NORTHERN KENTUCKY UNIVERSITY
COLLEGE OF EDUCATION
&
HUMAN SERVICES

ELEMENTARY FIELD EXPERIENCE I
HANDBOOK

EDU 390
Fall 2014
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SECTION I   CONCEPTUAL FRAMEWORK

Committed to the Development of All Learners is the theme that undergirds the Conceptual Framework for all professional programs in the College of Education and Human Services (COEHS) at Northern Kentucky University. The Conceptual Framework is supported by the missions of the university and the college and used by faculty to continuously assess and update the curricula of the initial and advanced programs. The COEHS created its Conceptual Framework after input from its constituents: education and arts and science faculty, candidates, staff, and community members. The graphic depicts a framework of continuously assessing the knowledge, skills, and dispositions that classroom teachers, instructional leaders, and school counselors must have to facilitate student learning and academic achievement.

THE COLLEGE OF EDUCATION AND HUMAN SERVICES' VISION AND MISSION STATEMENT
The vision of the College of Education and Human Services (Unit) is to prepare exemplary helping professionals who demonstrate the personal and professional knowledge, skills, and dispositions necessary to provide for the learning, growth, and developmental needs of individuals in an increasingly diverse, complex, and technological society.

The mission of the College, in alignment with the university's core values, is to realize our vision through collaboration and mutual support among the programs' students, faculty, staff, and communities.

COLLEGE GOALS
The goals of the teacher education, instructional leadership, and school counselor programs are to:
- Attract, retain, and graduate students of diverse backgrounds;
- Recruit and retain outstanding, committed, collegial, and diverse faculty and staff;
- Monitor progress of, provide feedback to, and evaluate performances of students, faculty, and staff;
- Promote faculty professional development and scholarship;
- Encourage and model practices based on high standards and expectations, as defined by professional associations;
- Demonstrate a commitment to ethical and professional standards;
- Provide diverse and inclusive teaching and learning experiences;
- Use creative and effective teaching enhanced with the application of current technology;
- Provide a variety of meaningful field and clinical experiences that include working with diverse populations;
- Seek external funding for innovative programs that enhance learning, growth, and development to meet the needs of the community;
- Engage in continuous assessment that ensures program effectiveness;
- Provide timely and accurate communication and information to internal and external constituencies;
- Engage with P-12 schools, university colleagues, community agencies, and other professional communities to achieve our mutual goals and interests.

PURPOSE
The purpose of the teacher education, instructional leadership, and school counseling programs is to develop effective professionals who embody the knowledge, skills, and dispositions to teach, lead, and counsel all learners. This

commitment is reflected in the Conceptual Framework through cohesive and coordinated experiences that stimulate inquiry and develop candidates into successful helping professionals. Candidates are expected to collaborate with peers, education and other university faculty, and practitioners in active pursuit of theoretical, disciplinary and pedagogical understanding. The intention is to provide an experience through which candidates develop the knowledge, skills and dispositions to function as informed and ethical professionals. Candidates are disposed to think critically, respect cultural differences, recognize the worth of all individuals, practice with competence and appreciate the value of continued personal and intellectual growth.

PHILOSOPHY
The Conceptual Framework emphasizes the importance of preparing candidates to support the learning, growth and development of all students. Faculty are engaged with candidates in classroom coursework and field experiences, continuously assessing the candidates' knowledge, skills, and dispositions as they participate in their various program experiences. We believe the educator's role is to facilitate learning, which is accomplished by creating opportunities for all students to actively participate in their program experiences through methods appropriate to their individual learning styles. Our model is based to a great extent on the Constructivist Model, borrowing from the tenets of Piaget and Vygotsky and the Social Cognitive Theory of Learning. However, to increase the appreciation of diverse and expansive thinking among our students, we encourage the introduction of modern theoretical perspectives (e.g. race theory, feminist theory, disability studies, etc.).

The theory of Lev Vygotsky (Vygotsky, 1978) extends Piaget's ideas and states that interaction with other people and the real world environment is critical for learning and development of children and adults. Vygotsky emphasized using:
- Explicit instruction to promote learning;
- Collaboration and challenging tasks within a problem solving approach; and
- Group activities to internalize learning processes.

Vygotsky outlined a theory of cognitive development based on the premise that there is a mutual interaction between children and people with whom they have regular social contact. The child's intellectual development is based on social interactions or cooperative dialogues with other members of society. As adults or more competent peers help children to master meaningful activities, the communication between these entities becomes part of the children's thinking. Once the essential features of this dialogue are internalized, children can use the language to guide them in activities. A central idea of Vygotsky's theory is that cognition is always situated in activity and that people learn best when they are working with others while actively engaged in a problem solving situation.

Social interaction is a major vehicle of learning – whether it is formalized cooperative learning in the classroom or the natural interactions of children on the playground or in family gatherings. All social interaction contributes to learning. However in classroom learning the nature of the teacher-student interaction is paramount. Teacher-student interaction should be collaborative and include teacher modeling, explaining and questioning. Students should, in turn, be expected to self-question in ways that enable them to accurately verbalize the concepts being learned (Vygotsky, 1987).

The education, instructional leadership, and school counseling programs implement Vygotsky's ideas through the candidates' active participation in content and pedagogy classes as well as appropriate field experiences, i.e. practicum, internship, and/or student teaching. During these experiences candidates construct their knowledge by engaging in a variety of activities, such as developing and teaching lesson plans, assessing P-12 students, and collaborating with their peers, university supervisors, and cooperating teachers in the P-12 school.

The Unit's programs foster learning environments that invite collaboration and cooperation among learners and instructors and provide opportunities for candidates to be reflective about many issues related to their future profession as a teacher, instructional leader, or school counselor. Within this context, candidates are asked to continually reflect and examine their knowledge, skills, and dispositions with the ultimate goal of becoming a highly qualified practitioner.

CANDIDATE PROFICIENCIES

The Unit's theme "Committed to the Development of All Learners" is derived from candidate proficiencies and outcomes pertaining to the standards governing initial and advanced programs. The Conceptual Framework and its alignment with appropriate national, state, and SPA standards ensures that candidates demonstrate the knowledge, skills and dispositions needed to positively impact P-12 student learning. In addition, the Conceptual Framework guides faculty to make data driven decisions when evaluating the effectiveness of candidates and/or programs.

The Unit prepares candidates who are advocates for all learners and are proficient as:

- Knowledgeable scholars (which includes content, professional, pedagogical, diversity and technical knowledge). Candidates are well-grounded in theory and equipped with a strong knowledge base to provide learning environments that value diversity, collaboration, and promote a high level of achievement and quality for all learners.
- Skilled scholars (which includes lesson and unit planning, classroom management, classroom teaching, communication, reflection, assessment, accountability for student learning, and technology skills). The effective use of pedagogical skills is essential in building a community of learners to ensure a positive impact on P-12 learning.
- Collaborative scholars (which includes the ability to collaborate with students, parents, and colleagues; interpersonal skills; dispositions; professionalism; and self-evaluation). Candidates contemplate the appropriateness and possible long-term consequences of their professional dispositions and actions on student performance and all aspects of their teaching and instruction.

COMMITMENT TO DIVERSITY

Consistent with the Unit's theme, vision, mission, and philosophy there is a commitment to and value of diversity. The Unit is committed to attracting and retaining candidates and faculty with diverse backgrounds and providing diverse and inclusive teaching and learning experiences. The Unit's theme, "Committed to the Development of All Learners" further emphasizes an essential belief that all students can learn at a high level. Faculty members of the COEHS intentionally teach that learning is not predicated upon gender, race, disability, ethnicity, and/or socio-economic status.

The importance of recognizing the racial, behavioral, and cultural diversity of students has inspired much recent discussion and research in higher education. Racially diverse environments, when properly nurtured, lead to gains in educational outcomes for all students. Diversity extends beyond student demographics. Cultural, philosophical, ideological, language, and intellectual diversity are among the many forms of diversity which are recognized by the Conceptual Framework and are integrated into the principles and practices of each program.

At the initial level, all teacher education candidates in the College of Education and Human Services are required to complete a diversity course as part of the university's general education requirements, as well as two special education classes that focus on teaching students with disabilities. In addition, all candidates at the initial level are required to consider diverse groups of students when developing and implementing lesson and unit plans in their methods and practicum courses. Faculty, in turn, evaluates each candidate's ability to plan and work with students of diverse backgrounds. Candidates at the initial level are also required to have experiences working with diverse P-12 students during their practicum and student teaching experiences. Candidates at the advanced level are required to complete a course in diversity as well as document working with P-12 students of diverse backgrounds, which include students with disabilities and Limited English Proficiency, as well as students who are racially and socio-economically diverse.

