

Student Teaching Protocol

For

CED 499

Clinical Course Information (minimum of 70 or more days):

Concept 1: Polished Professional Educator

- Independently integrates and implements all concepts

Concept 2: Diagnose and prescribe individual learning plans for students

Concept 3: Integrate technology into assessment and instruction

Concept 4: Dispositions

Modules on the CED Blackboard Template contain resources (content review and forms) and are aligned with the Concepts.

Learner Outcomes:

The candidate will:

1. Demonstrate excellence in guided sustained practice teaching on a daily basis in the school embedded clinical experience.
2. Assess, diagnose and prescribe individual learning plans for students in the school-embedded clinical experience.
3. Demonstrate dispositions aligned to the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies.
4. Demonstrate content knowledge and pedagogy of a professional educator in the school-embedded professional semester clinical experience.

Learner Tasks Completed in CED 499:

1. Task Name: Unit Work Sample

Description: Teacher candidate will design and implement an instructional unit. Teacher candidate will teach and reflect on lessons from the unit.

Task: Develop an Instructional Unit using Unit Plan Template. Instructional unit must include a minimum of three lesson plans using the *Source of Evidence: Lesson Plan Template*.

2. Task Name: Lesson Plans

Description: Teacher candidate will design and teach lessons observed by the Cooperating Teacher and the Clinical Educator. Clinical educator and Cooperating Clinical Educator will use and submit the electronic Clinical Observation Form for Teacher Candidate feedback.

3. Task Name: Professional Growth Plan

Description: Teacher Candidate will use observation feedback and self-reflection to identify priority goals.

Task: Teacher Candidate will use KTIP Source of Evidence: Professional Growth template.

Responsibilities of the Student Teacher

1. Introduce themselves to the School Office and to their assigned Cooperating Teacher.
2. Present and discuss the CED 499 Student Teacher Protocol with their Cooperating Teacher. Set up schedule for clinical experience with Cooperating Teacher and University Supervisor.
3. Co-teach in the assigned classroom(s) as directed by the Cooperating Teacher to learn class routines and to become acquainted with students as individual learners.
4. Collaboratively view and discuss critical school, classroom, and student data along with instructional plans and specific content instructional strategies used with the Cooperating Teacher. This will assist in the completion of the required unit plan, tasks and lesson plans.
5. Design, teach, and reflect on lessons using specified instructional strategies in collaboration with the Cooperating Teacher.
6. Write a minimum of two units and teach both. Select one to submit to Taskstream. Follow the protocols for Unit Planning. (Exception: LBD; DHH; CD only write one unit)
7. Complete a Professional Growth Plan to reflect on goals.
8. Daily journal provided to University Supervisor.
9. Attend all teacher functions at the assigned school, district.
10. Use all KTIP Source of Evidence documents for tasks: Context; Lesson Plan; Reflection; Professional Growth; Records and Communications; Professional Involvement; Student Growth; Student Voice.
11. Administer student voice survey and provide results to University Supervisor.
12. Complete the Drake self-evaluation and turn in to University Supervisor.
13. Complete a portfolio, organized by Kentucky Teacher Standards and provide to University Supervisor. This can be hard copy or electronic.
14. Weekly reflection in conjunction with Cooperating Teacher.
15. Write a thank-you note to your Cooperating Teacher(s) at the conclusion of student teaching.

Responsibilities of the Cooperating Teacher

1. With the teacher candidate, review the specific tasks that need to be completed in CED 499 with the support of the University Supervisor.
2. Allow the teacher candidate to engage in instructional lessons using co-teaching on the first day of placement and continue increasing responsibilities throughout the clinical experience. Cooperating teacher should assure that student teacher can identify and summarize key elements of lessons being co-taught in the classroom such as learning targets, varied forms of assessment data being used in the classroom, specific content instructional strategies being used, etc. Initially, student teachers will begin with co-teaching and co-planning but with increasing responsibilities for all planning and teaching (or co-teaching).
3. Provide support and information that will allow the teacher candidate to complete a unit of instruction for use in the clinical placement and lesson plans.

4. Student Teachers are required to teach lessons from the planned unit. Cooperating teacher will share information (unit topic, standards, assessment data that will inform instruction) to support the planning; will observe the implementation of lessons; may complete the observation instrument for the lessons observed; and discuss candidate's reflection on the lesson.
5. Verify the professional dispositions of the student teacher (attendance; initiative; collaboration etc.)
6. Work with student teacher to complete requirements: daily planning, Portfolio; writing the unit; writing assessments and tracking achievement; professional growth plan etc.
7. Score the Final Rubric in Taskstream (be sure to contact Daryl Six (daryl.six@eku.edu) to set up free Taskstream account as an evaluator.
8. Contact University Supervisor with any concerns.

Responsibilities of the University Supervisor

1. Provide orientation to student teaching at Boot Camp.
2. Attend Boot Camp and meet with student teachers at assigned time.
3. Visit the student teacher assigned school and introduce selves to Cooperating Teacher.
4. Review and provide feedback on student teacher lesson plans prior to teaching
5. Observe four lessons throughout the semester. Complete and submit the electronic observation instrument for both lessons
6. Hold post conference with student teacher to reflect on lessons
7. Score teacher candidates on Final Scoring Rubrics in Taskstream
8. Provide mid-term and final grades for student teachers.
9. Review weekly feedback from Cooperating Teacher.
10. Review all tasks (Portfolio; Drake self-evaluation; Context; Planning; Reflections; Professional Growth Plans; Records and Communications; Professional Involvement Log; Student Growth and collect Student Voice surveys).
11. Monitor attendance and professional dispositions.
12. Write recommendation letters for student teacher(s) at conclusion of professional semester.