



ASBURY UNIVERSITY
SCHOOL OF EDUCATION

Facilitators of Student Success

*Clinical Practice Handbook for
Student Teaching
ED/EDA 498/499 and EDG 701/702*

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**CLINICAL PRACTICE HANDBOOK FOR STUDENT TEACHING
TABLE OF CONTENTS**

- 1.0 CLINICAL PRACTICE EXPERIENCE**
 - 1.1 Admission to Student Teaching Requirements
 - 1.2 Clinical Practice Placement (Student Teaching)
 - 1.3 Contractual Agreement

- 2.0 THE PROFESSIONAL SEMESTER**
 - 2.1 Role Expectations
 - 2.2 P-12 Cooperating Teachers
 - 2.3 Student Teachers
 - 2.4 University Supervisors

- 3.0 POLICIES AND PROCEDURES FOR PROFESSIONAL SEMESTER**
 - 3.1 Selection of P-12 cooperating teachers
 - 3.2 Assignment of Student Teachers
 - 3.3 Length of Student Teaching
 - 3.4 Student Teacher Absences
 - 3.5 Student Teachers as Substitutes
 - 3.6 Photographs, Videotapes, or Recordings
 - 3.7 Serious Problems
 - 3.8 Student Teacher Dress Code

- 4.0 PROGRAM EXIT**
 - 4.1 Evaluation
 - 4.1.1 Candidate Evaluation
 - 4.2.2 Program Evaluation
 - 4.2 GATE 4
 - 4.2.1 Portfolio Development
 - 4.2.2 Teacher Education Policy

- 5.0 KENTUCKY CERTIFICATION**
 - 5.1 Transfer Students

- 6.0 PROFESSIONAL ETHICS**
 - 6.1 Respect for Students
 - 6.2 Respect for Parents
 - 6.3 Respect for the Education Profession

- 7.0 APPENDIX**
 - 7.1 Student Teaching Activities
 - 7.2 Student Teacher Schedule
 - 7.3 Student Teacher Observation Report
 - 7.4 Student Teacher Evaluation by P-12 Cooperating Teacher
 - 7.5 Student Teacher Evaluation by University Supervisor
 - 7.6 Student Teacher Recommendation
 - 7.7 Student Teacher Evaluation of P-12 cooperating teachers
 - 7.8 University Supervisor Evaluation of P-12 cooperating teachers
 - 7.9 Candidate Evaluation of University Supervisor/Option 6 Mentor
 - 7.10 Candidate Evaluation of University Administrative Mentor
 - 7.11 P-12 cooperating teachers Evaluation of University Supervisor
 - 7.12 Abridged Lesson Plan Template
 - 7.13 Special Ed. Additional Student Teaching Requirements

Facilitators of Student Success

SECTION 1

CLINICAL PRACTICE EXPERIENCE

Congratulations! The semester of clinical practice is the capstone experience of your educator preparation program at Asbury University. The student teaching experience is designed to extend your teaching and learning process in an accredited school system. The Teacher Education Program at Asbury University is committed to support and facilitate your experiences throughout this clinical semester. We are certain this will be a rewarding though time-consuming and, at times, frustrating semester. It will, however, be one of the most rewarding experiences of your professional career.

1.1 Admission to Student Teaching (Clinical Practice Semester) Requirements

It is the responsibility of the student teacher candidate to determine that all of the qualifications for the student teaching component of the professional educator program have been met *before* applying. The prospective candidate is expected to complete the process summarized below for full admission into the professional semester of clinical practice. Highlights of that process include:

1. Completing the application form for student teaching (Form 2) and returning it to the Teacher Education Office.
2. Completing GATE 3 successfully (candidate interview and portfolio review must be developing).
3. Scheduling an appointment with the Director of Clinical Experiences to discuss your placement.
4. Attending any relevant meetings regarding student teaching as requested by the School of Education.
5. Completing fingerprinting process for the background check and CAN Report, as required by the district where you are scheduled to begin your student teaching.
6. Making arrangements for your own transportation to the student teaching site (effort will be made to facilitate carpooling).
7. Completing the Positive Behavior in Schools online training as required by KY regulation.

1.2 Clinical Practice Placement (Student Teaching)

Assignments for clinical practice placements are the responsibility of the Director of Clinical Experiences. Student teachers are assigned to cooperating schools with state or regional accreditation. Cooperating schools are selected from those districts with whom Asbury University's School of Education has a contractual agreement.

Student Teaching Placements:

revised 8/25/2020

CERTIFICATION AREA	1st Placement	2nd Placement	3rd Placement	Order of Placement
ELEMENTARY				

Elementary TUG- Lit, Math, or ESL or Elementary APS- Interdisciplinary	K-3 (35 days)	4-5 (35 days)		Interchangeable
Elementary +LBD	K-3 inclusion (20 days)	4-5 inclusion (25 days)	Mid or High LBD (25 days)	1 st Placement: K-3 or 4-5 that aligns with 401, 2 nd & 3 rd placements are interchangeable
SECONDARY Grades 8-12				
Secondary + MS	9-12 (35 days)	5-8 (35 days)		Interchangeable
Secondary +LBD	9-12 inclusion (35 days)	Elem LBD (35 days)		1 st Placement: 9-12 that aligns with 401
Secondary +MS +LBD	9-12 (25 days)	5-8 inclusion (20 days)	Elem LBD (25 days)	1 st Placement: 9-12 that aligns with 401
MIDDLE SCHOOL Grades 5-8				
Middle School 2 content areas	5-8 Content 1 (35 days)	5-8 Content 2 (35 days)		Interchangeable
Middle School 1 content area + LBD	5-8 content (35 days) inclusion	Elem LBD (35 days)		1 st Placement: 5-8 that aligns with 401
Middle School 3 content areas	5-8 Content 1 (20 days)	5-8 Content 2 (25 days)	5-8 Content 3 (25 days)	1 st Placement: 5-8 Content 1 that aligns with 401
P-12 Grades Primary-12				
P-12	Elem (35 days)	Mid or High (35 days)		Interchangeable

Prospective student teaching candidates are notified of their placements during the semester prior to student teaching. After receiving notification, candidates may contact the P-12 cooperating teachers and make arrangements for a preliminary visit to the school.

1.3 Contractual Agreement

Asbury University maintains a current contract with all the public schools where we place student teachers and clinical students. The schools have a contractual right to remove from their classrooms student teachers who, in the judgment of the school's staff, have an adverse influence on the welfare of the pupils and who do not contribute to the advancement of the teaching profession.

Our contractual obligation also requires that all placements for clinical practice (student teaching), preservice clinical experiences, and other school-based observations shall be made through Asbury's Director of Clinical Experiences. Arrangements must be made with the superintendent or a designated representative and this is typically coordinated with the building principal. Student teachers should not arrange placements without first working through the Director of Clinical Experiences.

The specific process for the selection of P-12 cooperating teachers is located in the appendix.

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SECTION 2

THE PROFESSIONAL SEMESTER

2.1 Role Expectations

Asbury's Teacher Education Program requires the cooperative effort of many people. Critical to any cooperative endeavor is an understanding of the role expectations of all those involved. A general listing of expectations for P-12 cooperating teachers, student teachers, and university supervisors are given below.

2.2 P-12 Cooperating Teachers

Major Responsibilities

1. We realize the primary obligation of our P-12 cooperating teachers is to the classroom of students assigned to them by the local school system. Our student teachers are not the first priority, especially if they in any way adversely affect the learning environment of the classroom.
2. We expect the P-12 cooperating teachers to provide direct assistance to our student teachers in becoming proficient in the many tasks necessary to be a successful teacher as reflected in the Kentucky Framework for Teaching. This responsibility involves many areas such as: providing demonstration of effective teaching; offering a variety of teaching opportunities; modeling a variety of teaching techniques; serving as a sounding board for ideas; assisting with planning for teaching; and aiding in the search for teaching resources.
3. The P-12 cooperating teacher is responsible for creating an environment in the classroom and in the school that will facilitate the student teacher in achieving maximum success. This does not mean that the P-12 cooperating teacher protects the student teacher from the normal problems of the classroom. The P-12 cooperating teacher should help the student teacher anticipate and cope with typical teaching difficulties.

General Expectations

P-12 cooperating teachers should:

1. Consider themselves to be teacher educators, a part of Asbury's teacher preparation team, and be supportive of Asbury's teacher education program.
2. Model professional, ethical, and moral conduct appropriate to the education profession.

3. Maintain open communication with the student teacher, university supervisor, Asbury's Director of Clinical Experiences, and, as appropriate, the building principal.
4. Set aside a consistent and sufficient time to plan with the student teacher throughout the semester.
5. Model teaching competencies expected of the student teacher. This includes having an understanding of the Asbury University School of Education Dispositions that can be accessed in the appendix.
6. Provide opportunities for the student teacher to use methods and skills taught in university classes.
7. Involve the student teacher, in a graduated manner, in classroom activities until the student teacher assumes responsibility for the full instructional program of the class. This includes being able to teach a solo week and administer the assessment needed for that week.
7. Provide formative evaluations through the *Student Teacher & Conference Reports* on TaskStream the Friday before each scheduled seminar.
9. Submit the *Student Teacher Summative Evaluation Forms* to Asbury via the link sent to them and then share that evaluation with the student teacher by the last day of the student teacher placement. This includes the evaluation of the Asbury University School of Education Dispositions.