Education in a democracy requires a commitment to affirming diversity and meeting the challenges presented by a wide range of constituents and communities. The Unit prepares candidates who are equipped with knowledge, competency, and dispositions required to provide equitable educational experiences for all students within a diverse P-12 population. The Unit envisions that its candidates emerge as knowledgeable, skilled, and collaborative scholars who are effective communicators and reflective decision-makers, accountable for the learning of all students.

COMMITMENT TO TECHNOLOGY

The International Society for Technology in Education (2008) states that through the ongoing use of technology in the schooling process, students are empowered to achieve important technology capabilities. A key individual in helping students develop those capabilities is the classroom teacher. The teacher is responsible for establishing the classroom environment and preparing the learning opportunities that facilitate students' use of technology to learn, communicate, and develop knowledge products. Consequently, the Unit faculty believes it is critical that all candidates are prepared to provide their students with opportunities to develop their technological knowledge and skills.

The Unit is committed to the integration, infusion, and application of technology to enhance instruction and advance student learning. Each initial certification education candidate must successfully complete an educational technology class, EDU 313, Technology Applications for Teachers as well as technology assignments in various content and pedagogy courses. In addition, before taking the EDU 313 class candidates for initial certification must demonstrate computer proficiency either through completion of a pre-requisite computer course or through a computer competency test. Candidates must complete both technology courses with a C or better to continue progressing in their teacher education program.   The Unit's advanced programs either require candidates to complete a technology course or offer technology courses as electives in those programs.

All candidates, except those in the school counseling and instructional leadership programs, are required to develop and maintain an electronic portfolio (ePortfolio) during their professional semesters. The ePortfolio requires candidates to use technology to document their knowledge, skills, and dispositions as outlined in the ePortfolio rubric and aligned with the appropriate standards.

In addition, through various forms of instructional technology, candidates learn how to create meaningful experiences and personalized learning for P-12 students. Computers and information technologies offer candidates a myriad of possibilities to bring the digital world into the classroom. Education faculty are also committed to modeling positive technology usage by seamlessly infusing technology into their lessons. One example of this infusion is the use of Blackboard for blended and online course delivery. Blackboard allows educators to provide collaborative activities, critical reflection, and instructional resources to candidates in both online and face-to-face courses. In addition, faculty has the opportunity to attend on-campus technology seminars and workshops to enhance their technological skills. Faculty and candidates also receive technology support as needed from the university's Informational Technology Department.

ALIGNMENT WITH STANDARDS

Each program in the Unit has defined the essential knowledge, skills, and dispositions that its candidates must possess to successfully complete the program. These program requirements and experiences are consistent with the essential knowledge of the profession as defined by the appropriate SPA guidelines. For example, the elementary program requirements and experiences are designed to meet the standards of the Association for Childhood Education International (ACEI) while the physical education program is designed to meet the National Association for Sport and Physical Education (NASPE) standards. (Refer to the appropriate program submission for details on how each program meets its SPA standards).

All candidates, except school counselors, completing a program at Northern Kentucky University prepare a portfolio (electronic or paper) to demonstrate that he/she is proficient in meeting the state standards for that program. The portfolio is assessed at each transition point to provide candidates with appropriate feedback regarding their progress toward meeting standards. Prior to the completion of their programs candidates must submit a satisfactory portfolio as determined by one or more professional educators who evaluate the portfolio using a rubric. In addition, candidates are regularly evaluated on their dispositions through the Disposition and Professional Behaviors Checklist used in each education program.

Conclusion

The Conceptual Framework incorporates a shared view of how to best prepare Northern Kentucky University College of Education and Human Services candidates to deliver educational services to children and youth, schools, families, and communities. This framework embodies the essential elements of the Unit's programs and provides a blueprint for ensuring coherence among curriculum, instruction, field experiences, clinical practice, and assessment of candidates. It is a guide for the systematic experiences required of candidates in each program and provides the basis for the continuous assessment and improvement of candidates and programs. The goals of this collaborative process are to continuously evolve and improve each program while developing candidates who effectively demonstrate the knowledge, skills, and dispositions required of highly qualified teachers, instructional leaders, and school counselors.

Please go to the following link to view the entire Conceptual Framework document:
http://coehs.nku.edu/ncate/index.php.

UNDERGRADUATE PROGRAMS
TRANSITION POINTS

Undergraduate Programs	TP1- Admission to Program	TP2- Entry to Student Teaching	TP3- Program Completion	After Program Completion
Interdisciplinary Early Childhood Education Elementary Education (P-5) Middle Grades (5-9) P-12 Programs: Art Education; Arabic, Chinese, French, German, Japanese, Spanish; Health Education; Physical Education; Integrated Music Education Grades 5-12 Programs: Business Education Grades 8-12 Programs: Biological Sciences; Chemistry; Earth-Space Science; English; Mathematics; Physics; Social Studies Exceptional Children (P-12): Learning & Behavior Disorders	**Knowledgeable Scholar** Required Standardized Test Score Course Success with a C or better 64 hours of coursework Overall GPA of 2.5 Professional GPA of 2.5 CMST 101 B or better ENG 291 B or better/pass proficiency exam **Collaborative Scholar** Dispositions/ Professional Behaviors Checklist **ePortfolio**	**Knowledgeable Scholar** Course Success with a C or better Overall GPA of 2.5 Professional GPA of 2.5 Content GPA 2.5 **Skilled Scholar** University Supervisor Lesson Evaluation Cooperating Teacher Lesson Evaluation **Collaborative Scholar** Dispositions/ Professional Behaviors Checklist **ePortfolio**	**Knowledgeable Scholar** Course Success with a C or better Degree Requirements Completed Overall GPA 2.5 Professional GPA of 2.5 Content GPA of 2.5 **Skilled Scholar** University Supervisor Lesson Evaluation Cooperating Teacher Lesson Evaluation **Collaborative Scholar** Dispositions/ Professional Behaviors Checklist **ePortfolio** **Teacher Work Sample**	Student Teacher Survey Student Teacher Cooperating Teacher Survey Graduate Survey—one year after graduation Principal Survey-every 3 years

SECTION II   PROFESSIONAL ETHICS

RESPONSIBILITIES OF PRACTICUM TEAM MEMBERS

The University

The university instructors of the courses taken concurrently with the practicum will primarily be responsible for preparing students and evaluating specific assignments. The instructors will serve as practicum supervisors, as well as providing instruction early in the semester regarding effective teaching practices and specific reading strategies. The instructors will also be available for consultation with students and their cooperating teachers.

The Cooperating Teacher

The cooperating teacher will be expected to provide opportunities for the student to conduct specific lessons related to reading and language arts instruction. The teacher may direct the student in ways to assist in the classroom when not conducting specific lessons. The cooperating teacher may provide feedback to individual students and will be asked to provide evaluative information to the university regarding student attendance, participation and performance. The cooperating teacher will also observe and evaluate the university students as they implement their lesson plans.
The cooperating teacher will be expected to be present while the Practicum students are in the classroom.

The Student

Students enrolled in EDU 390 are expected to conduct themselves in a professional manner. This is an opportunity to practice what has been learned in university classes within the typical school environment. Students are expected to be on time and prepared for all activities. They are expected to turn in assignments to course instructors on the days designated and in the proper format. The student will also have the responsibility to be aware of the professional code of ethics, the development of the portfolio and the conceptual framework for programs in the College of Education. The following guidelines are included;

Educators' Code of Ethics
NKU College of Education and Human Services

This document is in effect for students enrolled in all of the undergraduate and graduate education programs in the College of Education and Human Services, which includes the educational leadership and school counseling programs.

