required to monitor and utilize their university email as their primary channel for communication. Student teachers should also provide their university supervisor and cooperating teacher with their direct phone number as well as obtain those individual's respective phone contacts. It is imperative that communication with stakeholders be timely and responsive as well as professional in content and tone.

Hierarchy of Contact

Student teachers should always work directly with the cooperating teacher and university supervisor and use those individuals as their primary point of contact for questions or concerns. Student teachers are not to circumvent their cooperating teacher or university supervisor so as to direct matters to school or university administration. If a student teacher has concerns which they feel merit attention beyond these two supervisors, they should contact the Director and/or Student Teaching Coordinator within the ECU College of Professional Education Services.

Expectations of the Teacher Candidate (Student Teacher) Knowledge and Skills:

Concept 1: Polished professional educator: Independently demonstrates and integrates guided sustained teaching/co-teaching; plans and implements assessments and lesson and reflects on all lessons taught. Analyzes learning and behavior using school data, classroom data, formative and summative data, ABA/FBA and classroom management strategies. Understands the accountability role in education; can use Common Core standards, deconstruction of standards and effectively utilizes assessment of and for learning. Clearly demonstrates professional roles and responsibilities of education professionals.

Concept 2: Diagnose and prescribe individual learning plans for students; Specific ways to diagnose and prescribe using formative and summative assessments and monitoring and tracking student achievement. Utilizes principles of curriculum design and uses backward design, and effective pedagogy in teaching (flexible grouping, cooperative learning, inquiry, project-based learning, differentiation and accommodation). Considers learner developmental levels in instruction and understands the Kentucky framework for schools. Understands the role of all teacher in special education services.

Concept 3: Integrate technology into assessment and instruction; this includes teacher use of technology in planning and instruction as well as student use of technology.

Concept 4: Dispositions

Professional Expectations

Daily attendance during instructional and professional development days—arrive early and stay late to complete and prepare for the next instructional day;

Consistent and timely compliance with directives given by school and university educators and administrators;

Timely arrival each day and departure only when instructional, supervisory and organizational responsibilities have been met;

Introduce themselves to the school office and their assigned cooperating teacher before the professional semester begins;

Follow the calendar for the school/district assigned. All professional development days, faculty meetings, committee meetings, team and other faculty meetings are required;

Support the safety of educators, staff, students and parents at assigned school district;

Ensure consistent compliance with confidentiality of student, parent and faculty information;

Professional, respectful and receptive interaction with all university and district stakeholders;

Timely and thorough completion of all university, college, school, district and state documents and assignments;

Professional appearance and behavior throughout student teaching placement; and

Compliance with all school, district, college, university, state and professional policies, regulations and laws.

Teaching Expectations

Ensure the physical safety and psychosocial well-being of all students;

Ensure that all students are provided equal opportunities and equitable support toward individual development;

Prepare and deliver daily lessons which are aligned with state and district curriculum;

Complete the Drake self-assessment of teaching. Discuss and turn in to university supervisor;

Use the provided templates for all tasks during the student teaching experience;

Monitor and track student achievement in all content areas under your CT's direction;

Co-teach and co-plan upcoming lessons. Keep a record (journal, notebook, and electronic file etc.) of all lessons throughout the professional semester. It is expected the student teacher will have increasing responsibility for all planning, assessments and responsibilities of the classroom;

Employ instructional techniques which ensure student engagement while providing differentiation in order to optimize student learning;

Cultivate and maintain positive, supportive relationships with students which ensure a culture of respect within the classroom; and

Incorporate instructional strategies which ensure compliance with students' individual education plans, 504 plans, behavior intervention plans, gifted service plans and any other formalized learning plan.

Removal from Placement

If a student teacher is not successful in the student teaching placement it may become necessary to remove them from their placement. The student teacher may:

- Be placed on a Professional Improvement Plan;
- Repeat one or more placements the following semester; and/or
- Be referred to the Professional Education Admissions Committee (PEAC) for review and possible dismissal from the program

A cooperating teacher and/or university supervisor shall contact the Director and/or Student Teaching Coordinator to express concerns regarding habitual tardiness, failure to be prepared for teaching assignments, failure to communicate with cooperating teacher and/or university supervisor as expected, demonstrating dispositions that do not meet the criteria for success or other actions at the discretion of the cooperating teacher and/or university supervisor.

Successful Completion of Student Teaching

When student teachers have successfully completed all requirements for student teaching, they can be recommended for certification by the Office of Professional Education Services.

Student Teaching Abroad

Eastern Kentucky University College of Education student teachers will have the unique opportunity to spend the last 4 weeks of their student teaching experience in Dublin Ireland (3 weeks) and Belfast, Ireland (1 week).

If selected, each ECU student teacher will be assigned to a teacher and classroom in a Dublin/Belfast School according to the student teacher's school level of preparation. Student teachers will participate in small group instruction, lesson planning, subject instruction and overall instruction of the classroom for which they are placed. Supervising teachers will provide support to the student and the student will be evaluated according to ECU student teaching rubrics by a local educator.

Student teachers will stay with local host families near school placements or near public transportation. Each student will have a room within the family's house as well as a key to come and go as they please. Host families will also provide student teachers with breakfast and dinner meals.

Student teaching abroad in Ireland is a unique experience which will enrich participants' cultural and educational perspectives. As in their placements in Kentucky, student teachers will be expected to demonstrate the highest levels of professional and personal behavior as representatives of Eastern Kentucky University and as future educators. All university academic and procedural policies will continue to be practiced during this placement.

For further information, requirements and deadlines, contact the Clinical Experience Office in Combs 425.