2.3 **STUDENT TEACHERS**

Institutional Responsibilities

Asbury student teachers should:

1. Demonstrate moral and ethical conduct that is consistent with standards set by Asbury University Teacher Education Program including the Asbury University School of Education Dispositions.
2. Submit to their supervisor the *Student Teacher's Schedule* on the first Friday of student teaching and a new schedule each Friday for the remainder of student teaching. The schedule should highlight any classes that you will be teaching the next week.
3. Maintain the *Student Teacher Time Record* so that it is up to date and accurate.
4. Submit the *Student Teaching & Conference Report Form* on TaskStream the Friday before each scheduled seminar beginning on the second Friday of student teaching
5. Attend all Student Teacher Seminars as scheduled. *Seminars are required!*
6. Prepare for all teaching experiences and organize all materials for each experience.
7. Volunteer to assist the P-12 cooperating teachers in a variety of settings and experiences.
7. Complete a minimum of 70 days (14 full weeks) of student teaching.

9. Return the *Evaluation of the P-12 cooperating teachers from both placements*, and the *Evaluation of their Asbury University Clinical Supervisor* on TaskStream as a part of the GATE 4 portfolio near the end of the semester.

“A Good Student Teacher Should”

1. *Always be punctual. (Arrive a little early - stay a little late)*
2. *Be prepared.*
 - a. *Have accurate and up-to-date lesson plans which have been approved by the supervising teacher.*
 - b. *Check on all probable areas of confusion before class time.*
 - c. *Expect the unexpected and be ready to handle any situation.*
 - 1) *Keep up with all daily lesson plans and follow their presentations.*
 - 2) *Read all pertinent lesson material daily for all levels.*
 - 3) *Practice pronunciation.*
 - 4) *Check all vocabulary in each lesson to be sure of meaning.*
3. *Learn the names of your students as quickly as possible.*
 - a. *Try to learn things about your students.*
4. *Submit all plans, tests, etc. to the supervising teacher on the assigned day, without being asked.*
 - a. *Be sure to have your own copy as it may take time to preview and correct the plans.*
 - b. *Exhibit a good sense of responsibility.*
5. *Take pride in a neat classroom.*
 - a. *Help to arrange desks and chairs.*
 - b. *Wash the board.*
 - c. *Pick up papers.*
 - d. *Empty the pencil sharpener.*
 - e. *Clean desks.*
 - f. *Turn off lights, etc.*
 - g. *Remember, an attractive room lends itself to learning.*
6. *Take an interest in the students.*
 - a. *Try, whenever possible, to discover their problems (particularly regarding subject matter) and find ways to help them.*
 - b. *Be helpful, but be careful to avoid “prying” or over-friendliness.*
7. *Be willing to help in any way at any time.*
 - a. *Volunteer your services in grading quizzes, etc.*
 - b. *Run errands when necessary.*
 - c. *“Baby-sit” for other teachers if called upon.*
 - d. *Remember that you have very few responsibilities. Your supervising teacher has many.*
7. *Maintain a good classroom atmosphere at all times.*
 - a. *Encourage questions of a helpful nature.*

- b. Be friendly, but firm.*
 - c. Maintain effective discipline. Don't allow trouble to start and you won't have to stop it.*
 - d. Remember that learning can usually best occur in a quiet and orderly atmosphere.*
 - e. Maintain student confidentiality (also in the teacher's lounge and offices)*
- 9. Know the names of support staff (secretaries, custodians, etc.). Establish good rapport with them - they may prove to be "lifesavers".*
- 10. Know the emergency procedures and exits immediately. Disaster may not wait for you to learn what to do.*
- 11. When faced with problems of a serious nature, get help!*
 - a. Never try to handle them yourself. Legal difficulties may be involved.*
 - b. Contact the supervising teacher first.*
 - c. If necessary, contact one of the principals.*
- 12. Avoid excessive emotionalism in the classroom.*
 - a. Control your temper. Words said in haste may cause repercussions.*
 - b. Do not become giddy or divulge information of a personal nature.*
- 13. Conduct your classes in an authoritative manner.*
 - a. Begin promptly. (Usually conduct a beginning review of previous work.)*
 - b. You are in charge and you must believe in yourself. If you don't, no one else will*
 - c. Your information is accurate and correct, as far as the students are concerned. (Be certain that it is!!)*
- 14. Participate in school activities.*
 - a. Attend games whenever possible. (The students need to feel your support, and you should be interested in them.)*
 - b. Support various clubs. (The students depend upon you.)*
 - c. Learn the school colors, nickname and other information that the students might expect you to know.*
- 15. Accept criticism gracefully.*
 - a. You are here to learn.*
 - b. No student teacher has ever been perfect, you learn from your errors.*
 - c. The P-12 cooperating teachers and university supervisor are not trying to hurt you; rather they are trying to develop your potential to the fullest.*
 - d. Think about the suggestions and resolve to improve yourself daily.*
 - e. Do not take criticism personally.*
 - f. Do not compare your weaknesses with other student teachers. You may have more ability; thus, the P-12 cooperating teachers will deal more seriously with you.*
 - g. The time to worry is when the P-12 cooperating teachers no longer makes any comments, whether good or bad.*
- 16. In ALL ways at ALL times, under ALL circumstances - DO YOUR BEST!!! The grade which you earn in student teaching will follow you all of your professional life. It is essential to earn a good score. The impressions which you create now will be placed on your permanent teaching record, no matter how superior or inferior you may later become. Without a good recommendation, your professional future is dubious. Student teaching is the most*

important course that you will ever take. Put all that you have into it, and you will reap many benefits now, and in future years.

2.4 UNIVERSITY SUPERVISORS

Major Responsibilities

University Supervisors should:

1. Demonstrate professional, ethical, and moral conduct representative of Asbury's Teacher Education Program.
2. Visitation Expectations
The basic expectations of the School of Education are that the university supervisor should:
 - a. Complete a minimum of six on-site visits of each student teacher. If the student is in the same placement with the same supervisor that they had for ED/EDA 401 then the required number of visits is five. Four of the on-site visits must be comprehensive classroom observations and include student post-observation conferences. If the student teacher has a split placement, we expect the visits to be equally divided.
 - b. Record each visit on the *Observation Form: Clinical Report*. These forms become a part of the student teacher's file and become an important part of our documentation procedures. (Make a copy for the student teacher.)
 - c. Review *the Student Teacher Conference Report Forms* on TaskStream.
 - d. Monitor the amount of time in various areas that the student teacher accumulates - *Time Record Sheets*.
 - e. Keep the P-12 cooperating teacher informed concerning the supervisor's perceptions of the student teacher's progress and any adjustments that may be suggested. Normally, this is done by conferencing with the P-12 cooperating teacher close to the date of the observation.
 - f. Conference with the P-12 cooperating teacher to determine the class routine and expectations for the student teacher.
 - g. Student Teaching seminars: attend at least the first, last, and one in between.
 - h. Keep the Director of Clinical Experiences informed of problem situations and potential problem situations.
 - i. Work with the Director of Clinical experiences to submit the *final grade* to the Registrar's Office at the end of the semester.
 - j. Review and make revision suggestions for all required student teaching components and forms including Professional Growth, Professional Involvement, Unit Planning, Unit Reflection, etc.

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SECTION 3

POLICIES AND PROCEDURES FOR PROFESSIONAL SEMESTER

The following policies help guide the student teaching experience at Asbury:

3.1 *Selection/Evaluation of P-12 Cooperating Teachers and Asbury University Supervisors*

See Appendix

3.2 *Assignment of Student Teachers*

All assignments or reassignments of student teachers must be made through Asbury's Director of Clinical Experiences. These assignments are made in accordance with the contracts Asbury holds with the school districts.

3.3 *Length of Student Teaching*

The student teaching experience begins the first day of classes each semester. Student teachers attend an intensive period of instruction (iSTEPS) specifically directed to the student teachers' classroom experiences.

Student teachers are then scheduled in the public school classroom for the remainder of the semester. Each student teacher must complete a *minimum* of seventy days in the classroom. *Non-Traditional Instruction (NTI) days* typically may not be counted toward the required 70 days. In addition each student teacher should have a *minimum* of one hundred hours in each of the three areas: observation, participation, and actual teaching (300 hrs.).

3.4 *Student Teacher Absences*

The student teacher has a professional obligation to inform the P-12 cooperating teacher immediately of any illness/emergency that requires missing school and plans, manuals, textbooks, etc. should be delivered to the P-12 cooperating teacher by the candidate. You must also contact your university supervisor immediately. Make-up days for absences must be arranged through the university supervisor. If you know in advance that you need to be absent, you must consult with your university supervisor prior to the absence.

3.5 *Student Teachers as Substitutes*

Asbury's policy, consistent with Kentucky state regulations, is that student teachers may not be used as substitutes. We believe this puts undue pressure on the student teacher and raises serious legal questions. If an emergency occurs and the student teacher is pressed into a substitute role, it should be for a short period of time and close supervision by a school administrator or certified personnel must be provided.