A. Students must demonstrate professional behavior in any activity on campus or in the community when representing the education programs in the College of Education and Human Services at Northern Kentucky University. Behaviors consistent with this standard include, but are not limited to, the following:
1. The student shall comply with the Professional Code of Ethics for Kentucky Certified Personnel (http://www.kyepsb.net/legal/ethics.asp)
2. The student shall comply with all policies, statutes, rules and procedures established by state and local agencies as well as Northern Kentucky University. This includes PBIS training and proof of certification on file yearly (http://www.pbs.org/teacherline/catalog/courses/LEAD1101/). This link can also be found on the Teacher Education site, left link "PBIS Training".
3. The student shall comply with all rules and regulations of the local school(s) for any field assignment or class assignment.
4. The student shall recognize, respect and plan for the diversity that exist in the classroom and greater community.
5. The student shall create and maintain a safe physical and emotional learning environment.
6. The student shall collaborate with others in a positive, cooperative and courteous manner.
7. The student shall not falsify or misrepresent any facts, documents, reports or information given to faculty, staff, supervising teachers, university supervisors, students, colleagues or others.

B. Students must demonstrate professional behavior when using technology for instructional and research purposes, whether using NKU's resources, resources at a P-12 institution, or personal computers. Behaviors consistent with this standard include, but are not limited to, the following:
   1. The student shall obtain permission to use and shall give appropriate citations for any work of another person used in her/his assignments.
   2. The student shall submit only his/her original work.
   3. The student shall comply with all fair use and copyright requirements when installing and using software on any computer.
   4. The student shall use email and other web-based communication tools (e.g. social networks) in a responsible and professional manner at all times.
   5. The student shall use computing resources in a responsible, ethical and professional manner and will refrain from using computers in ways such as:
      - Displaying sexually explicit or other inappropriate materials
      - Sending, forwarding or condoning harassing, fraudulent, threatening, or discriminatory communications of any kind,
      - Breaking into, hacking or obtaining unauthorized access to any computer, or sharing other person's password or user account
      - Any other illegal actions, including copyright violations.

C. Students must demonstrate a professional level of responsibility for academic performance and respect for all students, supervisors and faculty and for the education profession. Behaviors consistent with this standard include, but are not limited to, the following:
   1. The student shall treat supervising teachers, university supervisors, students, staff, colleagues, faculty and others with respect at all times.
   2. The student shall not make judgments and/or remarks based on stereotypes and other biases related to race, culture, gender, social class, sexual orientation, religion, disability or ability level. Derogatory or demeaning behavior/language based on prejudice and bias is always unacceptable.
   3. The student shall demonstrate professional responsibility through full participation in all course activities and compliance with attendance policies in accordance with each course syllabus.
   4. The student shall exhibit professional responsibility for completion of course assignments in the required time frame.
   5. The student shall exhibit a professional level of respect in class and field assignments by recognizing the authority of the faculty member and by showing courteous and appropriate behavior to all participants. Negative or disruptive comments, usurping authority in class, physical intimidation, and inappropriately aggressive behavior or comments will not be tolerated.
   6. The student shall exhibit a positive attitude toward the education profession and his/her content area. Disrespect shown through negative remarks, poorly prepared lessons, unprofessional appearance or low expectations for self and others is unacceptable.

D. Students must demonstrate personal conduct consistent with professional behavior. Behaviors consistent with this standard include, but are not limited to the following:
   1. The student shall accept constructive criticism from other students, faculty, supervisors or others. A hostile or resistant attitude toward learning, as demonstrated by the refusal to participate in supervisory or advising sessions, is not acceptable.
   2. The student shall consistently attend classes and meetings. Failure to keep appointments and frequent absenteeism or tardiness in class or field assignments is unacceptable.
   3. The student shall demonstrate appropriate behavior in class or field assignments. Displays of disruptive behaviors such as screaming, insulting, ignoring, excessive talking, sleeping, irresponsible use of cell phone, inappropriate communications, intimidation, stalking, usurping authority in class, intoxication, drug use, or being indifferent to the feelings of students, faculty, supervisors, colleagues and/or others is unacceptable.
   4. The student shall maintain a professional appearance in all field assignments. The student must comply with all dress standards and policies expected of a school's professional staff. Appearance deemed unacceptable in most

schools include, but is not limited to the following: body piercing, exposed tattoos, the wearing of jeans, revealing attire, sweat pants, tank tops, inappropriate tops and shoes.

5. The student shall develop and adhere to appropriate professional boundaries in all relationships. Developing an intimate friendship that conflicts with professional roles or developing romantic and/or sexual relationships with a student, instructor, staff member or supervisor is unacceptable.
6. The student shall not engage in harassment in any form or accuse others inappropriately of harassment. This includes sexual harassment, and harassing by use of phones, email, or any other form of communication.
7. The student shall not issue implied or explicit threats to faculty, supervisors, students, staff or colleagues.
8. The student shall not attend class or field assignments under the influence of any non-prescribed drugs or medications or alcohol.
9. The student shall not commit a crime, be convicted of a crime, or serve probation while a current student in an education program.

The purpose of the Code of Ethics is to establish standards of conduct for students in the education programs in the College of Education and Human Services and to provide a procedure that offers basic assurances of fundamental fairness to any person accused of violations of these standards. Each student in one of the education program is bound by the provisions of this Code of Ethics and is presumed to be familiar with all of these standards.

Students should aspire to conduct themselves in a manner that is consistent with the highest degree of ethical integrity whether covered in the Code of Ethics or not.

The student shall recognize that, in addition to academic standards, faculty has the prerogative and responsibility to set behavioral standards for class or field assignments. As a community of learners, certain behaviors are expected and faculty has the responsibility and authority to establish those expectations. Failure to meet these standards can lead to deferral for admission to the education program, dismissal from class or field assignments, and revocation of admission from the education program, or set conditional requirements for continuation in the education program.

Procedures for Violation

1. An instructor or administrator who believes that a student has violated the education programs' Code of Ethics shall communicate with the student within ten (10) working days from the date of the discovery to schedule a meeting to discuss the violation. The appropriate department chair will be appraised of the incident within five (5) working days following the meeting if the instructor believes the violation has been substantiated. The instructor may apply one or more of the following actions should a student be deemed to be in violation of the Code of Ethics:

    a. An oral admonition or reprimand.
    b. A written admonition or reprimand.
    c. Conditional requirements for continuation in the course.
    d. A failing grade for an assignment.
    e. A failing grade in the course.
    f. Removal from the course.

    Written documentation regarding the violation and instructor's decision will be placed in the student's advising folder and copied to the appropriate department chair. In addition, the student's name, meeting date, and the instructor's name will be placed in the "Code of Ethics" log located in the department chair's office for future reference. The instructor may report the incident concurrent with his/her investigation to the department chair or other appropriate agency.

2. If the student wishes to appeal a decision, the department chair will be contacted. The department chair will review all materials, consult with the instructor and student and attempt to resolve the problem. The department chair shall communicate with the student within ten (10) working days from the date of the notification to schedule a meeting to discuss the violation. The department chair may report the incident concurrent with his/her investigation to the Dean of Students and the University Honor Council if deemed appropriate. (Students will

need to refer to the Student Handbook for procedures related to the Dean of Students and the University Honor Council.)

The department chair may apply one or more of the following actions should a student be found to be in violation of the Code of Ethics:

a. An oral admonition or reprimand.
b. A written admonition or reprimand.
c. Conditional requirements [i.e. counseling] for continuation in the education program.
d. Suspension from the education program or education class for the remainder of the semester and/or year.
e. Suspension from the education program or education class for the semester following the current semester.
f. Suspension from the education program for one or more years.
g. Dismissal from the education program.

3. The student may appeal the decision of the department chair through the Office of the Dean of the College of Education and Human Services to the **Dispositions Committee** within ten (10) working days after notification of the department chair's decision. The student will be contacted within 10 working days of receiving the referral/ appeal so the hearing can be scheduled. The Dispositions Committee will collect evidence by research and interview. The student shall have an opportunity to be heard by the panel. Insofar as possible, all parties directly involved in the process will cooperate by honoring the panel's request for such information relevant to the process and such information shall be held in strict confidence. The Dispositions Committee will review the charges and make one of three decisions: 1) confirm the department chair's decision; 2) make a different recommendation, or 3) refer the incident to the Dean of Students and the University Honor Council. The decision of the Dispositions Committee is final. The student will be notified by the office of the dean of the decision of the Dispositions Committee.

4. If the student believes that there were procedural errors or omissions in the proceedings, he/she may appeal the process to the office of the dean within 10 working days of the final decision of the Dispositions Committee.