Role of the Cooperating Teacher

Cooperating Teachers play a critical role in the professional development of a student teacher. Eastern Kentucky University recognizes and fully supports your efforts to share model teaching practices and providing ongoing and continuous feedback to your student teacher. We thank you for your willingness to mentor our EKU Student Teaching Candidate.

Please review the following:

- 1) Please be aware that 16 KAR 5:040(3) states that the "ratio of student teachers to cooperating teachers shall be one-to-one." If you have agreed to a placement for another college or university, please ensure that the placement dates do not overlap.
- 2) Please be sure to complete BOTH Part A & B Trainings **PRIOR** to the semester your student teacher is to enter the classroom as outlined in 16 KAR 5:040(3).

Part A is EPSB's module that focuses on state regulations:

<http://www.epsb.ky.gov/mod/page/view.php?id=14>.

The Part B module was compiled by Kentucky Institutions of Higher Education (IHE) and focuses on activities and best practices of cooperating teachers. The link and instructions for Part B training is: <http://www.epsb.ky.gov/mod/page/view.php?id=476>.

Part A generally takes around 40-45 minutes to complete, while Part B takes about 30-40 minutes. You cannot stop and start the trainings, however you can do Part A separately from Part B.

- 3) Please be sure to update your EPSB account (<https://wd.kyepsb.net/Epsb.WebApps/Login/Login.aspx>) and ensure that your primary account is your school email and **not your personal email**.
- 4) Please ensure you are conforming to 16 KAR 5:040(1), which states:
 - (1) The cooperating teacher, whether serving in a public or nonpublic school, shall have:
 - (a) A valid teaching certificate or license for each grade and subject taught; and
 - (b) At least three (3) years of teaching experience as a certified educator.

(2) A teacher assigned to a teaching position on the basis of a provisional or emergency certificate issued by the Education Professional Standards Board shall not be eligible for serving as a cooperating teacher.

If any of the above in Item #4 is an issue for you to be a cooperating teacher, please let us know immediately.

- 5) Please be sure to submit in a timely fashion your observations, dispositions, and evaluations of your student teachers within Taskstream. These assessments are vital not only as a tool for growth for your student teachers, but are also required as part of ECU's accreditation process.

At the beginning of the placement, you will receive an email from "Watermark/Taskstream" with instructions on creating your account.

The link provided [here](#), will discuss how to complete student teacher evaluations in Taskstream.

Responsibilities of the Cooperating Teacher

1. Ensure all training requirements have been met.
2. With the student teacher (ST), review the specific tasks that need to be completed in CED 499 with the support of the University Supervisor (US).
3. Meet with the ST before the placement begins to review texts, curriculum guides, sample lesson plans, daily schedule, handbooks, classroom management plan/school wide behavior management plan and location of gym, library, etc.
4. Introduce your ST to your students. Use Ms. or Mr. to address your ST so your students see your ST as another teacher in the classroom.
5. Carefully watch your own attitude toward the ST because your students will echo your attitude (the goal is to treat the ST as a professional and another teacher in the classroom).
6. Exemplify the best in teaching techniques, planning, organization, assessment, individual student differences, differentiation, classroom management, and reflection.
7. Allow the ST to engage in instructional lessons from Day 1 using co-teaching and require increasing responsibility throughout the clinical experience. The Cooperating Teacher (CT) should ensure that the ST can identify and summarize key elements of lessons being presented in the classroom such as learning targets, varied forms of assessment data being used in the classroom, specific content instructional strategies being used, etc. CT will require ST to submit all lesson plans to CT and keep these available for review.
8. Co-teach and co-plan upcoming lessons. Review lessons prior to implementation and provide feedback as necessary.
9. Formally observe at least one lesson using the observation instrument (for an 8 week placement). This will be completed in Taskstream. 16 week placements will observe at least 2 lessons.
10. Provide support and information that will allow the ST to complete units of instruction.
11. Set aside time each week for conferencing. Share strengths and areas for improvement weekly. Share serious concerns with their US.
12. Review each of the tasks the ST is responsible for and work with him/her throughout the professional semester.

13. Communicate weekly with the US about the progress and goals for the student teacher. Share any concerns in this weekly email communication.
14. Verify the daily attendance of ST with the monthly calendar submitted by the ST.
15. Complete the Final Evaluation for your ST in Taskstream.

Planning with the Student Teacher Candidate

- 1) The need for planning is critical: Assist in clarifying the teacher candidate's purposes and procedures; learn expectations of the CT; develop skills in lesson planning and providing feedback during planning.
- 2) The CT should plan to meet with the ST at a designated and uninterrupted time each week. This planning time can be used to revise plans, suggest revisions, provide feedback and handle problems or situations in the classroom together.
- 3) The CT should provide effective and accurate feedback. Be very specific with feedback including recommendations for improvement. Keeping an anecdotal record of the teacher candidate's actual behavior, expressions used, and timing will help to evaluate teaching effectiveness. Encourage self-reflection (how did your lesson go) and recommendations for improvement. Be honest with the ST, as our profession is all about growth as a teacher.
- 4) The ST should have the opportunity to take the lead with instruction as often as possible.
- 5) The ST is expected to fully participate in all school activities, responsibilities and duties.
- 6) The ST should not feel that there is only one correct instructional approach for teaching, but should begin to acquire a repertoire of strategies.
- 7) The ST will need help to see the students as individuals and in particular will need to know about students with differentiation needs (IEP's, gifted, ELL, 504 etc.).
- 8) The CT should provide the ST with seating charts, arrange work with individuals and small groups, hold frequent informal conferences, and encourage the ST to take advantage of opportunities to meet parents.
- 9) The ST should realize that good teaching is creative. To achieve this creativity, the ST must feel that actions are not narrowly outlined by a teaching manual, textbook, CT, or US.
- 10) The ST should be encouraged to use a wide variety of teaching techniques: student investigations, laboratory work, group discussions, debates, question-and-answer periods, directed study, small group instruction and research based instructional strategies.