3.6 *Photographs, Videotapes, or Recordings*

Most school districts have strict policies regulating photographing, videotaping and other recording. You must check with your P-12 cooperating teachers to find out the particular policies of the school district where you are teaching before you tape or record.

3.7 *Serious Problems*

If serious problems arise during student teaching, the following policies apply:

- A. The student teacher is to be informed of the problem at the earliest possible date and of any suggestions that may help resolve the problem.
- B. The university supervisor should be notified so he/she may also assist in the resolution of problems. The principal should be informed of all serious problems.
- C. *The Director of Clinical Experiences must be notified at the earliest possible time.*

3.8 *Student Teacher Dress Code*

Student Teachers should reference three sources for information related to appropriate attire during the student teaching experience:

- A.
- B. The Handbook for Community Life & Residence Life. Student teachers are expected to comply with the guidelines set forth in the Handbook. Special attention should be given to the Propriety section of Asbury's Handbook for Community Life.
- C.
- D. Public School Dress Codes and Guidelines. Student teachers are expected to check with their P-12 cooperating teachers about school district and local building policies concerning appropriate attire for teachers. *Dressdown* days should not be an occasion for carelessness in appearance.
- E.
- F. Asbury's Teacher Education Program expects student teachers to project the highest standards of professional attire. It is always our desire to exceed minimum expectation levels of campus and public school.

G.
If you have questions about appropriate attire for special events or activities please contact your university supervisor or the Director of Clinical Experiences.

Facilitators of Student Success

SECTION 4

PROGRAM EXIT

4.1 Evaluation

4.1.1 Candidate Evaluation

Continuous evaluation of the student teacher's progress is essential. Formative and summative evaluation components comprise the continuous assessment of the student teacher. These pieces of data are collected through informal and formal measures. It is important to note that a student teacher is evaluated by multiple measures. Informal measures include the following components:

Informal Evaluation

- daily communication with P-12 cooperating teachers
- review of lesson / unit plans with P-12 cooperating teachers and university supervisor
- conferences with university supervisor

Formal measures include the following components:

Formal Evaluation

- Completion of the conference form due the Friday before each seminar
- Summative Evaluation
- Grade achieved in student teaching
- GATE 4 Exit interview (internal and external panel)
- GATE 4 Portfolio rating including dispositions
- 3-way conferences (university supervisor, P-12 cooperating teachers, and student teacher)

4.1.2 Program Evaluation

Both the education faculty and the Teacher Education Committee firmly believe that the Teacher Education Program should be systematically evaluated by program graduates. Through such evaluation, the Dean of the School of Education, the education faculty, and the Teacher Education Committee receive feedback on the strengths and weaknesses of the program's components. Program evaluation by graduates is conducted in this manner:

1. Each program graduate evaluates the program at the completion of student teaching during the last student teaching seminar session.
2. In subsequent years as needed.

4.2 GATE 4

GATE 4 is required of all student teachers as part of their clinical practice experience. It consists of a full interview of approximately 30 minutes in length and a portfolio review. Please refer to your GATE 4 Portfolio

Rubric and GATE 4 Structured Interview sheet for further information. A minimum score of developing on the interview and portfolio is required for recommendation for certification.

This GATE marks the beginning of your professional career. At the interview, we expect to see a professional who is competent and confident. The professional portfolio is the visual and written evidence of your professional ability. It is not only a mechanism to meet the requirements for graduation from this program, but it is also a tool by which you can be employed.

The School of Education encourages you to take the interview and portfolio very seriously as you embark on your career as a professional educator.

4.2.1 PORTFOLIO DEVELOPMENT

The purpose of GATE 4 is to provide you with the opportunity to demonstrate your level of professional growth and expertise through the portfolio, experience your first professional interview, gain insight from seasoned educators, and provide a vital tool for employment interviews. Each student teacher must demonstrate developing performance in the interview and the portfolio review to obtain a recommendation for certification.

The GATE 4 Pre-Professional Portfolio provides a culmination task for your teacher education preparation experiences. At this juncture, the portfolio reflects who you are as a teacher, your ability to plan, instruct, and assess your students, and the manner in which you were prepared as an educator.

GATE 4 portfolios are not an academic assignment but a required professional activity. This task requires your best effort to produce a portfolio that enhances your seeking of a teaching position. Your portfolio should be a reflection on you that would be pleasing to a principal or committee of educators who are interested in hiring you.

Begin now to gather your evidences from your student teaching experiences. Complete a rough draft version of your portfolio at least two weeks before GATE 4 portfolios are due and show it to your university supervisor and your P-12 cooperating teacher. Obtain their feedback and suggestions, then complete your portfolio. Remember portfolio development is a process, not an assignment that can be completed in one evening.

There will be brief portfolio instructions during seminars; however, the ownership of the portfolio is the responsibility of the student teacher. If you have questions, please schedule an appointment with your university supervisor, director of clinical experiences, or the dean of the School of Education. They will be happy to assist you during this process.

4.2.2 Teacher Education Policy

EXIT FROM TEACHER EDUCATION PROGRAM

GATE 4/6 – Exit from Program and Recommendation for Initial Teacher Certification:

Undergraduate Students	Graduate Students
1. Cumulative GPA 2.75 minimum	1. Cumulative GPA 3.0 minimum
3. SOE GPA 2.75 minimum	3. SOE GPA 3.0 minimum
4. Complete Certification Application	4. Complete Certification Application
5. Obtain proficient P-12 cooperating teachers recommendation	5. Obtain proficient P-12 cooperating teachers recommendation
6. Complete and meet the criteria on the “Character and Fitness” Form	6. Complete and meet the criteria on the “Character and Fitness” Form
7. Complete student teaching with a Developing rating in every standard	7. Complete student teaching with a Developing rating in every standard
7. Obtain a Developing rating on the Gate 4 interview	7. Obtain a Developing rating on the Gate 6 interview including Action Research Project presentation
9. Obtain a Developing rating on the Gate 4 portfolio	9. Obtain a Developing rating on the Gate 6 portfolio
10. Completion of Dispositions Self-Evaluation and Reflection	10. Completion of Dispositions Self-Evaluation and Reflection
	11. Successful completion of an Action Research Project

Facilitators of Student Success

SECTION 5

KENTUCKY CERTIFICATION

Completing all of the requirements for becoming certified in the state of Kentucky, upon graduation from Asbury University, has major advantages. A delay leaves a person subject to meeting any change in certification requirements that might occur. Many state departments of education and places of employment ask for a copy of certification from the state in which an applicant successfully completed an approved teacher education program. Therefore, the Asbury School of Education urges all candidates to complete Kentucky certification.

The necessary steps for acquiring Kentucky certification are as follows:

1. Complete all requirements for graduation and certification.
2. Complete forms for Kentucky certification and return them to the Certification Specialist.
3. Complete the PRAXIS II Specialty Area exams and meet the Kentucky Principles of Learning and Teaching minimum score(s) requirements. PRAXIS registration booklets are available in the King Curriculum Center.

For further information, check with the following sources:

1. Your Advisor.
2. The Dean of the School of Education.
3. The Director of Field Clinical Experience.
4. The Certification Specialist.

5.1 Transfer Students

Contact the Education Office for details concerning your program. For information concerning Kentucky certification standards, out-of-state certification standards, PRAXIS II testing, and job opportunities for teachers, contact the Certification Specialist. Guidelines are subject to change in response to Kentucky Education Professional Standards Board regulations. Governance of the policies of admission to and retention in the Teacher Education Program is the responsibility of the Teacher Education Committee.

Facilitators of Student Success

SECTION 6

PROFESSIONAL ETHICS

"...The Education Professional Standards Board calls Kentucky's educators to reaffirm their commitment to the highest ethical standards. In recognizing the magnitude of our responsibility to learners and to society, we offer this Code of Ethics which reflects and promotes the aspirations of our profession." (1990)

6.1 *Respect for Students*

Professional Educators...

"...shall provide students with professional education services in a non-discriminatory manner and in consonance with accepted best practice known to the educator."

"...shall respect the constitutional rights of all students."

"...shall not deliberately suppress or distort subject matter for which the educator bears responsibility."

"...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 maintain a professional approach to personal relationships with students."

6.2 *Respect for Parents*

Professional Educators...

"...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."

6.3 *Respect for the Education Profession*

Professional Educators...

"...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 related to his/her own qualifications or those of other professionals."

STUDENT TEACHING ACTIVITIES

The following is a list of activities for student teaching. Student teachers will not be expected to cover all of these activities, but they should have as wide a variety as possible. Some apply to the secondary school only, while others apply to the elementary school. This information is designed to give P-12 cooperating teachers and student teachers some specific idea regarding the activities that may be classified as observation, participation, and actual teaching.

SUGGESTED MINIMUM CLOCK HOURS:

		<u>CLOCK HOURS</u>
A.	Observation	100
B.	Participation	100
C.	Actual Teaching	<u>100</u>
TOTAL		300

It should be noted that this is a recommended minimum. Student teachers should be encouraged to have as many hours as possible of participation and actual teaching. Certain states have a higher requirement regarding the numbers of hours of actual teaching. For this reason, the student teacher should check on the number of hours required in the state in which he/she plans to teach.