5. The student may have additional rights and should consult the University Student Handbook for additional information.

<p align="center">**Criminal Violation Statement**</p>

It is the responsibility of the practicum student to immediately notify the practicum professor if the s/he has been arrested, charged, or convicted of a crime (other than a moving vehicle violation) while participating in a practicum.   This may result in the student being removed from the practicum placement**.**

SECTION III   GENERAL OVERVIEW

<p align="center">**FIELD EXPERIENCE I**</p>

This Practicum is designed to prepare prospective teachers by enabling them to experience and practice the content presented in several university courses. This course addresses Kentucky New Teacher Standards I through X. The following courses are taken concurrently:

EDU 302   Teaching of Reading
EDU 310   Language Arts in the Early Grades
EDU 314   Classroom Management
EDS 322   Planning and Implementing Instruction: Students with Exceptionalities

OBJECTIVES

The student will be able to:

1. Describe the methods the cooperating teacher uses to develop literacy for all students.
2. Develop and implement the methods the cooperating teacher uses to manage group instruction.
3. Develop and implement the methods used to assess student performance and relate assessment to objective criteria.
4. Develop and implement methods for including students with diverse learning needs into the regular classroom setting.
5. Plan and implement reading and language arts lessons.
6. Develop and implement curriculum based assessment strategies designed to address appropriate taxonomic levels. (rubric)
7. Reflect on his/her teaching and determine strengths and weaknesses and appropriate modifications of lessons taught. (Impacts)
8. Describe the climate in the classroom and implement specific teacher strategies, which promote a positive, productive climate.
9. Evaluate various preventive and remedial management techniques.

POLICIES, PROCEDURES AND GUIDELINES

1. To successfully complete all requirements of this course, timely and regular attendance is imperative. Notify all instructors, the school, and the cooperating teacher if you are absent. Unexcused absences will result in grade reduction. Unexcused tardies will also result in grade reduction.
2. While the instructor will attempt to design an environment that promotes active involvement in the learning process, the student/learner also has some important responsibilities. When working in small groups, the student is asked to contribute without dominating the interaction. Students are strongly encouraged to ask questions in class and in small groups because often those questions are critical to the progress of the class as a whole.
3. Due to the extensive and active participation of Practicum 390 participants in the public schools, it is expected that Practicum students will maintain a professional attitude at all times.
4. All assignments will be due on the designated date. ***Late assignments will receive a deduction of 10 points a day,*** unless the student and instructor have agreed that extenuating circumstances exist. <u>Any late assignment must be cleared with the instructor at least 24 hours in advance.</u> .
5. Academic dishonesty, including cheating, plagiarism, deception of effort, or unauthorized assistance, cannot be tolerated in an academic community. Dishonesty in any form may result in a failing grade.

COURSE REQUIREMENT CHECKLIST

1. Students will plan, coordinate and teach reading/language arts lessons to an assigned group.

2. Students will submit lesson impacts containing the required format and information according to the Student Handbook. All impacts are due after teaching the required lesson on the assigned due date noted on the semester calendar.

3. Students will complete lesson plans according to the designated format and submit prior to each teaching experience or set of teaching experiences.

4. Students will remain in their classrooms/designated school environment for the specified three-hour time period to complete their teaching assignments and/or observations. Any adjustments made to the required time period must be approved by instructors in advance.

5. Students will complete a student portfolio to be evaluated on the last day of class.

6. If you have any questions or concerns you must email **YOUR** instructors.

PROFESSIONAL BEHAVIOR

1. INITIAL VISIT TO SCHOOLS:
    - Be professional – both in actions and the way you are dressed
    - Ask for a list of students (name tags for students – include one for yourself)
    - Ask for a number at which you may call your teacher in case of an emergency
    - Exchange email addresses
    - Check teaching times with your teacher in case there has been an oversight – okay any changes with your instructors.

2. ALL OTHER VISITS TO SCHOOLS:
    - You are expected to be there for every scheduled time
    - If for some unexpected emergency you cannot be at school, call the school and leave a message for your teacher, and call your instructors. You should also email your teacher in the event that the message is not received before the start of the school day.

3. TIME:
    - You are scheduled to be with your teacher/class for a three-hour time period each visit
    - Look for teaching methods, discipline techniques, student capabilities
    - Offer to work one-on-one with students, small groups, teaching/skills games

4. DISCIPLINE:
    - Follow your cooperating teacher's discipline policy
    - **Be aware of liability problems (Practicum students are not to be left alone in classroom to supervise students)**
    - Go to your teacher for any serious problems
    - Don't try to handle a major infraction by yourself
    - Do not put your hands on any child

REMEMBER YOU ARE A GUEST IN THE SCHOOL AND RESPOND APPROPRIATELY!!!

Dispositions and Professional Behaviors Checklist

NKU Practicum/ Student Teacher Course _____ NKU Student's Name _____

Evaluator's Name _____ School Placement _____ Date _____
Circle: University Supervisor or Cooperating Teacher

Please refer to the back of this form for instructions and more detailed information about each broad category of dispositions. This form is designed to obtain your professional opinion regarding the performance and potential of the student with whom you recently worked. Please provide your overall best judgment for each major area by using the indicators provided (e.g. A1…) and marking an X on the appropriate number. A rating of "4" means that the student possesses most of the traits listed under the indicators. A rating of "6 or 7" indicates that you believe the person's performance and potential as a teacher are exceptional, among the best you have experienced. Conversely, a rating of "1 or 2" indicates your belief that the person's potential and performance as a teacher are low and they did not demonstrate many or most of the sample behaviors at this time. If you did not have an opportunity to observe the student's performance regarding any item, please put an "X" on the Not Observed (N) column. **The indicators and behaviors listed under the four major categories are used to make an <u>aggregated professional judgment</u> on each major category.**

Disposition/ Professional Behavior	Unacceptable (1)			Acceptable (4)		Exceptional (7)		Not Obs
A. Perception of Self	1	2	3	4	5	6	7	
A1. Identifies positively with others • Recognizes differences among others • Willing to work with students from all diverse backgrounds (race, gender, SES, language, learning styles, etc.) • Uses inclusive language • Demonstrates an interest in other people's lives	1	2	3	4	5	6	7	N
A2. Is dependable/ punctual • On time • Follows through • Prepared • Prompt communication	1	2	3	4	5	6	7	N
A3. Exhibits ethical behavior • Academic integrity • Follows ethical guidelines of professional association, P-12 school, COEHS, and NKU • Maintains confidentiality about students, peers, colleagues • Avoids gossiping	1	2	3	4	5	6	7	N
A4. Displays positive attitude and enthusiasm • Willing to perform all tasks or learn how to complete them • Exhibits flexibility when dealing with adversity • Communicates positively	1	2	3	4	5	6	7	N
A5. Has a professional appearance w/in school guidelines • Appears well-groomed • Professional attire sets candidate apart from students • Wears clothing consistent with teaching duties	1	2	3	4	5	6	7	N
A6. Demonstrates leadership • Asks for assistance/clarification when needed • Exhibits initiative • Willing to take on tasks without being asked	1	2	3	4	5	6	7	N
A7. Is open to constructive criticism • Open to other ideas and approaches • Asks for feedback after instruction • Adapts suggestions into instruction when appropriate • Responds maturely to criticism	1	2	3	4	5	6	7	N
B. Perception of Others	1	2	3	4	5	6	7	
B1. Views all students as able to succeed								