Tuition Benefit

Eastern Kentucky University recognizes the valuable contribution cooperating teachers make in helping prepare

teacher candidates and supporting them during their student teaching experience. The tuition benefit policy established by the Kentucky Legislature (KRS Chapter 164.2845) states:

In recognition of valuable service to the preparation of teachers and the need for all teachers to have continual professional growth, a supervising teacher or a resource teacher for teacher interns may, with prior approval of the course-offering institution, take a maximum of six (6) credit hours per term at any public postsecondary institution and pay no tuition. The postsecondary institution shall waive the tuition up to a maximum of six (6) credit hours.

Please see the link below which outlines ECU's tuition benefit guidelines, and includes the tuition waiver form:

https://scholarships.eku.edu/sites/scholarships.eku.edu/files/ct_tuition_waiver_-_revised_7-2020.pdf#_ga=2.122092812.687458436.1601899992-292211023.1580490566

Roles & Responsibilities of the University Supervisor

1. Attend both Orientation days with student teachers. This keeps you in the loop on the sessions your student teacher will be attending and keeps you informed on the latest expectations in the classroom.
2. If needed, update your EPSB account: <https://wd.kyepsb.net/Epsb.WebApps/Login/Login.aspx>; and ensure that your primary account is your school email and not your personal email.
3. Participate in a mandatory Interrater Reliability Exercise each academic year in order to help achieve fair and balanced scoring across the board.
4. Attend all scheduled University Supervisor meetings throughout the term.
5. Observe the student teacher at least four times. The first visit (first week of student teaching) is introductory.
 - a. This should be completed early in the placement.
6. Exemplify the best in teaching techniques, planning, organization, assessment, individual student differences, differentiation, classroom management, & reflection. This enables you to share your expertise with your student teacher.
7. Review and provide feedback on student teacher lesson plans prior to teaching. Lesson plans must be submitted at least two school days in advance of the scheduled observation. Failure to do this will result in cancellation of the observation.
8. Observe a minimum of four formal lessons throughout the semester. Complete and submit the electronic observation instrument in Taskstream for all lessons. Use the observation instrument and read the descriptors carefully as you score to make sure you have accurate scoring.

9. Hold a post conference with your student teacher to reflect on lessons.
10. Work closely with the Cooperating Teacher—weekly feedback from CT on goals for student teacher.
11. Conduct a summative conference with student teacher and CT if at all possible to discuss summative assessment (final) ---mid-term progress and final overall progress.
12. Monitor student teacher attendance, punctuality and professional dispositions.
13. On EPSB, once placements are completed, ensure you are checking and signing off on your students so that payment vouchers can be issued to your Cooperating Teachers. You may also remind your Cooperating Teachers to do the same.
14. Submit in a timely fashion your observations, dispositions, and evaluations of your student teachers. These assessments are vital not only as a tool for growth for your student teachers, but are also required as part of ECU's accreditation process.
15. Submit mid-term and final grades to Office of Clinical Experiences.
16. Serve as an ambassador for ECU and as a liaison between the district/school and ECU.

Performance Assessments Completed in CED 499/897

IMPLEMENTATION

Task Name: Lesson Plans

Description: TC will design and teach lessons observed by the University Supervisor. A minimum of four formal observations are required throughout the semester by the US and one formal observation per placement by the CT. Teacher Candidates who are in a single placement for the duration of their student teaching will have two formal observations by their CT. Teacher Candidates will submit lesson plans at least two days in advance of observation and will be provided feedback through a post lesson debriefing and Taskstream lesson observation rubric.

Task Name: Post Observation Reflections Description:

TC will complete the Post Observation Reflection template and submit to observer within three days of lesson presentation.

Task Name: Drake Video and Reflection

Description: TC is expected to video themselves teaching early in the placement. A self-reflection of this teaching lesson using the Drake instrument will be provided to US.

PLANNING

Task Name: Unit Work Sample

Description: TC will design and implement one instructional unit using the Unit Plan Template. Instructional unit must include a minimum of three lesson plans using the Source of Evidence: Lesson Plan Template. TC will teach and reflect on lessons from the unit with US.

Task Name: Solo Week Overview Map

Description: TC will use the Solo Week Planning Map Template to present an overview of the daily lessons for each class/content area throughout the solo week.

Task Name: Weekly Evaluation and Reflection Document

Description: TC will complete their section of the Weekly Evaluation and Reflection Document and then have the CT complete their portion. Each should sign and then the TC should send the document to both their CT and US by the following Monday of the week of reflection.

PROFESSIONAL GROWTH

Task Name: Professional Growth Plan

Description: TC will use the Self-Assessment Instrument, observation feedback and self-reflection to identify priority goals.

Student Voice Survey

Description: TC will implement student voice survey located on the CED 499 Blackboard site in one of their classes near the latter part of their placement. TC will use either the elementary survey (grades 3 through 5) or middle/high survey (grades 6 -12) depending on the grade level being taught and will submit summary of student feedback to the Office of Clinical Placements.

Virtual Meeting with Classmates

Description: US will facilitate three virtual group meetings among assigned TCs; once prior to midterm and two after midterm. Discussion topics for each virtual meeting will address the following topics: 1) Data collection and interpretation for student interventions; 2) Classroom management; and 3) Differentiation of instruction and assessment.