I. Observation

1. Observing regular class activities
 - a. Taking notes for later discussion with supervising teacher
 - b. Observing methods, materials, and techniques for teaching
2. Observing classes other than the ones assigned
3. Observing individual pupils
 - a. Noting individual differences
 - b. Making profile charts of application and distractions
4. Attending school programs
 - a. Assemblies
 - b. Parent-Teacher meetings
 - c. Faculty/Department/Grade Level meetings
 - d. Athletic events
 - e. Musical programs, etc.
 - f. Professional meetings

II. Participation

1. Clerical work
 - a. Grading papers and recording marks
 - b. Checking attendance
 - c. Assisting in making grading period reports
 - d. Preparing materials of instruction
2. Make a class seating chart, and study the seating arrangement
3. Caring for the physical conditions of the room
4. Supervising seatwork
5. Supervising study hall
6. Preparing and arranging bulletin board displays, room decorations, and display cases or other exhibits
7. Constructing tests or other evaluation devices
7. Presenting a reading, story, descriptive account, or other contribution to class work
9. Working with student committees in planning extra-curricular activities
10. Assisting with lunch duty or hall duty
11. Assisting with fire drills or emergency drills
12. Assisting with homeroom activities
13. Assisting with school publications
14. Assisting with pep rallies
15. Assisting with extra curricular activities (athletics, arts, and after school)
16. Assisting with ticket sales and collections

17. Participating in school programs
18. Counseling with students
19. Setting up and putting away supplies and equipment
20. Making and keeping progress charts/reports
21. Assisting with library work
22. Alphabetizing and filing materials
23. Evaluating textbooks and reference books
24. Conference with supervisors
25. Recess
26. Faculty/Department/Grade Level meeting
27. Professional Development Meeting (CATS training, etc.)
27. Parent/Teacher Conference
29. Field Trip

III. Actual Teaching

1. Actual Instruction
 - a. Individual instruction
 - (1) Tutoring slow learners
 - (2) Providing special instruction for students in inclusion
 - (3) Conferencing
 - (4) Testing individuals
 - b. Group Instruction
 - (1) Using instructional daily lesson plans
 - (2) Testing
 - c. Whole Class Instruction
 - (1) Using instructional daily lesson plans
 - (2) Testing
2. Planning and presenting units of instruction in the various content areas over a period of time
3. Presenting one phase of regular class work
4. Assisting students in supplementary projects
5. Planning and directing students as a part of a thematic unit
6. Incorporating developmentally appropriate materials and methods
7. Making case studies on analysis of student work.
 - a. Keeping anecdotal records
 - b. Completing forms

7.2 STUDENT TEACHING SCHEDULE



ASBURY UNIVERSITY
SCHOOL OF EDUCATION

STUDENT TEACHING SCHEDULE

Student Teacher's Name _____ Current Date: _____

School Assignment _____

P-12 Cooperating Teacher's Name _____

Asbury University Supervisor's Name _____

ACTIVITIES FOR THE WEEK OF: _____

NOTE: HIGHLIGHT OR CIRCLE THE PERIODS YOU WILL BE TEACHING.

***** MUST BE SUBMITTED ON FRIDAY PRIOR TO THE SCHOOL WEEK**

Notify Asbury university supervisor immediately of changes to your teaching schedule

Period	Exact time	Monday	Tuesday	Wednesday	Thursday	Friday
I		Subj.				
		Rm.				
II		Subj.				
		Rm.				
III		Subj.				
		Rm.				
IV		Subj.				
		Rm.				
V		Subj.				
		Rm.				
VI		Subj.				
		Rm.				
VII		Subj.				
		Rm.				
VIII		Subj.				
		Rm.				

7.3 STUDENT TEACHER OBSERVATION REPORT



OBSERVATION FORM: CLINICAL REPORT

For ED/A 301, 395, 401, 498, 499, EDG 601, 700, 701, 702

Candidate: _____ Date: _____
Course Number: _____ Asbury Supervisor _____
School: _____ P-12 Cooperating Tchr. _____
Grade Level/Subject: _____ Semester: _____
Candidate Program(s)/Major(s) _____

COMPLETE THE FOLLOWING ITEMS DEEMED APPROPRIATE:

I. The activities in which the candidate was engaged at this time were:

- Whole group instruction
- Leading cooperative learning
- Administering assessments
- Other: _____
- Co-teaching with P-12 cooperating teacher
- Solo teaching
- Small group instruction

II. The strengths of the candidate to this point seem to be:

- Building rapport
- Planning instruction
- Verbal skills
- Non-verbal skills
- Questioning techniques
- Choosing appropriate methods
- Presenting content
- Other: _____
- Engaging students in learning
- Managing classroom
- Testing students
- Choosing appropriate content
- Knowledge of subject(s)
- Openness with learners

III. Areas in need of improvement on the part of the candidate to date:

- Building rapport
- Planning instruction
- Verbal skills
- Non-verbal skills
- Questioning techniques
- Choosing appropriate methods
- Presenting content
- Other: _____
- Engaging students in learning
- Managing classroom
- Testing students
- Choosing appropriate content
- Knowledge of subject(s)
- Openness with learners

IV. Estimate of working relationship to date:

- Very satisfactory
- Satisfactory
- Weak
- Needs immediate intervention

V. Estimate of candidate's development to date:

- Exemplary
- Accomplished
- Developing
- Ineffective

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

VI. Domain 1: Planning and Preparation
InTASC Standards 1, 4, 7

Components	Evidences	Performance Rating			
<p>DOMAIN 1A – Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> Showing a deep knowledge of content and strategies for teaching 		I	D	A	E
<p>DOMAIN 1B – Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> Knowing the strengths and needs of students being taught 		I	D	A	E
<p>DOMAIN 1C – Setting Instructional Outcomes</p> <ul style="list-style-type: none"> Identifying what students will learn 		I	D	A	E
<p>DOMAIN 1D – Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> Using materials skillfully to meet student needs 		I	D	A	E
<p>DOMAIN 1E – Designing Coherent Instruction</p> <ul style="list-style-type: none"> Combining strong content, high performance expectations and matching student needs 		I	D	A	E
<p>DOMAIN 1F – Designing Student Assessments</p> <ul style="list-style-type: none"> Measuring and addressing students' knowledge of intended outcomes 		I	D	A	E

VII. Domain 2: The Classroom Environment
InTASC Standards 2, 5, 8

Components	Evidences	Performance Rating			
<p>DOMAIN 2A – Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> Developing a learning climate where students feel valued and safe 		I	D	A	E
<p>DOMAIN 2B – Establishing a Culture for Learning</p> <ul style="list-style-type: none"> Creating conditions where teacher and students value learning and quality work 		I	D	A	E

DOMAIN 2C – Managing Classroom Procedures <ul style="list-style-type: none"> Leading a classroom where learning where learning can be the clear focus 	I	D	A	E
DOMAIN 2D – Managing Student Behavior <ul style="list-style-type: none"> Defining clear expectations for discipline and maintaining an orderly environment 	I	D	A	E
DOMAIN 2E – Organizing Physical Space <ul style="list-style-type: none"> Organizing a classroom that promotes student learning 	I	D	A	E

VIII. Domain 3: Instruction
InTASC Standards 2, 5, 6, 8

Components	Evidences	Performance Rating			
		I	D	A	E
DOMAIN 3A – Communicating with Students <ul style="list-style-type: none"> Making sure students understand expectations, content, and can ask questions 		I	D	A	E
DOMAIN 3B – Using Questions and Discussion Techniques <ul style="list-style-type: none"> Deepening understanding through feedback, conversation and questions 		I	D	A	E
DOMAIN 3C – Engaging Students in Learning <ul style="list-style-type: none"> Developing understanding by getting students involved in ideas and work 		I	D	A	E
DOMAIN 3D – Using Assessment in Instruction <ul style="list-style-type: none"> Monitoring student understanding for constructive feedback and improvement 		I	D	A	E
DOMAIN 3E – Demonstrating Flexibility and Responsiveness <ul style="list-style-type: none"> Adapting to changing conditions to improve student learning 		I	D	A	E

IX. Domain 4: Professional Responsibilities
InTASC Standard 9

Components	Evidences	Performance Rating			
		I	D	A	E
DOMAIN 4A – Reflecting on Teaching <ul style="list-style-type: none"> Analyzing and adjusting daily work in preparation for their impact on student learning 		I	D	A	E

Comments:

7.4 STUDENT TEACHER EVALUATION

*Evaluation: Student Teaching by P-12 Cooperating Teacher
For ED/EDA 498/499, EDG 701/702*

* = Response is required

* **Last Name (Teacher Candidate):**

* **First Name (Teacher Candidate):**

* **Asbury Student ID#**

Enter last 6 digits of Asbury University Student Identification Number

* **Last Name (P-12 Cooperating Teacher):**

* **First Name (P-12 Cooperating Teacher):**

* **P-12 Faculty's Certification Institution**

Institution where Initial Certification was acquired

* **Number of Years of Teaching Experience**

* **Current School Placement:**

* **School District & State**

* **Subject Area:**

Select all current Subject Areas that apply:

Elementary (P-3)
Elementary (4 or 5)
Middle School - English
Middle School - LBD
Middle School - Math
Middle School - Science
Middle School - Social Studies
Secondary - Biological Science
Secondary - Chemistry
Secondary - English
Secondary - Math
Secondary - Social Studies
Art Education (P-12)
French Education (P-12)
Latin Education (P-12)
Music Education (P-12)
PE/Hlth Education (P-12)
Spanish Education (P-12)
If none apply, please enter area:

* **Grade(s) currently teaching**

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

* **DOMAIN 1: Planning and Preparation (InTASC 1, 4, 7)**

	1 - Ineffective	2 - Developing	3 - Accomplished	4 - Exemplary
1A - Demonstrating Knowledge of Content & Pedagogy (Showing deep knowledge of content & strategies for teaching)				
1B - Demonstrating Knowledge of Students (Knowing the strengths and needs of students being taught)				
1C - Setting Instructional Outcomes (Identifying what students will learn)				
1D - Demonstrating Knowledge of Resources (Using materials skillfully to meet student needs)				
1E - Designing Coherent Instruction (Combining strong content, high performance expectations and matching student needs)				
1F - Designing Student Assessments (Measuring and addressing students' knowledge of intended outcomes)				
DOMAIN 1 - Overall HOLISTIC SCORE:				

For a score BELOW 2 (Developing), please indicate rationale:

* **DOMAIN 2: The Classroom Environment (InTASC 2, 5, 8)**

	1 - Ineffective	2 - Developing	3 - Accomplished	4 - Exemplary
2A - Creating an Environment of Respect and Rapport (Developing a learning climate where students feel valued and safe)				
2B - Establishing a Culture for Learning (Creating conditions where teacher and students value learning and quality work)				
2C - Managing Classroom Procedures (Leading a classroom where learning can be the clear focus)				

2D - Managing Student Behavior (Defining clear expectations for discipline and maintaining an orderly environment)				
2E - Organizing Physical Space (Organizing a classroom that promotes student learning)				
DOMAIN 2 - Overall HOLISTIC SCORE:				

For a score BELOW 2 (Developing), please indicate rationale:

* **DOMAIN 3: Instruction (InTASC 2, 5, 6, 8)**

	1 - Ineffective	2 - Developing	3 - Accomplished	4 - Exemplary
3A - Communicating with Students (Making sure students understand expectations, content, and can ask questions)				
3B - Using Questions and Discussion Techniques (Deepening understanding through feedback, conversation and questions)				
3C - Engaging Students in Learning (Developing understanding by getting students involved in ideas and work)				
3D - Using Assessment in Instruction (Monitoring student understanding for constructive feedback and improvement)				
3E - Demonstrating Flexibility and Responsiveness (Adapting to changing conditions to improve student learning)				
DOMAIN 3 - Overall HOLISTIC SCORE:				

For a score BELOW 2 (Developing), please indicate rationale:

* **DOMAIN 4: Professional Responsibilities (InTASC 3, 6, 9, 10)**

	1 - Ineffective	2 - Developing	3 - Accomplished	4 - Exemplary
4A - Reflecting on Teaching (Analyzing and adjusting daily work				

in preparation for their impact on student learning)				
4B - Maintaining Accurate Records (Tracking performance and growth in instructional and non-instructional situations)				
4C - Communicating with Families (Bringing honor to the role of a teacher and building respect for the school)				
4D - Participating in a Professional Community (Engaging in the school's adult learning culture and valuing coworkers)				
4E - Growing and Developing Professionally (Continuing to develop and improve as a teacher and a colleague)				
4F - Showing Professionalism (Bringing honor to the role of a teacher and building respect for the school)				
DOMAIN 4 - Overall HOLISTIC SCORE:				

For a score BELOW 2 (Developing), please indicate rationale:

*** DOMAIN 4: Asbury Dispositions**
MORAL AND ETHICAL INTEGRITY

	1 - Strongly Disagree	2 - Somewhat Disagree	3 - No Evidence to believe otherwise	4 - Agree	5 - Strongly Agree
Maintains appropriate confidentiality					
Demonstrates compliance with laws/regulations/policies/standards					
Demonstrates honesty/academic integrity					
Addresses issues of concern professionally (with instructors/colleagues/students)					
OVERALL:					

DOMAIN 4: Asbury Dispositions
PASSION FOR TEACHING

	1 - Strongly Disagree	2 - Somewhat Disagree	3 - No evidence to believe otherwise	4 - Agree	5 - Strongly Agree
Demonstrates critical thinking in written or verbal form					
Demonstrates reflective practice in written or verbal form					
Demonstrates flexibility during the learning process					
Demonstrates high expectations for others					
OVERALL					

DOMAIN 4: Asbury Dispositions
RESPECT AND COMPASSION FOR PEOPLE

	1 - Strongly Disagree	2 - Somewhat Disagree	3 - No evidence to believe otherwise	4 - Somewhat Agree	5 - Strongly Agree
Is prepared for class or appointments					
Is punctual for class or appointments					
Demonstrates respect for the beliefs of others					
Demonstrates and/or promotes effective collaboration skills (e.g., with colleagues, instructors, students)					
Demonstrates respect for cultural differences					
Demonstrates patience with and/or compassion for those experiencing difficulty in the learning process					
OVERALL					

*** DOMAIN 4: Asbury Dispositions**
PERSONAL AND EMOTIONAL WELLNESS/VITALITY

	1 - Strongly Disagree	2 - Somewhat Disagree	3 - No evidence to believe otherwise	4 - Agree	5 - Strongly Agree
Maintains professional appearance					
Responds positively to constructive criticism					
Takes responsibility for his or her learning by actively seeking out new information					
Demonstrates personal progress through professional development to improve content and pedagogical knowledge					
OVERALL					

For a score BELOW 2 (Developing), please indicate rationale:

*** What area(s) of STRENGTH did you identify?**

*** What area(s) of GROWTH did you identify?**

*** AFTER reviewing the clinical log and verifying that it actually reflects the time/days spent in the classroom, please type in your name.**

*** If possible, what date did you review this evaluation with the teacher candidate?**

*** Enter a Letter Grade for the clinical portion of student teaching.**

*** Overall HOLISTIC SCORE**

Enter teacher candidate's overall score for this placement.

- (1) Ineffective**
- (2) Developing**
- (3) Accomplished**
- (4) Exemplary**

7.5 STUDENT TEACHER EVALUATION BY UNIVERSITY SUPERVISOR

*Evaluation: Student Teaching by AU Supervisor
ED/EDA 498/499, EDG700/701*

For

* = Response is required

* **Last Name (Teacher Candidate):** * **First Name (Teacher Candidate):**

* **Asbury Student ID#**

Enter last 6 digits of Asbury University Student Identification Number

* **Last Name (AU Supervisor):**

* **First Name (AU Supervisor):**

* **Current School Placement:**

* **School District & State**

* **Subject Area:**

Select all Subject Areas that apply:

Elementary (P-3)
Elementary (4 or 5)
Middle School - English
Middle School - LBD
Middle School - Math
Middle School - Science
Middle School - Social Studies
Secondary - Biological Science
Secondary - Chemistry
Secondary - English
Secondary - Math
Secondary - Social Studies
Art Education (P-12)
French Education (P-12)
Latin Education (P-12)
Music Education (P-12)
PE/Health Education (P-12)
Spanish Education (P-12)
If none apply, please enter area:

* **Grade(s) taught**

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

DOMAIN 1: Planning and Preparation (InTASC 1, 4, 7)

	1 - Ineffective	2 - Developing	3 - Accomp.	4 - Exemplary
1A - Demonstrating Knowledge of Content & Pedagogy (Showing deep knowledge of content & strategies for teaching)				
1B - Demonstrating Knowledge of Students (Knowing the strengths and needs of students being taught)				
1C - Setting Instructional Outcomes (Identifying what students will learn)				
1D - Demonstrating Knowledge of Resources (Using materials skillfully to meet student needs)				
1E - Designing Coherent Instruction (Combining strong content, high performance expectations and matching student needs)				
1F - Designing Student Assessments (Measuring and addressing students' knowledge of intended outcomes)				
DOMAIN 1 - Overall HOLISTIC SCORE:				

For a score BELOW 2 (Developing), please indicate rationale:

*** DOMAIN 2: The Classroom Environment (InTASC 2, 5, 8)**

	1 - Ineffective	2 - Developing	3 - Accomp.	4 - Exemplary
2A - Creating an Environment of Respect and Rapport (Developing a learning climate where students feel valued and safe)				
2B - Establishing a Culture for Learning (Creating conditions where teacher and students value learning and quality work)				
2C - Managing Classroom Procedures (Leading a classroom where learning can be the clear focus)				

2D - Managing Student Behavior (Defining clear expectations for discipline and maintaining an orderly environment)				
2E - Organizing Physical Space (Organizing a classroom that promotes student learning)				
DOMAIN 2 - Overall HOLISTIC SCORE:				

For a score BELOW 2 (Developing), please indicate rationale:

*** DOMAIN 3: Instruction (InTASC 2, 5, 6, 8)**

	1 - Ineffective	2 - Developing	3 - Accomp.	4 - Exemplary
3A - Communicating with Students (Making sure students understand expectations, content, and can ask questions)				
3B - Using Questions and Discussion Techniques (Deepening understanding through feedback, conversation and questions)				
3C - Engaging Students in Learning (Developing understanding by getting students involved in ideas and work)				
3D - Using Assessment in Instruction (Monitoring student understanding for constructive feedback and improvement)				
3E - Demonstrating Flexibility and Responsiveness (Adapting to changing conditions to improve student learning)				
DOMAIN 3 - Overall HOLISTIC SCORE:				