	1	2	3	4	5	6	7	N
• Is willing to find ways to help all students achieve success • Finds work/materials on different ability levels • Teaches with a variety of approaches so that all students make progress	1	2	3	4	5	6	7	N
B2. Collaborates positively with others • Works well with others (instructional assistants, P-12 teachers and administrators, and NKU professors and peers)	1	2	3	4	5	6	7	N
B3. Shows respect for others • Consistently treats others in a respectful manner • Works towards an equitable resolution if conflicts arise	1	2	3	4	5	6	7	N
B4. Respects cultural diversity and individual differences • Consistently responds to the needs of all students in an appropriate way. • Seeks to infuse other cultural perspectives into lessons • Accepts input from others, regardless of their backgrounds	1	2	3	4	5	6	7	N
C. Perception of Purpose	**1**	**2**	**3**	**4**	**5**	**6**	**7**	
C1. Understands the long term goals of teaching and learning • Focuses on the development of lifelong learning • Demonstrates how lessons build on each other and where student learning is headed. • Establishes challenging, yet attainable goals for all students	1	2	3	4	5	6	7	N
C2 Creates a climate that promotes fairness and equity • Demonstrates equality in instruction, participation, and involvement • Establishes clear rules and consequences and consistently applies them	1	2	3	4	5	6	7	N
C3. Committed to ongoing professional development • Actively develops own content and pedagogy knowledge	1	2	3	4	5	6	7	N
C4. Demonstrates commitment to developing the "whole" student • Helps P-12 students meet their social, emotional, physical, and cognitive needs • Shows understanding that the student must have basic needs met before learning can occur	1	2	3	4	5	6	7	N
D. Frame of Reference	**1**	**2**	**3**	**4**	**5**	**6**	**7**	
D1. Primary focus on student learning • Modifies lessons as they progress • Maintains the focus on student success rather than lesson completion	1	2	3	4	5	6	7	N
D2. Reflects on one's performance • Consistently reflects to refine teaching and learning • Able to communicate when a lesson did or did not work well	1	2	3	4	5	6	7	N
D3. Modifies instruction to increase student learning • Demonstrates modifications to instruction based on student outcomes	1	2	3	4	5	6	7	N
D4. Builds and maintains positive professional relationships with students • Develops and maintains student rapport • Creates a safe environment where the student positively responds to the teacher • Consistently maintains professional boundaries	1	2	3	4	5	6	7	N

	1	2	3	4	5	6	7	N
D5. Builds and maintains positive professional relationships with colleagues • Develops and maintains a professional relationship with the P-12 and university staff, instructors, and peers								
Comments on any of the above performance criteria:								

_____ Student Signature   _____ US or CT Signature

Signature indicates discussion about, not necessarily agreement with, the evaluation.   6/2009

   Distribution: White—Student   Yellow: Office   Pink: Evaluator

Dispositions and Professional Behaviors Checklist
Northern Kentucky University
College of Education and Human Services

Instructions: This form is used to assess key elements of students' performance—their dispositions and professional behaviors. The form is designed to rely on the professional judgments of the student's instructors, cooperating teachers, or supervising teachers. It is essential that the ratings provided are based on first hand observations and interactions with the students. It is essential to have fair and accurate professional judgments in order to assess student progress and design appropriate intervention and growth plans.

This assessment form addresses four major categories that have been shown to be associated with teacher effectiveness. Students are to be assessed on each of the four categories on a scale of 1 to 7. The scores on the major categories serve as a composite or aggregated judgment of a student's dispositions and professional behaviors and are the only scores used by the college to assess the students. Hence the student's aggregated score on the instrument, ranging from 4 to 28, (the sum of A. + B. + C. + D.) is used to gauge the current dispositions. The indicators (A1, A2…) and sample behaviors (On time, prepared, follows through…) are used as the basis for the professional judgment to score the major category.

The 1 to 7 scale is used to judge a student's current, observable level of dispositions and professional behaviors. The following rubric should be used as the basis for the professional judgment:

Rating of 1 or 2	Rating of 4	Ratings of 6 or 7
The student demonstrated a low level of the necessary professional behaviors and dispositions. I would not want this student as a teacher of a child of mine at this time.	The student demonstrated many/most of the behaviors and dispositions in the indicators and example behaviors. The student has the potential to develop into an effective teacher. Most students will fall into this category.	The student demonstrated an exceptional level of professional behaviors and dispositions that are among the highest I have observed. I would definitely want this student as a teacher of a child of mine.

Background: There is a significant body of research indicating that teachers' dispositions/perceptions about students, about teaching, and about themselves, strongly influence classroom culture and the impact they will have on student learning and development. Below is a brief description of four areas of dispositions that serve as the theoretical and research basis for this form and make up the dispositional element of the program's conceptual framework.

Perceptions of self - A person's self-perceptions are probably the most important factor relating to educator effectiveness. Simply stated, effective educators are confident in their ability to help people learn and they believe they have "what it takes" to handle the problems they confront. Another self-perception of effective teachers is the ability to *identify* with diverse individuals and groups. The best educators proactively find ways of individualizing learning environments to take into account individual, racial, cultural and generational differences.

Perceptions of others - Effective educators see people in essentially realistic and positive ways. They see students as generally dependable, able and worthy. Effective educators believe that when students are provided with the opportunity, they will more frequently than not do what's right, that students usually have the ability to cope and deal with their own problems and can be trusted.

Perceptions of purpose - The best educators see their job in a larger context as one of releasing a student's inner potential to become whatever her talents and interests might permit. They are concerned with how students will develop and behave, not only in class today or this year, but tens of years from now. They see their jobs as helping students grow into good world citizens and the kinds of neighbors we all want to live near.

Frame of reference - All educational situations involve both people and things. The best educators know that to make learning meaningful and useful, they must deal with the human aspects - the feeling, beliefs and attitudes of students. So good teachers listen to students' problems, try to make their classes challenging and non-threatening, display a sense of humor and realize that good teaching means that students grow not only in the quantity of knowledge but in their mental health as well.

Continuous assessment: The College of Education and Human Services is always striving to improve the ways in which it assesses students. If you have suggestions for improving the way we collect data or for improving this instrument, please let us know. Send suggestions/comments to ryanc@nku.edu.

SECTION IV

Common Core State Standards
July 2010

Kentucky is one of 48 states that have signed on to follow the Common Core State Standards. As of the fall of 2010, Language Arts and Math Standards have been released. Kentucky Schools are beginning to implement the standards and the new assessment in 2011-12 will hold schools accountable for the content in the Common Core State Standards. We will focus on the new standards in lesson planning this semester.

More information on the standards may be found by following the links below. The Language Arts Crosswalk may offer an excellent list of learning that falls within the realm of the new standards.

"The **Kentucky Core Academic Standards (PDF)** were recently adopted by the Kentucky State Board of Education. Within the former Program of Studies, the English Language Arts standards and the mathematics standards are now represented by the new Common Core State Standards. These standards are currently moving through the regulatory process. The other content areas are still comprised by the Program of Studies revised in 2006. Those standards will also be revised and incorporated into this document in the near future.
The links below will give you just the sections on English Language Arts and mathematics."

Kentucky Core Academic Standards - English Language Arts
Kentucky Core Academic Standards - Mathematics

*Kentucky Department of Education Update Tuesday, August 03, 2010

SECTION V

PORTFOLIO

Kentucky Teacher Standards
Initial Level

STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE.
The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

1.1 Communicates concepts, processes, and knowledge
Accurately and effectively communicates concepts, processes and/or knowledge and uses vocabulary that is clear, correct and appropriate for students.

1.2 Connects content to life experiences of student.
Effectively connects most content, procedures, and activities with relevant life experiences of students.

1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.
Uses instructional strategies that are clearly appropriate for the content and processes of the lesson and make a clear contribution to student learning.

1.4 Guides students to understand content from various perspectives.
Provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding.

1.5 Identifies and addresses students' misconceptions of content
Identifies misconceptions related to content and addresses them during planning and instruction.

STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION
The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

2.1 Develops significant objectives aligned with standards.
States learning objectives that reflect key concepts of the discipline and are aligned with local or state standards.

2.2 Uses contextual data to design instruction relevant to students.
Plans and designs instruction based on contextual (i.e., student, community, and/or cultural) and pre-assessment data

2.3 Plans assessments to guide instruction and measure learning objectives
Prepares assessments that measure student performance on each objective and help guide teaching.

2.4 Plans instructional strategies and activities that address learning objectives for all students.
Aligns instructional strategies and activities with learning objectives for all students.

2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.
Plans instructional strategies that include several levels of learning that require higher order thinking

STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE
The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

3.1 Communicates high expectations.
Sets significant and challenging objectives for students and verbally/nonverbally communicates confidence in students' ability to achieve these objectives.

3.2 Establishes a positive learning environment.
Establishes clear standards of conduct, shows awareness of student behavior, and responds in ways that are both appropriate and respectful of students.

3.3 Values and supports student diversity and addresses individual needs
Uses a variety of strategies and methods to supports student diversity by addressing individual needs.

3.4 Fosters mutual respect between teacher and students and among students.
Treats all students with respect and concern and monitors student interactions to encourage students to treat each other with respect and concern.

3.5 Provides a safe environment for learning
Creates a classroom environment that is both emotionally and physically safe for all students.

STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION.
The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge

4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.
Uses a variety of instructional strategies that engage students throughout the lesson on tasks aligned with learning objectives.
4.2 Implements instruction based on diverse student needs and assessment data.
Implements instruction based on contextual information and assessment data.
4.3 Uses time effectively.
Establishes efficient procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work so that there is minimal loss of instructional time.
4.4 Uses space and materials effectively.
Uses classroom space and materials effectively to facilitate student learning.
4.5 Implements and manages instruction in ways that facilitate higher order thinking.
Instruction provides opportunity to promote higher-order thinking.

STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS
The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge

5.1 Uses pre-assessments.
Uses a variety of pre-assessments to establish baseline knowledge and skills for all students
5.2 Uses formative assessments
Uses a variety of formative assessments to determine each student's progress and guide instruction.
5.3 Uses summative assessments.
Uses a variety of summative assessments to measure student achievement.
5.4 Describes, analyzes, and evaluates student performance data.
Describes, analyzes, and evaluates student performance data to determine progress of individuals and identify differences in progress among student groups.
5.5 Communicates learning results to students and parents.
Communicates learning results to students and parents that provide a clear and timely understanding of learning progress relative to objectives.
5.6 Allows opportunity for student self-assessment.
Promotes opportunities for students to engage in accurate self-assessment of learning.

STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY
The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

6.1 Uses available technology to design and plan instruction.
Uses technology to design and plan instruction.
6.2 Uses available technology to implement instruction that facilitates student learning.
Uses technology to implement instruction that facilitates student learning.
6.3 Integrates student use of available technology into instruction
Integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs.
6.4 Uses available technology to assess and communicate student learning.
Uses technology to assess and communicate student learning.
6.5 Demonstrates ethical and legal use of technology.
Ensures that personal use and student use of technology are ethical and legal.

STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING

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

7.1 Uses data to reflect on and evaluate student learning.
Reflects on and accurately evaluates student learning using appropriate data.

7.2 Uses data to reflect on and evaluate instructional practice.
Reflects on and accurately evaluates instructional practice using appropriate data.

7.3 Uses data to reflect on and identify areas for professional growth.
Identifies areas for professional growth using appropriate data.

STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS

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

8.1 Identifies students whose learning could be enhanced by collaboration
Identifies one or more students whose learning could be enhanced by collaboration and provides an appropriate rationale

8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.
Designs a plan to enhance student learning that includes all parties in the collaborative effort

8.3 Implements planned activities that enhance student learning and engage all parties.
Implements planned activities that enhance student learning and engage all parties

8.4 Analyzes data to evaluate the outcomes of collaborative efforts.
Analyzes student learning data to evaluate the outcomes of collaboration and identify next steps.

STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT.

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

9.1 Self assesses performance relative to Kentucky's Teacher Standards.
Identifies priority growth areas and strengths by thoroughly and accurately assessing current performance on all the Kentucky Teacher Standards

9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.
Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues

9.3 Designs a professional growth plan that addresses identified priorities.
Designs a clear, logical professional growth plan that addresses all priority areas

9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.
Shows clear evidence of professional growth and reflection relative to the identified priority areas and impact on instructional effectiveness and student learning

STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION
The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.   Identifies leadership opportunities in the school, community, or professional organizations and selects one with the potential for positive impact on learning or the professional environment and is realistic in terms of knowledge, skill, and time required.
10.2 Develops a plan for engaging in leadership activities.   Develops a leadership work plan that describes the purpose, scope, and participants involved and how the impact on student learning and/or the professional environment will be assessed.
10.3 Implements a plan for engaging in leadership activities.   Implements the approved leadership work plan that has a clear timeline of events/actions and a clear description of how impact will be assessed.
10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.   Analyzes student learning and/or other data appropriately to evaluate the results of planned and executed leadership efforts.

PORTFOLIO DEVELOPMENT

The portfolio reflects the work of individuals throughout their college career. It will reflect upon their learning and will indicate a measure of skills they have developed. The evidence presented in the portfolio will indicate students' knowledge of the New Teacher Standards and affirmation that they can present materials indicating professional experiences, competencies, and growth over a period of time.

As the students progress through college they are expected to develop a working portfolio, which will contain samples of their best achievements. At the same time, they will collect data, which will represent them as individuals. By the time the students have finished their student teaching they will have developed a professional portfolio. Much of the collected materials will be eliminated and samples of their best works will be retained. The students will use this opportunity to reflect upon their college careers and present mature insights into their best works and achievements. As a result, the reviewer will have the opportunity to assess the students and their accomplishments.

Students will be encouraged through evaluation to build their portfolios with pride and knowledge of accomplishment. As each portfolio is developed, students will become aware of its use for the validation of professional accomplishments and job search.

The New Teacher Standards have become the basic framework for the development of Northern Kentucky University student portfolios. These standards provide the students with a way to organize their teaching accomplishments. A continuous review of the standards further strengthens the students in the skills and practices necessary to fulfill the requirements of an accomplished teacher. <u>Students will need to address **six (6)** standards. It must be well organized and include all of the essential documents listed before the standards. It must be neat in appearance. Students must include a minimum of 4 new artifacts from the EDU 390 block.</u>

<u>Students will be expected to organize their portfolios according to the format provided to them at one of the seminars during the Admission Semester. Transfer students will be expected to see their advisor or the Coordinator of Field Experiences. All education majors expecting to obtain certification will be required to develop an acceptable portfolio. Students must receive an acceptable portfolio evaluation before proceeding to EDU 392.</u>

REFLECTION CONCERNING ARTIFACT

The reflection should demonstrate your learning and professional growth throughout the semester. It could include knowledge gained through coursework and assignments, observations from your practicum placement, and/or skills developed while teaching or working with students. Your reflection should address the following criteria:

- Write ONE reflection for Professional Semester I.

- Describe your professional growth throughout the semester (what you learned through courses, assignments, and/or practicum). Support your learning with relevant artifacts. Indicate any actual or potential impact on elementary school student learning.

- Cite any artifacts from Professional Semester I that you use as evidence in your reflection and that you have attached in your ePortfolio (minimum of 4 from Professional Semester I; one of which must be the University Supervisor Lesson Observation/Evaluation).

- Within the reflection, state which New Teacher Standard each artifact addresses. Keep in mind that an artifact may address more than one Standard. (After completing Admissions Semester and Professional Semester I, you should have addressed a minimum of 6 New Teacher Standards.) You are encouraged to use the wording of the Standard in your reflection.

- At the end of the reflection, list all New Teacher Standards addressed during Professional Semester I and cited in your reflection.

Through your reflection, you want to demonstrate a clear connection between what you have learned, the artifacts you offer as support, and the New Teacher Standards you address. By the end of Professional Semester II, you should demonstrate competence in all ten New Teacher Standards through the artifacts you have chosen to include in your ePortfolio.

Teaching and Learning Context – must be completed each semester (see template)

Write a new Teaching and Learning Context description describing your practicum placement from Professional Semester I.

<u>Part I</u>

You should address as many of the following criteria as possible:

- School and district factors: description of the district (rural, urban, middle class, etc.), diversity, percentage on free/reduced lunch, school report card data, relevant data about achievement gap groups.

- Classroom factors: physical features of the classrooms, availability of technology, extent of parental involvement in the classroom, grouping patterns, scheduling.

- Student Characteristics: ages, gender breakdown, race/ethnicity, special needs, developmental levels, gap group representations, learning styles, students' skills and prior learning.

- Implications for Instruction: list two or three ways the above factors impact planning and implementing instruction.

- Classroom Management: in light of your contextual description, describe your expectations for classroom discipline and behavior management, classroom rules, and other processes you observed that promote a classroom environment conducive to student learning.

Part II

In light of your observations and the data presented above, describe what you have learned that will impact your practice as a new teacher. Be detailed and specific.