**CED 499/897 InTASC
Rubric**

Standard 1: Learner Development				
Standard Indicator	Emerging - 1	Developing - 2	Competent (Target) - 3	Exemplary - 4
<p>1.1 The candidate uses individual and group performance data to identify learners' level of development (E. G., Cognitive, Linguistic, Social, Emotional, and/or Physical) and to scaffold the next level of development.</p> <p>(1 a, f) AMLE 1; IECE 1; CAEP-ETS 1, 3; ACEI 1, 3; CEC 1.2, 4.2</p> <p>DIVERSITY</p>	<p>Candidate describes learner growth and development.</p>	<p>Candidate identifies individual performance data to describe or support learners' growth and/or development level.</p>	<p>Candidate uses individual and/or group performance data to identify learners' level of development and scaffolds to the next level.</p>	<p>Candidate uses individual and group/normed performance data to identify learners' needs in multiple areas of development, such as academic, cognitive, linguistic, social, emotional, behavioral, and/or physical to scaffold instruction to the next level of development.</p>
<p>1.2 The candidate creates developmentally</p>	<p>Candidate identifies</p>	<p>Candidate creates developmentally</p>	<p>Candidate creates developmentally</p>	<p>Candidate creates and implements</p>

<p>appropriate instruction that takes into account learners' strengths and needs and that enables each learner to advance and/or accelerate his/her learning.</p> <p>(1d, e, g) AMLE 1, 3; IECE 1; CAEP-ETS 1, 4; ACEI 1; CEC 1.2, 5.1</p>	<p>developmentally appropriate instruction.</p>	<p>appropriate instructional strategies and activities to advance and/or accelerate learning.</p>	<p>appropriate instructional strategies and activities, taking into account learners' strengths and/or needs and enabling learners to advance and/or accelerate his/her learning.</p>	<p>developmentally appropriate instructional strategies that takes into account individual learners' strengths, interests, and needs and that enables each</p>
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DIVERSITY				learner to advance and/or accelerate his/her learning.
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Standard 2 Learning Differences

Standard Indicator	Emerging - 1	Developing - 2	Competent (Target) - 3	Exemplary - 4
2.1 The candidate designs and adapts instruction for specific populations (e.g. for English Learners; socioeconomic, ethnic, or racial diversity; Gifted Learners; Learners with disabilities or who need specially designed instruction), utilizing strategies and resources to promote growth and	Candidate identifies evidence based instructional strategies that are matched to specific populations.	Candidate designs instruction for specific populations, utilizing evidence based strategies and/or resources to facilitate learning.	Candidate designs and adapts instruction for specific populations (e.g. for English Learners; socioeconomic, ethnic, or racial diversity; Gifted Learners; Learners with disabilities or who need specially	Candidate designs and adapts instruction for specific populations (e.g. for English Learners; socioeconomic, ethnic, or racial diversity; Gifted Learners; Learners with disabilities or who need

<p>achievement. (2a, b, c, e, h, i, g, j) AMLE 1, 3; IECE 1, 3, 6; CAEP-ETS 3; ACEI 3; CEC 1.2, , 5.1, DIVERSITY</p>			<p>designed instruction), utilizing strategies and resources to promote growth and achievement.</p>	<p>specially designed instruction), utilizing strategies, specialized assistance, and resources to address each learner's needs and</p>
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				promote growth and achievement.
<p>2.2 The candidate incorporates resources, supports, and/or specialized assistance or services to meet academic learning differences or needs (2b, f, k) AMLE 4; IECE 3, 6; CAEP-ETS 3; ACEI 3; CEC 5.1, 7.3 DIVERSITY</p>	<p>Candidate identifies resources or supports for students with learning differences.</p>	<p>Candidate describes, in instructional plans, resources or supports to assist students with learning differences.</p>	<p>Candidate incorporates resources, supports, and/or specialized assistance or services to meet academic learning differences or needs.</p>	<p>Candidate incorporates resources, supports and/or specialized assistance or services to support a variety of learning differences or needs (e.g., academic,</p>

				motivational, cultural, behavioral, social).
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<p>2.3 The candidate utilizes resources and supports that affirm diverse cultures, multiple perspectives, and/or individual experiences. (2d, 2f, 2k) AMLE 3; IECE 1, 6, 8; CAEP-ETS 3, 4; ACEI 3, 4; CEC 1.1, 5.1 CCT: DIVERSITY</p>	<p>Candidate identifies resources or supports for students with diverse cultures, multiple perspectives, or individual experiences.</p>	<p>Candidate identifies, in instructional plans, resources and supports for students with diverse cultures, multiple perspectives, or individual experiences.</p>	<p>Candidate utilizes and supports that Affirm diverse cultures, Multiple perspectives, And/or individual Experiences.</p>	<p>Candidate seeks outside information (from community sources, families, resource centers) to plan and incorporate support for student needs in instruction. Includes resources and supports that affirm diverse cultures, multiple perspectives, and/or individual experiences.</p>
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Standard 3 Learning Environment

Standard Indicator	Emerging - 1	Developing- 2	Competent (Target) - 3	Exemplary - 4
<p>3.1 The candidate manages and monitors a safe and productive learning</p>	<p>Candidate describes resources of</p>	<p>Candidate manages a safe learning environment by</p>	<p>Candidate manages and monitors a safe and productive</p>	<p>Candidate consistently manages and</p>