For a score BELOW 2 (Developing), please indicate rationale

*** DOMAIN 4: Professional Responsibilities (InTASC 3, 6, 9, 10)**

	1 - Ineffective	2 - Developing	3 - Accomp.	4 - Exemplary
4A - Reflecting on Teaching (Analyzing and adjusting daily work in preparation for their impact on student learning)				
4B - Maintaining Accurate Records (Tracking performance and growth in instructional and non-instructional situations)				
4C - Communicating with Families (Bringing honor to the role of a teacher and building respect for the school)				
4D - Participating in a Professional Community (Engaging in the school's adult learning culture and valuing coworkers)				
4E - Growing and Developing Professionally (Continuing to develop and improve as a teacher and a colleague)				
4F - Showing Professionalism (Bringing honor to the role of a teacher and building respect for the school)				
DOMAIN 4 - Overall HOLISTIC SCORE:				

For a score BELOW 2 (Developing), please indicate rationale:

*** DOMAIN 4: Asbury Dispositions**

MORAL AND ETHICAL INTEGRITY

	1 - Strongly Disagree	2 - Somewhat Disagree	3 - No Evidence to believe otherwise	4 - Agree	5 - Strongly Agree
Maintains appropriate confidentiality					
Demonstrates compliance with laws/regulations/policies/standards					
Demonstrates honesty/academic integrity					
Addresses issues of concern professionally (with instructors/colleagues/students)					
OVERALL:					

*** DOMAIN 4: Asbury Dispositions**

PASSION FOR TEACHING

	1 - Strongly Disagree	2 - Somewhat Disagree	3 - No evidence to believe otherwise	4 - Agree	5 - Strongly Agree
Demonstrates critical thinking in written or verbal form					
Demonstrates reflective practice in written or verbal form					
Demonstrates flexibility during the learning process					
Demonstrates high expectations for others					
OVERALL					

*** DOMAIN 4: Asbury Dispositions**

RESPECT AND COMPASSION FOR PEOPLE

	1 - Strongly Disagree	2 - Somewhat Disagree	3 - No evidence to believe otherwise	4 - Somewhat Agree	5 - Strongly Agree
Is prepared for class or appointments					
Is punctual for class or appointments					
Demonstrates respect for the beliefs of others					
Demonstrates and/or promotes effective collaboration skills (e.g., with colleagues, instructors, students)					
Demonstrates respect for cultural differences					
Demonstrates patience with and/or compassion for those experiencing difficulty in the learning process					
OVERALL					

*** DOMAIN 4: Asbury Dispositions**
PERSONAL AND EMOTIONAL WELLNESS/VITALITY

	1 - Strongly Disagree	2 - Somewhat Disagree	3 - No evidence to believe otherwise	4 - Agree	5 - Strongly Agree
Maintains professional appearance					
Responds positively to constructive criticism					
Takes responsibility for his or her learning by actively seeking out new information					
Demonstrates personal progress through professional development to improve content and pedagogical knowledge					
OVERALL					

For a score BELOW 2 (Developing), please indicate rationale:

- * What area(s) of STRENGTH did you identify?**
- * What area(s) of GROWTH did you identify?**
- * Enter a Letter Grade for the clinical portion of student teaching.**
- * Overall HOLISTIC SCORE for Placement**

Enter teacher candidate's overall score for this placement.

- (1) Ineffective
- (2) Developing
- (3) Accomplished
- (4) Exemplary



ASBURY UNIVERSITY
SCHOOL OF EDUCATION

Facilitators of Student Success

STUDENT TEACHER RECOMMENDATION SHEET

Applicant's Name _____

The Asbury University Educational Services office desires information concerning the person whose name appears above. Please use the space below to write the recommendation. If additional space is needed, please use a separate sheet of paper (8 1/2 x 11), writing on one side only. As you write, please keep in mind the following: character; health; personal qualities (voice, poise, friendliness, enthusiasm, cheerfulness); personal appearance; scholarship; promptness; neatness; accuracy; relationship with peers and students; cooperation; and potential capability in the teaching profession.

(PLEASE USE BLACK INK OR TYPE)

Please write below this line.

.....

If signed below, the individual has waived his/her right of access to this recommendation.

Print Name _____

Official Position _____

Official Address _____

Date _____

Signature _____

Return to: Educational Services, Asbury University, Wilmore, KY 40390, (859) 858-3511, ext 2304

Selection of P-12 Cooperating Teachers and Administrative Mentors to Supervise Asbury Clinical Candidates

The selection of P-12 cooperating teachers is a critical component to the success of Asbury's teacher preparation program. Asbury adheres to EPSB regulations that can be found at the end of this document.

P-12 cooperating teachers who have previously supervised Asbury candidates must receive an overall average rating of at least 3 (out of a possible 4) from both the student teacher and the university supervisor to be eligible to work with Asbury candidates again. The forms used for this purpose can be found near the end of this document.

The process for selecting P-12 cooperating teachers who have not previously worked with an Asbury candidate is detailed below.

1. Particularly in larger districts, policies have been established that require universities to go through a central office administrator for the selection of cooperating teachers. In those cases, AU submits requests for P-12 cooperating teachers to the district liaisons who work with building principals to select qualified teachers for this task.

The following qualifications for P-12 cooperating teachers are provided to liaisons:

- A. Hold a valid Kentucky professional certificate in their area of teaching
- B. Have successfully taught for a minimum of three years
- C. Have completed the EPSB required co-teaching training
- D. Have been recommended by the district liaison or building administrator for service as a P-12 cooperating teacher
- E. P-12 cooperating teachers hold a Master's Degree in Teacher as Leader (Preferred)

2. In districts where it is permitted, the Director of Clinical Experiences makes contact with building principals to discuss the needed qualifications of the P-12 cooperating teachers and the needs of the particular clinical student so that a successful placement will occur.

3. For all clinical placements (prior to and including student teachers) at both the initial and the advanced levels, strong preference will be given to assigning students to classrooms where they will have the opportunity for 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

The specific criteria for becoming and remaining a P-12 cooperating teachers is as follows:

- A. For the 201 and 500 clinical classes, P-12 cooperating teachers shall have
 - (1) A valid teaching certificate or license for each grade and subject taught; and
 - (2) At least one (1) year of teaching experience as a certified educator. A teacher assigned to a teaching position on the basis of a provisional, probationary, or emergency certificate issued by the Education Professional Standards Board shall not be eligible for serving as a 201 or 500 P-12 cooperating teachers.
 - (3) The ability to consistently model:
 - (a) Effective classroom management techniques that promote an environment conducive to learning;
 - (b) Best practices for the delivery of instruction;
 - (c) Mastery of the content knowledge or subject matter being taught;
 - (d) Aptitude and ability to contribute to the mentoring and development of a preservice educator;
 - (e) Usage of multiple forms of assessment to inform instruction; and
 - (f) Creation of learning communities that value and build upon students' diverse backgrounds.

University supervisors provide formal feedback for each one of these areas on the ED/EDA 201/EDG 500 Clinical Experience Walk Through Instrument.

B. For all other clinical classes, P-12 cooperating teachers shall have:

- (1) A valid teaching certificate or license for each grade and subject taught; and

(2) At least three (3) years of teaching experience as a certified educator. A teacher assigned to a teaching position on the basis of a provisional, probationary, or emergency certificate issued by the Education Professional Standards Board shall not be eligible for serving as a 201 or 500 P-12 cooperating teachers.

(3) The ability to consistently model:

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

University supervisors provide formal feedback for each one of these areas on the Observation Form: Clinical Report.

C. For the PLP clinical classes P-12 Administrative Mentors shall have:

(1) A valid administrative certificate or license for the building level where they serve; and

(2) At least one (1) year of administrative experience as a certified administrator. An administrator assigned to a teaching position on the basis of a provisional, probationary, or emergency certificate issued by the Education Professional Standards Board shall not be eligible for serving as a PLP P-12 Administrative Mentor.

(3) The ability to consistently model

- (a) The Professional Standards for Educational Leadership
- (b) The Asbury School of Education Dispositions

D. For the Superintendent program P-12 Administrative Mentors shall have:

(1) A valid superintendent certification/license; and

(2) At least one (1) year of superintendent experience as a certified administrator. A superintendent assigned to a position on the basis of a provisional, probationary, or emergency certificate issued by the Education Professional Standards Board shall not be eligible for serving as a superintendent P-12 Administrative Mentor.

(3) The ability to consistently model

- (a) The PSEL Standards
- (b) The Asbury School of Education Dispositions

University Supervisors

University Supervisors are employed by Asbury University and are trained and supervised by the Director of Clinical Experiences. Supervisors are required to visit the classroom where clinical students are assigned as specified for each placement. Evaluation feedback on supervisors is received from P-12 cooperating teachers and student teachers. Every attempt is made to match clinical students with a supervisor who has experience teaching the same grade, content area or level as our candidate. Supervisors are required to complete the required co-teaching training and must submit supporting materials to the Dean of the SOE and Provost's office as detailed in the faculty manual.