Elements of an ePortfolio for the Professional I Semester

Resume & Practicum Time Log	Update your resume to reflect your practicum placement for Professional Semester I. Time Log must be completed and equal a minimum of 75 hours.
Philosophy	You should have completed your philosophy statement in Admissions Semester. Revisions may be made, but you will likely update your philosophy statement during student teaching.
Reflection	The reflection should demonstrate your learning and professional growth throughout the semester. It could include knowledge gained through coursework and assignments, observations from your practicum placement, and/or skills developed while teaching or working with students. Your reflection should address the following criteria: • Write ONE reflection for Professional Semester I. • Describe your professional growth throughout the semester (what you learned through courses, assignments, and/or practicum). Support your learning with relevant artifacts. Indicate any actual or potential impact on elementary school student learning. • Cite any artifacts from Professional Semester I that you use as evidence in your reflection and that you have attached in your ePortfolio (minimum of 4 from Professional Semester I; one of which must be the lesson observation by your University Supervisor). • Within the reflection, state which New Teacher Standard each artifact addresses. Keep in mind that an artifact may address more than one Standard. (After completing Admissions Semester and Professional Semester I, you should have addressed a minimum of 6 New Teacher Standards.) You are encouraged to use the wording of the Standard in your reflection. • At the end of the reflection, list all New Teacher Standards addressed during Professional Semester I and cited in your reflection. Through your reflection, you want to demonstrate a clear connection between what you have learned, the artifacts you offer as support, and the New Teacher Standards you address. By the end of Professional Semester II, you should demonstrate competence in all ten New Teacher Standards through the artifacts you have chosen to include in your ePortfolio.
Artifacts	You must include a minimum of 4 artifacts developed during Professional Semester I. If the artifacts have been graded, you should make any needed corrections and revisions before attaching them to the ePortfolio. Your artifacts should demonstrate your best work and should support the learning described in your reflection. Remember – as you write your reflection, one artifact might actually demonstrate competence in more than one Standard.
Teaching and Learning Context	Write a new Teaching and Learning Context description describing your practicum placement from Professional Semester I. You should attempt to address as many of the following criteria as possible: • School and district factors: description of the district (rural, urban, middle class, etc.), diversity, percentage on free/reduced lunch, school report card data, relevant data about achievement gap groups. • Classroom factors: physical features of the classrooms, availability of technology, extent of parental involvement in the classroom, grouping patterns, scheduling.

	- Student Characteristics: ages, gender breakdown, race/ethnicity, special needs, developmental levels, gap group representations, learning styles, students' skills and prior learning. - Implications for Instruction: list two or three ways the above factors impact planning and implementing instruction. - Classroom Management: in light of your contextual description, describe your expectations for classroom discipline and behavior management, classroom rules, and other processes you observed that promote a classroom environment conducive to student learning. In light of your observations and the data presented above, describe what you have learned that will impact your practice as a new teacher.
Standards and Performance Criteria	Completed in Admissions Semester.
Curriculum Contract	Include your signed contract if you did not do so in Admissions Semester.
Statement of Ownership	Completed in Admissions Semester.
Code of Ethics	Completed in Admissions Semester.
Additional Resources:	

How to create/display your ePortfolio	Everyone is required to submit a folder containing their ePortfolio elements (above) organized and displayed using the software of their choice. Review the organizational chart for more information.	ePortfolio Organizational Chart
Assessment Rubric	Review this assessment rubric carefully.	Pg. 26-27

Name _____

PROFESSIONAL SEMESTER I FOLIOTEK RUBRIC
(EDU 390, 391, 393)

Evidence / Levels	MET	NOT MET
Clock Hours Documentation	Minimum of 75 clock hours completed in Pro Sem I Hours must include documentation of at least 3 of the following activities: • Student Tutoring • Assist teachers • Observations in schools and related agencies to include Family Resource or Youth Service Centers • Interactions with Families of Students • Participation in school-based professional learning community Documentation of required Clock Hours and Activities (time logs)	Fewer than 75 clock hours completed in Pro Sem I Missing documentation of the 3 required activities (see list in Met section)
Resume	Up to date Follows format Control of surface features Sufficient detail	Not up to date Format not followed Errors in surface features Missing most necessary information
Teaching and Learning Context	Addressed in detail (refer to template): • School factors • Classroom factors • Student characteristics of all students worked with this semester, including diversity demographics (socio-economic, ethnic/racial, students with disabilities, limited English proficiency) • Implications for instruction • Classroom management Control of surface features	Does not address one or more of the following: • School factors • Classroom factors • Student characteristics • Implications for instruction • Classroom management Errors in surface features distract the reader
Artifacts	**Required Artifacts:** • Lesson plan observed by your university professor • Minimum of **3 additional** artifacts developed during Professional Semester I	• No lesson plan observed by university professor • No documentation of required clock hours and activities • Fewer than 3 additional artifacts

Reflection	• **1 (one)** reflection for Professional Semester I that includes:
	  1. Detailed description of professional growth as a teacher
	  2. Detailed description of impact of instruction on student learning
	  3. Detailed description of interactions/ collaboration with diverse students, including socio-economic, ethnic/racial, students with disabilities, limited English proficiency;
	  4. At least 2 of the 4 categories of diverse learners must be specifically addressed by end of Pro Sem I (cumulative over 3 semesters)
	• Artifacts cited in body of reflection used as evidence and linked to standards
		• No reflection
		• Limited or vague description of professional growth
		• Impact on student learning vague or missing
		• Limited or vague description of working with diverse students
		• Less than 2 of the 4 diverse student categories are documented
		
		• Artifacts not cited
		• Kentucky Teacher Standards not addressed
		• Kentucky Teacher Standards not listed

	• Kentucky Teacher Standards addressed within reflection • Kentucky Teacher Standards listed at end of reflection • Minimum of 6 standards addressed by end of Professional Semester I (from KTS #1-9) • Observations must be linked to KTS • Control of surface features	• Fewer than 6 KTS addressed • Observations not linked to KTS • Errors in surface details
	*Must receive MET in all areas to have an ACCEPTABLE Foliotek submission	

Revised 8/12

Field Experience Activity & Time Log

Student's Name: _____

Cooperating Teacher: _____

School: _____

Grade: _____   **Content Area:** _____

Semester: _____ **Year:** _____   **Field Experience: EDU** _____

<u>**Diverse Experiences:**</u> Place a ✓next to any groups of students with whom you had the opportunity to work during the current semester. Provide a brief description of the nature of your interactions.

✓	Population	Nature of Interaction
	Socio-Economic Status	
	Students with Disabilities	
	English Language Learners	
	Racially/Ethnically diverse	

Activities required by the Kentucky Education Professional Standards Board: Place a ✓next to each activity completed during the current semester. Provide a brief description of the activity and the date(s) the activity was completed.

✓	Date(s)	Activity	Description
		Engagement with elementary, middle, AND secondary students • This activity should be completed in EDU 104. Students who have not taken EDU 104 must document observation at all three education levels.	
		Attendance at a school board meeting. • This activity should be completed in EDU 305. Students who have not taken EDU 305 must document attendance at a school board meeting.	
		Attendance at a school-based council meeting. • This activity should be completed in EDU 305. Students who have not taken EDU 305 must document attendance at a school-based council meeting.	
		Student tutoring Examples: • Working with individual students or small groups of students • Helping students develop their knowledge/skill in a content area • Skill development may include physical skills in PE, art, or music (e.g., kicking, throwing, painting, playing an instrument)	
		Assisting teachers Examples: • Planning lessons • Co-teaching • Grading papers • Preparing class materials • Assisting on field trips	

		Assisting teachers Examples: - Planning lessons - Co-teaching - Grading papers - Preparing class materials - Assisting on field trips	
		Observations in schools and related agencies including Family Resource or Youth Service Centers This activity should be completed in EDU 104. Students who have not taken EDU 104 must document observations in schools and family resource or youth service centers.	
		Interactions with families of students Examples: - Family fun night - PTO/PTA meetings - Student events that parents attend (music, athletics, etc.) - Parent-Teacher Conferences - IEP meetings with permission	
		Participation in school-based professional learning communities Examples: - Participation in grade-level or content-specific PLC's and/or team meetings - Discussions with CT about addressing Kentucky Teacher Standards (e.g., technology, assessment) that are appropriate for one's content area	

Practicum Time Log

Student's Name: _____

Cooperating Teacher: _____

School: _____

Grade: _____ **Content Area:** _____

Semester: _____ **Year:** _____ **Practicum: EDU** _____

Date	Arrive	Leave	Total Time	Activities Completed	C.T. Initials

Name: _____

Date	Arrive	Leave	Total Time	Activities Completed	C.T. Initials

TOTAL HOURS INCLUDING SEMINARS:
(Round to the nearest whole hour)

NOTE: When completing your time log, specifically document any of the following experiences in the "Activities Completed" section and highlight the activity:

- Engagement with elementary, middle, or secondary students
- Attendance at school board or school-based council meetings
- Student tutoring
- Assisting teachers
- Observations in schools and related agencies including Family Resource or Youth Service Centers
- Interactions with families of students
- Participation in school-based professional learning communities.