<p>environment by organizing, allocating, and coordinating resources of time and space. (3d, k); AMLE 3, 4; IECE 2; CEC 2.1</p>	<p>time and space.</p>	<p>organizing the resources of time and space.</p>	<p>learning environment by organizing, allocating, and coordinating resources of time, space, and learners' attention.</p>	<p>monitors a safe and productive learning environment by organizing, allocating, and coordinating resources of time, space, and learners' attention.</p>
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<p>3.2 The candidate creates a safe and productive learning environment by establishing norms, expectations, routines, and organizational structures. (3d, k); AMLE 3, 4; IECE 2; CEC 2.1</p>	<p>Candidate identifies norms and expectations.</p>	<p>Candidate develops norms, expectations, and routines.</p>	<p>Candidate creates a safe and productive learning environment by establishing norms, expectations, routines, and organizational structures (procedures).</p>	<p>Candidate maintains a safe and productive learning environment which enriches the experience of the learner by establishing norms, expectations, routines, and organizational structures (procedures).</p>
<p>3.3 The candidate motivates and engages learners by incorporating a variety of learning experiences, including effective technologies and methods. (3e, g, l, j, m) AMLE 1, 3, 4; IECE 2, 3, 9; ISTE 1, 2, 4;</p>	<p>Candidate van identify learning experiences to engage learners.</p>	<p>Candidate plans learning experiences that will engage and motivate learners.</p>	<p>Candidate motivates and engages learners by incorporating a variety of learning experience, including effective technologies and</p>	<p>Candidate motivates and engages learners by incorporating a learner–selected or differentiated experiences, including effective</p>

CAEP-ETS 3; CEC 2.2, 5.2' CAEP CCT: Technology			methods.	technologies and methods.
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<p>3.4 The candidate motivates and engages learners by incorporating a variety of learning experiences, including effective technologies and methods. (3e, g, i, j, m) AMLE 1, 3, 4; IECE 2, 3, 9; ISTE 1, 2, 4; CAEP–ETS 3; ACEI 3; CEC 2.2, 5.2 TECHNOLOGY</p>	<p>Candidate can identify learning experiences to engage learners.</p>	<p>Candidate plans learning experiences that will engage and motivate learners.</p>	<p>Candidate motivates and engages learners by incorporating a variety of learning experiences, including effective technologies and methods.</p>	<p>Candidate motivates and engages learners by incorporating a learner–selected or differentiated experiences, including effective technologies and methods.</p>
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Standard 4 Content Knowledge

Standard Indicator	Emerging - 1	Developing - 2	Competent (Target) - 3	Exemplary - 4
<p>4.1 The candidate accurately communicates the central concepts, tools of inquiry (e.g., the inquiry cycle, project based learning, etc.), and/or structures of the discipline (i.e., how knowledge is organized and</p>	<p>Candidate communicates some concepts of the discipline.</p>	<p>Candidate accurately communicates concepts, tools of inquiry, and/or structures of the discipline.</p>	<p>Candidate accurately communicates the central concepts, tools of inquiry, and/or structures of the discipline in ways that are accessible for learners.</p>	<p>Candidate accurately communicates the central concepts, tools of inquiry, and structures of the discipline in ways that reflect deep</p>

<p>pursued in a distinct discipline). (4c, f, j, l, n) AMLE2; IECE 3; CAEP-ETS 2; ACEI 2; CEC 3.1</p>			<p>knowledge of content standards and learning progressions in the discipline.</p>
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<p>4.2 The candidate implements evidence/research-based instructional strategies that are appropriate for content and contribute to student learning. (4a, c, f, h); AMLE 2, 3, 4; IECE 3; CAEP-ETS 2, 4; ACEI 2, 3; CEC 3.2, 5.0</p>	<p>Candidate implements instructional strategies.</p>	<p>Candidate implements varied, evidence/research-based instructional strategies.</p>	<p>The candidate implements varied, evidence/research-based instructional strategies that are appropriate for content and contribute to student learning.</p>	<p>The candidate cites discipline specific evidence/research-based instructional strategies and implements those strategies in developmentally appropriate and varied ways that contribute to student learning.</p>
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<p>4.3 The candidate makes the aspects of the discipline meaningful to the learners, by connecting to prior knowledge, familiar concepts, or learners' experiences; by addressing misconceptions; and/or by ensuring cultural/societal relevance. (4b, d, e, k, m); AMLE 2, 3, 4; IECE 3, 8; CAEP-ETS 2, 3, 4; ACEI 2, 3, 4; CEC 3.3, 5.1, 5.6 DIVERSITY</p>	<p>Candidate makes connections for (but not with) learners.</p>	<p>Candidate makes the aspects of the discipline accessible and meaningful by creating experiences that do one of the following:</p> <ul style="list-style-type: none"> i) make connections to learners' prior knowledge, familiar concepts, and/or experiences ii) address misconceptions to build accurate conceptual understanding iii) integrate culturally relevant content 	<p>Candidate makes the aspects of the discipline accessible and meaningful by creating experiences that do two of the following:</p> <ul style="list-style-type: none"> i) make connections to learners' prior knowledge, familiar concepts, and/or experiences ii) address misconceptions to build accurate conceptual understanding iii) integrate culturally relevant 	<p>Candidate makes the aspects of the discipline accessible and meaningful by creating experiences that do all of the following:</p> <ul style="list-style-type: none"> i) make connections to learners' prior knowledge, familiar concepts, and/or experiences ii) address misconceptions to build accurate conceptual understanding iii) integrate
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			content	
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				culturally relevant content
Standard 5 Application of Content				
Standard Indicator	Emerging - 1	Developing - 2	Competent (Target) - 3	Exemplary - 4
5.1 The Candidate uses local Or global issues to engage Students in learning content. (5a, b, j); AMLE 2, 3, 4; CAEP-ETS 2, 3; ACEI 2, 3; CEC	Candidate makes Connections to Local or global Issues.	Candidate incorporates local or global issues In teaching content to Enhance student learning.	The Candidate uses Local or global issues To engage students In learning content.	Candidate enhances Authentic student Learning about Local and global Issues by utilizing Community or Digital resources.