EPSB Regulations Governing the Selection of P-12 Cooperating Teachers

Section 2. Cooperating Teacher Eligibility Requirements. (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, probationary, or emergency certificate issued by the Education Professional Standards Board shall not be eligible for serving as a cooperating teacher.

(3) The district and educator preparation program shall select teachers to be cooperating teachers who demonstrate the following:

(a) Effective classroom management techniques that promote an environment conducive to learning;

(b) Best practices for the delivery of instruction;

(c) Mastery of the content knowledge or subject matter being taught;

(d) Aptitude and ability to contribute to the mentoring and development of a preservice educator;

(e) Usage of multiple forms of assessment to inform instruction; and

(f) Creation of learning communities that value and build upon students' diverse backgrounds.

(4) An educator preparation program shall give a teacher who holds a teacher leader endorsement pursuant to 16 KAR 5:010, Section 12(3), priority consideration when selecting a cooperating teacher.

(5) Beginning September 1, 2013, prior to student teacher placement, a cooperating teacher shall receive training approved by the Education Professional Standards Board and provided at no cost to the cooperating teacher by the educator preparation institution which shall include the following components:

(a) Basic responsibilities of a cooperating teacher;

(b) Best practice in supporting the student teacher; and

(c) Effective assessment of the student teacher.

(6) Beginning September 1, 2013, educator preparation programs shall maintain a pool of cooperating teachers who have met the requirements of this section.

(7) Beginning September 1, 2013, each educator preparation institution shall file an electronic report with the Education Professional Standards Board every semester which identifies the following:

(a) Each candidate at the educator preparation institution enrolled in student teaching;

(b) The candidate's assigned school;

(c) The cooperating teacher assigned to each candidate;

(d) The cooperating teacher's area of certification;

(e) The cooperating teacher's years of experience as a certified or licensed educator; and

(f) The date the cooperating teacher completed the training required in subsection (5) of this section.

7.7 STUDENT TEACHER EVALUATION OF P-12 COOPERATING TEACHER



ASBURY UNIVERSITY
SCHOOL OF EDUCATION

*Student Teacher Evaluation
of P-12 Cooperating Teacher*

Date:		P-12 Cooperating Teacher Name:					
District:		Student Teacher Name:					
Course #:		<input type="checkbox"/> Elementary	<input type="checkbox"/> Middle School	<input type="checkbox"/> Secondary	<input type="checkbox"/> P-12		
<i>Rating Scale: Rate the following on a scale of 1 to 4 (1 being the lowest, 4 being the highest)</i>							
				1	2	3	4
1.	The P-12 Cooperating Teacher made the teacher candidate feel welcome and properly introduced the student teacher to the students, school faculty and school staff.						
2.	The P-12 Cooperating Teacher provided orientation to the school building layout, curriculum, school policies and classroom procedures.						
3.	The P-12 Cooperating Teacher provided the necessities, such as a desk (workstation), textbooks and other related material.						
4.	The P-12 Cooperating Teacher maintained open communication with the student teacher, university supervisor, and as appropriate Asbury's Director of Clinical Experiences.						
5.	The P-12 Cooperating Teacher set aside consistent and sufficient time to plan and conference with the teacher candidate throughout the semester.						
6.	The P-12 Cooperating Teacher modeled teaching competencies that were expected of the teacher candidate.						
7.	The P-12 Cooperating Teacher provided opportunities for the teacher candidate to be creative, to utilize own ideas, and to use methods and skills taught in university education classes.						
8.	The P-12 Cooperating Teacher provided constructive and specific feedback about the teacher candidate's performance that could lead to improved performance.						
9.	The P-12 Cooperating Teacher gradually involved the teacher candidate in classroom activities until the teacher candidate was able to assume responsibility for the full instructional program.						
10.	The P-12 Cooperating Teacher clearly articulated expectations and criteria for evaluation.						
11.	The P-12 Cooperating Teacher allowed opportunities for the teacher candidate to problem solve for normal classroom situations.						

12. The P-12 Cooperating Teacher assisted in arranging observation visits to other classrooms and grade levels in the school.				
13. The P-12 Cooperating Teacher provided the teacher candidate and university supervisor with formative evaluations throughout the semester as needed.				
14. The P-12 Cooperating Teacher completed The Teacher Candidate Final Evaluation Form and discussed the ratings and comments with the student as appropriate.				

Comments:

7.8 UNIVERSITY SUPERVISOR EVALUATION OF P-12 COOPERATING TEACHER



*University Supervisor Evaluation
of P-12 Cooperating Teacher*

Date:		P-12 Cooperating Teacher Name:			
Course #:		Cooperating Teacher's School:			
AU Supervisor:		<input type="checkbox"/> Elementary	<input type="checkbox"/> Middle School	<input type="checkbox"/> Secondary	<input type="checkbox"/> P-12

Rating Scale: Rate the following on a scale of 1 to 4 (1 being the lowest, 4 being the highest)

	1	2	3	4
1. The P-12 Cooperating Teacher demonstrates the ability to consistently model effective classroom management techniques that promote an environment conducive to learning.				
2. The P-12 Cooperating Teacher demonstrates the ability to consistently model best practices for the delivery of instruction.				
3. The P-12 Cooperating Teacher demonstrates the ability to consistently model mastery of the content knowledge or subject matter being taught				
4. The P-12 Cooperating Teacher demonstrates the ability to consistently model aptitude and ability to contribute to the mentoring and development of a preservice educator.				
5. The P-12 Cooperating Teacher demonstrates the ability to consistently model usage of multiple forms of assessment to inform instruction.				
6. The P-12 Cooperating Teacher demonstrates the ability to consistently model creation of learning communities that value and build upon students' diverse backgrounds.				
7. My overall rating for this P-12 Cooperating Teacher.				

Comments:

7.9 CANDIDATE EVALUATION OF UNIVERSITY SUPERVISOR/OPTION 6 MENTOR



ASBURY UNIVERSITY
SCHOOL OF EDUCATION

*Candidate Evaluation
Of University Supervisor/Option 6 Mentor*

Date:		Supervisor / Mentor Name:			
Course #:		Candidate Name:			
		<input type="checkbox"/> Elementary	<input type="checkbox"/> Middle School	<input type="checkbox"/> Secondary	<input type="checkbox"/> P-12

Rating Scale: Rate the following on a scale of 1 to 4 (1 being the lowest, 4 being the highest)

	1	2	3	4
1. The university supervisor / mentor established a warm and professional environment for dialog and critique during visits.				
2. Formal observations were comprehensive and culminated in a conference with the student teacher.				
3. The university supervisor / mentor adequately shared insights and suggestions with the cooperating teacher regarding the student's teaching performance.				
4. The university supervisor / mentor provided constructive critiques and feedback when necessary.				
5. The university supervisor / mentor facilitated communication between the student teacher and cooperating teacher, as needed.				
6. The university supervisor / mentor informed the teacher candidate of concerns the cooperating teacher or district mentor had identified to the university supervisor.				
7. The university supervisor / mentor made available the record of visits to the student teacher.				

Comments:

7.10 CANDIDATE EVALUATION OF UNIVERSITY ADMINISTRATIVE MENTOR



Candidate Evaluation
of Asbury University Administrative Mentor

Date:		Asbury University Administrative Mentor Name:			
District:		Name of Asbury Candidate:			
Course #:		<input type="checkbox"/> Principal	<input type="checkbox"/> Instr'l Supervisor	<input type="checkbox"/> DPP	<input type="checkbox"/> Superintendent

Rating Scale: Rate the following on a scale of 1 to 4 (1 being the *lowest*, 4 being the *highest*)

	1	2	3	4
1. The Asbury University Administrative Mentor maintained open communication with the candidate, university supervisor, and as appropriate Asbury's Director of Field Experiences.				
2. The Asbury University Administrative Mentor set aside consistent and sufficient time to plan and conference with the educational leadership candidate throughout the semester.				
3. The Asbury University Administrative Mentor modeled PSEL Standard 1: Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high- quality education and academic success and well-being of <i>each</i> student.				
4. The Asbury University Administrative Mentor modeled PSEL Standard 2: Effective educational leaders act ethically and according to professional norms to promote <i>each</i> student's academic success and well-being.				
5. The Asbury University Administrative Mentor modeled PSEL Standard 3: Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote <i>each</i> student's academic success and well-being.				
6. The Asbury University Administrative Mentor modeled PSEL Standard 4: Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote <i>each</i> student's academic success and well-being.				
7. The Asbury University Administrative Mentor modeled PSEL Standard 5: Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of <i>each</i> student.				
8. The Asbury University Administrative Mentor modeled PSEL Standard 6: Effective educational leaders develop the professional capacity and practice of school personnel to promote <i>each</i> student's academic success and well-being.				
9. The Asbury University Administrative Mentor modeled PSEL Standard 7: Effective educational leaders foster a professional community of teachers and other professional staff to promote <i>each</i> student's academic success and well-being.				

10. The Asbury University Administrative Mentor modeled PSEL Standard 8: Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote <i>each</i> student’s academic success and well-being.				
11. The Asbury University Administrative Mentor modeled PSEL Standard 9: Effective educational leaders manage school operations and resources to promote <i>each</i> student’s academic success and well-being.				
12. The Asbury University Administrative Mentor modeled PSEL Standard 10: Effective educational leaders act as agents of continuous improvement to promote <i>each</i> student’s academic success and well-being.				
13. The Asbury University Administrative Mentor modeled Asbury’s School of Education Dispositions of Moral and Ethical Integrity, Respect and Compassion for Others, Passion for Teaching and Personal Wellness and Vitality.				
Comments:				

7.11 P-12 COOPERATING TEACHER'S EVALUATION OF UNIVERSITY SUPERVISOR



Facilitators of Student Success

P-12 Cooperating Teacher Evaluation of University Supervisor

Date	Name of P-12 Cooperating Teacher Name of University Supervisor			
<p>Rating Scale</p> <p>Rate the following on a scale of 1 to 4. 1 being the <i>lowest</i> & 4 being the <i>highest</i>.</p>				
	1	2	3	4
1. The university supervisor established a warm and professional environment for dialog and critique during visits.				
2. The university supervisor completed a sufficient number of on-site visits. At least two of these visits were comprehensive and culminated in feedback to the cooperating teacher.				
3. The university supervisor adequately shared insights and suggestions with the cooperating teacher regarding the student teacher's performance observed during the visit.				
4. The university supervisor provided constructive critiques and feedback to the student teacher, when necessary.				
5. The university supervisor facilitated communication between the student teacher and the P-12 clinical faculty, as needed.				
6. The university supervisor provided suggestions for improving areas in which the student teacher experienced difficulty.				
7. The university supervisor worked with the student teacher to remedy areas of concerns that were identified by the P-12 Clinical Faculty.				
8. The university supervisor made available the record of visits (Observation Report Forms or KTIP) to the P-12 clinical faculty, as requested.				
9. The university supervisor was available to assist the P-12 clinical faculty in the formulation of the final grade, as requested.				

Comments:

Student Teaching Requirements LBD Candidates

REQUIREMENTS:

Students seeking MSD certification will have an additional 5 days of student teaching (75 days total). Student will spend approximately 25 days in each of their three placements (Elementary, LBD, and MSD).

Students being certified in the area of Learning and Behavioral Disorders will be required to complete one instructional program AND one behavioral intervention program during their special education student teaching experience.

Students being certified in the area of Moderate to Severe Disabilities will be required to complete the above mentioned requirements. Additionally, students will be required to complete one systematic instructional program in the area of vocational skills instruction with small or whole groups of students with moderate to severe disabilities.

Name:

Semester:

Objectives and Procedures overview:

1. To develop and implement instructional programs with small and whole groups of students with learning and behavioral disorders
2. To develop and implement instructional programs across curricular areas for students with learning and behavioral disorders
3. To develop and implement instructional programs using a variety of teaching methods with students with learning and behavioral disorders
4. In consultation with the supervising teacher and professor, select appropriate students and groups of students for developing each of the instructional programs
5. In consultation with the supervising teacher and professor and based on the guidelines described in the syllabus, select appropriate curriculum areas for instructional programs
6. Develop and write instructional program.

CURRICULUM AREA AND TITLE OF SKILL

1. Curriculum Area:
2. Skill/Behavior (MUST include the appropriate Kentucky Academic Standard):

STUDENT DESCRIPTION

1. Name (initials are fine):
2. Age:
3. Present level of performance (results of assessment):
 - a. Overview of student's strengths:
 - b. Overview of student's needs/goals (especially related to the curriculum area and targeted skill/behavior):

PROGRAM DESCRIPTION

1. Behavior Objective(s) (write as a paragraph, scripted, and include the behavior/skill, condition, and criterion):
2. Discrete skill or chained task (if discrete, attach a picture of the skill, if chained, attach a task analysis)
3. Describe the rationale for the behavior/skill being taught:
 - a. Why is the objective an important one for the students to acquire?
 - b. What are the implications if the behavior is not acquired?
4. List prerequisite skills - these should include motor, sensory, attending, cognitive/language skills etc. the students' needs for participating in the instructional program
5. Describe how any pretesting will be/was conducted (this includes assessment and baseline)

INTERVENTION PLAN

1. List the materials and equipment needed for the program - include teaching and student reinforcement materials if applicable
 - a. Materials:
 - b. Equipment:
 - c. Reinforcer(s):
2. Describe the instructional setting and arrangement - individual or group instruction, size of group, where intervention occurs, where teacher is in relation to the students (may include diagram), control for distracters
3. Describe procedures for conducting baseline sessions
4. Describe the teaching procedure used if using a systematic instructional procedure, include 2-7 items (write as a scripted list and using the procedural flow chart, include the attentional cue and response, task direction, specific prompts used (e.g. delay interval), procedure for reinforcing correct responses, procedure for errors, and consequence for inappropriate response)

DATA COLLECTION

1. Describe how baseline data will be collected for each objective
2. Describe how data will be collected during intervention
3. Include a data collection sheet

GENERALIZATION/MAINTENANCE

1. Describe procedures for facilitating generalization of skill across different persons, materials, and settings
2. Describe procedures for facilitating maintenance of skill across time

RESULTS

1. Use a graph to display baseline data, intervention data, and, if appropriate, maintenance and generalization data (**MUST** accompany this template)
2. Describe your results - did the behavior change? how did it change? etc.
3. Describe any modifications you made in your program plan and discuss
 - a. Why these changes were made?
 - b. What the results of these changes were?

**Abridged Lesson Plan
(InTASC 1, 2, 3, 4, 5, 6, 7, 8)**

Effectively planning and implementing instruction requires knowledge of the content to be addressed and the appropriate strategies for presenting the content. Second, have a clear knowledge / understanding of P-12 students and what they bring to the learning environment. Finally, have knowledge of the resources available to support instruction and facilitate student learning.

The development of the lesson plans should allow demonstration of student knowledge, subject matter and resources. The lesson plan will provide the framework for creating the classroom environment and implementation of instruction. The lesson plan template should be used in planning all lessons in the School of Education at Asbury University.

1. Lesson Learning Target(s)
To establish the context for the lesson to be observed the following 3 areas should be addressed:
 - a) State Standards- Identify the state curriculum / content area standard(s) (Kentucky Academic Standards)
 - b) Learning Target-Write the learning target for what will be accomplished in the lesson. This target should be written in student friendly language that communicates the content and purpose of the lesson. When writing the learning target use the words "I can....." to begin the target language.
 - c) Assessment Target-Write the assessment target that directly measures the learning target for the lesson. This target should be written to be sure that the assessment is student-centered, observable, and measurable.
2. Students' Baseline Knowledge and Skills
Briefly describe the prior knowledge used to identify the P-12 students' baseline knowledge and skills relative to the learning targets / objectives for this lesson.
3. Formative Assessment(s)
Identify the type of formative assessments and data that will be used to determine student progress in achieving the learning targets / objectives. If needed, identify how these assessments will be differentiated to address the needs of the P-12 students.

****SEE NEXT PAGE FOR TEMPLATE****



ASBURY UNIVERSITY
SCHOOL OF EDUCATION

“Facilitators of Student Success”

<i>Asbury University-School of Education- Abridged Lesson Plan Template</i>					
Name:		Date of Observation:			
Ages/Grades of Students:		# of Students in Class			
# of Students having IEP/504:		# of Gifted Students:		# of Students having LEP:	
Lesson Title:					
1. Lesson Learning Targets (1A) (1C)					
<ul style="list-style-type: none"> • State Standard- • Learning Target -I can..... • Assessment Target-This means..... 					
2. Students' Baseline Knowledge and Skills (1B) (1F)					
Describe how you know the prior knowledge of the students for the content being taught in this lesson.					
3. Assessment During Instruction (1F)					
<ul style="list-style-type: none"> • Describe the times during instruction you will check for understanding of content being taught. Please include all informal and formal assessment tools. 					
4. Assessment: This is the summative assessment (exit slip for this lesson) for the learning target and must include a scoring rubric or checklist. Be certain that you do an analysis that reflects your assessment for learning with a chart of student performance.					
<ul style="list-style-type: none"> • What will the summative assessment look like (include a copy or your assessment): • How will you score the summative assessment (include a copy of your rubric for this summative assessment): 					

GLOSSARY

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

Accommodations

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

Alignment

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

Analysis of Data

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

Artifacts

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

Collaborating

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

Developmentally Appropriate

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

Differentiation

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

Diverse Student Needs

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

ELL

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

Formative Assessment

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

GSSP

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

Higher-order Thinking

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

IEP

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

Instructional Day

A day that:

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

Intern Management System (IMS)

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

Intervention

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

Instructional Materials

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

Kentucky Framework for Teaching

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

Kentucky Teacher Standards

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

Learning Outcomes

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

Learning Targets

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

Misconceptions

Student responses which indicate inaccurate understanding of content.

Modifications

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

Objectives

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

Patterns of Achievement

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

Performance-based Assessment

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

Pre-assessment

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

Professional Development

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

PGES

Professional Growth and Effectiveness System

Professional Growth Plan (PGP)

The plan teachers use to become more proficient. The process involves self-assessment, reflection, and a written plan for addressing and improving in the identified areas of growth.

Professional Learning Standards

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

Reflection

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

Rubric/Scoring Guide

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

Self-Assessment

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

Student Voice

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

Source of Evidence

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

Student-centered

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

Summative assessment

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

Technology

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