3.1, 5.7

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<p>5.2 The candidate develops learners' communication skills (e.g., speaking, listening, viewing, visually representing, reading, and writing) skills in disciplinary and interdisciplinary contexts (5e, h); AMLE 2, 4; CAEP-ETS 2, 3; ACEI 2, 3; CEC 5.3, 5.4</p>	<p>Candidate provides opportunities for learners to use communication skills.</p>	<p>Candidate develops learners' communication skills.</p>	<p>Candidate develops learners' communication skills in disciplinary and interdisciplinary contexts.</p>	<p>Candidate develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication.</p>
<p>5.3 Candidate provides opportunities for students to use digital and interactive technologies to achieve learning goals. (5 c,l,o); AMLE 2, 4; IECE 9; ISTE 1, 2, 3, 4; CAEP-ETS 2, 3; ACEI 2, 3; CEC 5.2</p>	<p>Candidate uses technology.</p>	<p>Candidate uses technology to achieve learning goals.</p>	<p>Candidate provides opportunities for students to use digital and interactive technologies to achieve learning goals.</p>	<p>Candidate uses current digital and interactive technologies, including student-generated work, to remediate, achieve, and/or extend learning</p>

TECHNOLOGY				goals.
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Standard 6 Assessment

Standard Indicator	Emerging - 1	Developing - 2	Competent (Target) - 3	Exemplary - 4
6.1 The candidate designs assessments that measure learning objectives and minimize sources of bias that can distort results. (6b); AMLE 4; IECE 4; CAEP-ETS 3; ACEI 4; CEC 4.1, 4.2	Candidate designs assessments.	Candidate designs assessments that measure the applicable learning objectives.	Candidate designs assessments that measure applicable learning objectives and minimize sources of bias that can distort results.	Candidate designs, implements, and uses results of assessments that measure all learning objectives and minimize

				potential sources of bias that can distort results.
<p>6.2 Candidate works independently and/or collaboratively to examine assessment and other performance data to analyze learners' progress on the learning goals and to plan differentiated instruction.</p> <p>(6c, g); AMLE 4; IECE 4, 6; ISTE 3; CAEP-ETS 3; ACEI 4; CEC 4.2, 4.3</p> <p>DIVERSITY</p>	Candidate examines student data.	Candidate examines assessment and/or performance data with an effort to inform understanding of learners' progress.	Candidate works independently and/or collaboratively to examine assessment and other performance data to analyze learners' progress on the learning goals and to plan differentiated instruction.	Candidate works independently and collaboratively to examine assessment and other performance data to analyze learners' progress, guide planning, and implement follow-up differentiated learning experiences .

<p>6.3 The candidate balances the use of formative and summative assessment (including digital tools, where appropriate) to identify students' learning needs and to develop differentiated learning experiences (e.g., remediation, interventions, extensions). (6a, e, g, h, i); AMLE 3, 4; IECE 4, 9; ISTE 2, 3; CAEP-ETS 3, 4; ACEI; 3, 4; CEC 4.1, 5.2</p> <p>DIVERSITY TECHNOLOGY</p>	<p>Candidate uses formative or summative assessment to identify students' learning needs.</p>	<p>Candidate uses formative or summative assessment to identify students' learning needs and develop plans for follow-up instruction.</p>	<p>Candidate balances the use of formative and summative assessment (including digital tools, where appropriate) to identify students' learning needs and to develop differentiated learning experiences (e.g., remediation, interventions, extensions).</p>	<p>Candidate balances the use of formative and summative assessment (including digital tools, where appropriate) to identify students' learning needs and to develop, with specialized assistance, differentiated learning experiences (e.g., remediation, interventions, extensions).</p>
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<p>6.4 The candidate guides learners in identifying quality work by utilizing models, providing them with descriptive feedback, and/or guiding them to examine their own or others' performance/products. (6 d, f); AMLE 3, 4; IECE 4; CAEP- ETS 1, 3, 4; ACEI 1, 3, 4; CEC 4.4</p>	<p>Candidate shows students models of quality work or provides feedback on their performance/products.</p>	<p>Candidate shows students models of quality work and provides students with feedback on their performance/products.</p>	<p>Candidate guides learners in identifying quality work by utilizing models, providing them with descriptive feedback, and guiding them to examine their own or others' performance/products.</p>	<p>After guiding learners through processes for identifying quality work, candidate provides opportunities for learners to independently evaluate their own and/or others' performance/products.</p>
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				cts according to established criteria.
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Standard 7 Planning for Instruction

Standard Indicator	Emerging - 1	Developing - 2	Competent (Target) - 3	Exemplary - 4
7.1 The candidate plans lessons using a variety of resources (including digital media, specialized assistance, accommodations, and instructional strategies) to support curriculum goals and enhance student learning.	Candidate plans lessons using a variety of resources.	Candidate plans lessons using a variety of resources to support curriculum goals.	Candidate plans lessons using a variety of resources (e.g., digital media, specialized assistance, accommodations, and instructional strategies) to support curriculum goals and enhance student	Candidate collaboratively plans lessons using a variety of resources (digital media, specialized assistance, accommodations, and instructional strategies) to support curriculum goals, enhance student learning, and close achievement gaps.

(7a, b, e, g, j, k, m); AMLE 3, 4; IECE 1, 6, 9; ISTE 1, 2, 3, 4; CAEP-ETS 2, 3; ACEI 2, 3; CEC 5.1, 5.2			learning.	
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<p>DIVERSITY TECHNOLOGY</p>				
<p>7.2 The candidate sequences and adjusts plans according to documented learner needs and/or changing circumstances. (7c, f, j, l, q) AMLE 1, 3; IECE 1, 6; CAEP-ETS 1, 2, 3; ACEI 1, 3; CEC 5.1</p>	<p>Candidate documents learner needs.</p>	<p>Candidate sequences plans based on documented learner needs.</p>	<p>Candidate sequences and adjusts plans according to documented learner needs and/or changing circumstances.</p>	<p>Candidate anticipates potential learner challenges, misconceptions, and/or changing circumstances and creates alternative plans.</p>

<p>7.3 The candidate designs lessons that align content standards and practices (e.g., Math Practices, Science Practices, Interdisciplinary Literacy Practices, High Leverage Practices), learning objectives, assessments, and instruction to meet students' learning needs. (7b, d, g); AMLE 2, 3, 4; IECE 1; CAEP-ETS 2, 3, 4; ACEI 2, 3, 4; CEC 3.1</p>	<p>Candidate designs lessons that align content standards and assessments.</p>	<p>Candidate designs lessons that align content standards and assessments to meet student learning needs.</p>	<p>Candidate designs lessons that align content standards and practices (e.g., Math Practices, Science Practices, Interdisciplinary Literacy Practices, High Leverage Practices), learning objectives, assessments, and instruction to meet students' learning needs.</p>	<p>Within and throughout a thematic unit, the candidate aligns content standards and practices; objectives; assessments; and instruction to meet individual student learning needs.</p>
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Standard 8 Instructional Strategies

Standard Indicator	Emerging - 1	Developing - 2	Competent (Target) - 3	Exemplary - 4
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<p>8.1 THE CANDIDATE USES A VARIETY OF EVIDENCE/RESEARCH-BASED STRATEGIES TO ENGAGE ALL LEARNERS IN COMPLEX THINKING AND MEANINGFUL TASKS. (8A, B, D, F, I, L); AMLE 3, 4; IECE 3; CAEP-ETS 1, 3, 4; CEC 5.0, 5.5; CAEP CCT: DIVERSITY</p>	<p>Candidate uses a variety of strategies.</p>	<p>Candidate uses strategies to engage learners in complex thinking or meaningful tasks.</p>	<p>Candidate uses a variety of evidence/research-based strategies to engage all learners in complex thinking and meaningful tasks.</p>	<p>Candidate uses a variety of evidence/research-based strategies to engage all learners in complex thinking and meaningful tasks that support 21st century learning (e.g., innovation, life/career skills, 21st century themes, informational media, etc.).</p>
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<p>8.2 The candidate uses appropriate and effective resources (e.g., digital tools, texts, manipulatives) to support content and skill development. (8g, n, o, r); AMLE 2, 4; IECE 3, 9; ISTE 1, 2, 3, 4; CAEP-ETS 2, 3, 4; ACEI 2, 3; CEC 5.2 TECHNOLOGY</p>	<p>Candidate uses resources.</p>	<p>Candidate uses appropriate resources (e.g., digital tools, texts, manipulatives).</p>	<p>Candidate uses appropriate and effective resources (e.g., digital tools, texts, manipulatives) to support content and skill development.</p>	<p>Candidate uses appropriate and effective complementary digital and print resources or creates appropriate and effective resources to support content and skill development.</p>
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<p>8.3 The candidate stimulates students' higher order thinking or metacognitive processes using developmentally appropriate instruction (e.g., deep questioning, discovery, flexible grouping, critical and creative thinking). (8D, E, F, J); AMLE 1, 3, 4; IECE 3; CAEP-ETS 1, 3, 4; CEC 2.2, 5.7</p>	<p>Candidate provides instruction that limits student thinking to recall or comprehension.</p>	<p>Candidate provides instruction that focuses heavily on recall and comprehension, with few opportunities for student higher-order thinking.</p>	<p>The candidate stimulates students' higher order thinking or metacognitive processes using developmentally appropriate instruction (e.g., deep questioning, discovery, flexible grouping, critical and creative thinking)..</p>	<p>Candidate uses instructional strategies based on cognitive, social, and motivational theories in order to stimulate students' higher order thinking or metacognitive processes.</p>
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<p>8.4 Candidate communicates with learners and their families to improve student learning. (8C); AMLE 1, 3; IECE 8; CAEP-ETS 1, 3; CEC 1.1, 4.3; CAEP CCT: DIVERSITY</p>	<p>Candidate communicates with learners about their learning experiences.</p>	<p>Candidate communicates with learners and their families about their learning experiences.</p>	<p>Candidate communicates with learners and their families to improve student learning.</p>	<p>Candidate communicates with learners and their families through a variety of formats (e.g., written assignment, newsletter, written or digital surveys, teacher website, learning management system such as Google Classroom) to support student learning.</p>
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Standard 9 Professional Learning and Ethical Practices

Standard Indicator	Emerging - 1	Developing - 2	Competent (Target) - 3	Exemplary - 4
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<p>9.1 THE CANDIDATE ADHERES TO THE EXPECTATIONS OF THE PROFESSION INCLUDING CODE OF ETHICS, PROFESSIONAL STANDARDS OF PRACTICE (INCLUDING THOSE RELATED TO STUDENT SAFETY AND SOCIAL MEDIA), AND RELEVANT LAW AND POLICY.</p> <p>(NOTE: WHILE CANDIDATES' BEHAVIOR WILL DEMONSTRATE ADHERENCE TO ETHICS, STANDARDS OF PRACTICE AND RELEVANT LAW AND POLICY, THEIR LESSON PLANS /IMPLEMENTATION WILL ALSO REFLECT THEIR UNDERSTANDING OF</p>	<p>Candidate identifies the expectations of the profession, including the Professional Code of Ethics and professional standards of practice.</p>	<p>Candidate describes and applies the expectations of the profession including the Professional Code of Ethics and professional standards of practice (including those related to student safety and social media).</p>	<p>Candidate applies the expectations of the profession including the Professional Code of Ethics, professional standards of practice (including those related to student safety and social media), and relevant law and policy, and demonstrates that understanding in planning and during instruction.</p>	<p>Candidate applies the expectations of the profession including the Professional Code of Ethics and professional standards of practice in an inclusive and exemplary manner, and can explain the expectations of the profession (including those related to student safely and social media), and relevant law and policy.</p>
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**LAWS/POLICIES
RELATED TO SPECIAL
NEEDS OR DIVERSE
POPULATIONS.) (9F, I,
O); AMLE 5, 9; ISTE 4, 5;
CAEP-ETS 5; CEC 2.3,
6.1**

TECHNOLOGY

<p>9.2 The candidate reflects on personal identity, worldview, and prior experience, demonstrating an understanding that these affect perceptions and expectations; recognizing how they may bias behaviors and interactions with others; and ensuring that they do not negatively impact their interactions with students. (9e, l, m) ; AMLE 5; IECE 5; CAEP-ETS 5; ACEI 5; CEC 6.2., 6.3, 6.4</p> <p>DIVERSITY</p>	<p>Candidate reflects on his/her personal identity (e.g., culture, gender, language, abilities, ways of knowing).</p>	<p>Candidate reflects on his/her personal identity, worldviews, and prior experiences and how they affect their perceptions, expectations, behaviors, and interactions with others.</p>	<p>Candidate reflects on personal identity, worldview, and prior experience, demonstrating an understanding that these affect perceptions and expectations; recognizing how they may bias behaviors and interactions with others; and ensuring that they do not negatively impact their interactions with learners.</p>	<p>Candidate goes beyond reflection and accesses resources to allow him/her to better understand alternative perspectives while building stronger relationships, deepening his/her understanding of cultural, ethnic, gender, and learning differences and creating more relevant learning experiences.</p>
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<p>9.3 The candidate reflects on evidence to identify professional growth needs framed within current education policies, standards, and/or research (9a, b, k, n); AMLE 5; IECE 5, 7; ISTE 5; CAEP-ETS 5; ACEI 5; CEC 6.4</p>	<p>Candidate reflects on him/herself as a learner and/or educator.</p>	<p>Candidate reflects on him/herself as a learner and educator and identifies professional growth needs.</p>	<p>Candidate reflects on evidence to identify professional growth needs framed within current education policies, standards, and/or research.</p>	<p>Candidate engages in meaningful learning opportunities aligned with his/her professional growth needs and the needs of the learners or school.</p>
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<p>9.4 Candidate takes responsibility for student learning by self-assessing, using a variety of evidence (including student performance data and feedback from colleagues/supervisors) for analysis and reflection aimed at improving planning and practice. (9g, k); AMLE 5; IECE 7; CAEP-ETS 5; ACEI 5; CEC 4.2, 6.4</p>	<p>Candidate reflects on the efficacy of his/her practice.</p>	<p>Candidate uses student performance data and/or feedback from colleagues/supervisors to reflect on his/her practice.</p>	<p>Candidate takes responsibility for student learning by self-assessing, using a variety of evidence (including student performance data and feedback from colleagues/supervisors) for analysis and reflection aimed at improving planning and practice.</p>	<p>Candidate uses feedback from colleagues/supe rvisors, data on learner performance, and school- and system-wide priorities to evaluate the outcomes of teaching and learning and to improve and adapt planning and practice.</p>

Standard 10 Leadership and Collaboration

Standard Indicator	Emerging - 1	Developing - 2	Competent (Target) - 3	Exemplary - 4
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<p>10.1 The candidate purposefully and respectfully engages in culturally responsive collaboration with stakeholders (e.g., colleagues, supervisors, families, and/or students) in order to enhance practice and support student learning. (10b, d, l); AMLE 5; IECE 6, 8; CAEP-ETS 5; ACEI 5; CEC 7.0, 7.1, 7.3</p>	<p>Candidate demonstrates respectful communication in face-to-face and online contexts.</p>	<p>Candidate demonstrates culturally responsive communication (e.g., active listening, empathy, reframing, perspective-taking) in face-to-face and online contexts.</p>	<p>The candidate engages in culturally responsive collaboration with stakeholders (e.g., colleagues, supervisors, families, and/or students) in order to enhance practice and support student learning.</p>	<p>Candidate reflects on efforts of collaboration, using data and analysis, to determine next steps for future collaborations , OR builds local or extended learning communities through culturally responsive collaboration.</p>
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DIVERSITY				
10.2 The candidate identifies and applies meaningful research on education issues, policies, and/or practices. (10h, o); AMLE 5; ISTE 5; CAEP-ETS 5; ACEI 5; CEC 6.0, 7.0	Candidate demonstrates awareness that research on education issues, policies, and/or practices exists.	Candidate accesses and/or applies research on education issues, policies, and/or practices.	The candidate identifies and applies meaningful research on education issues, policies, and/or practices.	Candidate generates action research on education issues, policies and/or practices that ensure learner growth and support high expectations for student learning.

<p>10.3 The candidate develops capacity for leadership. (10i); AMLE 5; IECE 5; ISTE 5; CAEP-ETS 5; ACEI 5; CEC 6.5, 7.2</p>	<p>Candidate identifies resources that will assist in building professional leadership skills and identity.</p>	<p>Candidate builds professional leadership by engaging in professional learning with experts in their discipline.</p>	<p>Candidate demonstrates professional leadership (e.g., facilitating a PLC meeting, leading a field trip and reviewing impact on learning, leading discussions with colleagues on research-based practice).</p>	<p>Candidate demonstrates professional leadership by modeling effective practice for colleagues, leading formal professional learning activities, or serving in other leadership roles directly related to student learning.</p>
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