KTIP Lesson Plan

Intern Name: **Date:**

# of Students: **Age/Grade Level:**   **Content Area:**

Unit Title: **Lesson Title:**

Lesson Alignment to Unit (if applicable)
Respond to the following items:

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

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

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

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

e) Describe the characteristics of your students identified in your Teaching and Learning Context who will require differentiated instruction to meet their diverse needs impacting instructional planning in this lesson of the unit.

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

Lesson Objectives/ Learning Targets	Assessment	Instructional Strategy/Activity
Objective/target:	**Assessment description:** **Differentiated Assessment Plan:**	**Strategy/Activity:** **Activity Adaptations:** **Media/technologies/resources:**
Objective/target:	**Assessment description:** **Differentiated Assessment Plan:**	**Strategy/Activity:** **Activity Adaptations:** **Media/technologies/resources:**
Procedures: Describe the sequence of strategies and activities you will use to engage students and accomplish your objectives. Within this sequence, describe how the differentiated strategies will meet individual student needs and diverse learners in your plan. (Use this section to outline the who, what, when, and where of the instructional strategies and activities.)		

KTIP Lesson Plan

Intern Name: **Date:**

# of Students: 22   **Age/Grade Level:** 4   **Content Area:** Reading

Unit Title: N/A   **Lesson Title:** Character Traits (30 minutes)

<u>Lesson Alignment to Unit (if applicable)</u>
Respond to the following items:

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

OBJECTIVES

1. After reviewing examples of each category in the Character Trait outline and completing one as a class, students will complete their own outline with the character from the book, "A Bad Case of the Stripes" by David Shannon, writing at least one response in each section.

2. After reviewing an example of an answer to the prompt as a class, students will choose one trait from "A Bad case of the Stripes" by David Shannon and answer the prompt, "I was ___(trait)___ when…" by describing at least one personal event in their life.

LEARNING TARGET

    I can organize character information into categories.
    I can identify character traits and relate at least one of them to an event in my life.

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

KCAS/CSS- RL.4.3- Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text (e.g., a c character's thoughts, words or actions).

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

<u>PRIOR KNOWLEDGE-</u> The day prior to this lesson, I read the book aloud to them. We discussed the character of the story and some words that described her. Students shared personal experiences about making choices and how those can affect your life. After the discussion, students wrote a journal entry about their experiences. "Tell about a time when you made a choice that wasn't what you really wanted to do. What happened because of your choice?"

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

ASSESSMENT PLAN

- In tabular format, organize how objectives will be addresses. Include copies of assessment instruments and rubrics (if applicable to the lesson plan

OBJECTIVE / ASSESSMENT PLAN ORGANIZER

Lesson Learner Objective	Type of Assessment	Description of Assessment	Bloom's Level of Knowledge	Adaptations and/or Accommodations
Objective 1	Formative	Filling out character outline with at least 1 detail in each section.	C	
Objective 2	Formative	Identifying 1 character trait from story and describing at least 1 personal event in their life to fit trait.	A,E	

- Students must complete a character outline with at least one significant detail listed in each category. Students must use correct information from the story.
- Students must answer the writing prompt by describing at least one personal experience that relates to a character trait from the story. Answers will be subjective based on the trait students choose.
- Students will receive one point for each of the five categories completed in the outline. Students will receive one point for identifying a character trait from the book and four points for describing at least one personal experience with that trait.

Lesson Learner Objective	Above Average	Average	Below Average	Far Below Average
Objective 1	One or more relevant detail in each of the 5 categories	One relevant detail in 4 of the 5 categories.	One relevant detail in 3 of the categories.	One relevant or irrelevant detail in 2 or fewer categories.
Objective 2	One or more appropriate character trait. One or more personal experiences described.	One appropriate character trait. One personal experience described.	One personal experience described; or One inappropriate trait and experience described.	No trait and one irrelevant experience described.

e)Describe the characteristics of your students identified in your Teaching and Learning Context who will require differentiated instruction to meet their diverse needs impacting instructional planning in this lesson of the unit.
CONTEXT-The students have been reading biographies and short stories about heroes and identifying heroic character traits.   The students will listen to a story, identify one character trait, and connect that trait to a personal experience.

f)Pre-Assessment: Describe your analysis of pre-assessment data used in developing lesson objectives/learning targets (Describe how you will trigger prior knowledge):
PRE-ASSESSMENT- Read student journal entries to ensure that everyone was able to think of their own personal experience.

Lesson Objectives/ Learning Targets	Assessment	Instructional Strategy/Activity
Objective/target: Objective- After reviewing examples of each category in the Character Trait outline as a class, students will complete their own outline with the character from the book, "A Bad Case of the Stripes" by David Shannon, writing at least one response in each section. Learning Target- I can organize character information into categories.	**Assessment description:** Correctly identifies 5 character traits (Comprehension) **Differentiated Assessment Plan:** Correctly identifies 3 character traits	**Strategy/Activity:** 1. I will re-read the story "A Bad Case of the Stripes" by David Shannon to the class. As I read, I will stop at certain points and ask questions about certain events in the story. 2. I will ask the students specific questions about events in the story to start them reflecting about what words could describe the character 3. I will show the students the character outline and demonstrate how to complete it for a secondary character, providing one example for each category. 4. Students will complete the outline on their own for the main character. **Activity Adaptations:** Students may work with a partner or the teacher **Media/technologies/resources:** No media or technology needed. Directions will be written on board as a reminder to students.
Objective/target: Objective- After reviewing an example of an answer to the prompt as a class, students will choose one trait from "A Bad case of the Stripes" by David Shannon and answer the prompt, "I was ___(trait)___ when…" by describing at least one personal event in their life. Learning Target- I can identify character traits and relate at least one of them to an event in my life.	**Assessment description:** Correctly uses one character trait to tell about a personal event in writing. (Analysis/Evaluation) **Differentiated Assessment Plan:** Shares how one character trait connects with an event in their life.	**Strategy/Activity:** 5. I will read the writing prompt from the previous lesson and share my own. 6. Students will be able to briefly share some responses. 7. Students will choose a character trait from the book and outline to add to their journal response from the previous lesson or to write a new entry that connects with the character trait from the book. 8. I will ask students why it may be helpful to organize information from a story. I will also ask students why it is important to think about how the story relates to our lives. I will conclude by stating that we can better understand the

		events and characters in a story when we organize them and think about how our lives might be similar. **Activity Adaptations:** Students may work with a partner to scribe or dictate their personal experience or draw their experience. **Media/technologies/resources:** No media or technology needed. Directions will be written on board as a reminder to students.
Procedures: Describe the sequence of strategies and activities you will use to engage students and accomplish your objectives. Within this sequence, describe how the differentiated strategies will meet individual student needs and diverse learners in your plan. (Use this section to outline the who, what, when, and where of the instructional strategies and activities.) **(REVIEW)** Remind students that they have been studying character traits recently. Ask students what characters they've read stories about lately. Ask students what specific traits those characters have had and if they might have some of those same traits. **(MOTIVATION)** Explain that when we organize details about a story, we help ourselves to remember what we heard. We also may remember events in a story better if we can connect them to our own experiences. **(LESSON EXPECTATIONS)** I will tell students that they are going to re-read a story and think about specific traits for the main character. After I read the story to them, we will go over the how to fill out the character outline with specific examples in each category. When we have finished, they will listen to the writing prompt and an example response I prepared. **(REVIEW)** I will ask students why it may be helpful to organize information from a story. I will also ask students why it is important to think about how the story relates to our lives. I will conclude by stating that we can better understand the events and characters in a story when we organize them and think about how our lives might be similar.		

II. Overall Reflection- Lesson Impact

A. Adjustments to Original Plans

Discuss any adjustments/changes you had to make to your original unit plan and the reasons for them.

B. Student Learning Successes

Discuss student progress, as a whole group, on stated objectives, goals, and expectations.

C. Student Behavior

What were students' reactions to your lessons? Did any unexpected events happen during the lesson? What were they and how did you react?

D. Self-Evaluation

Reflect on how you did and what you learned about yourself as a developing teacher.

E. Strengths and Areas for Improvement

At this point, what are your strengths and areas of improvement as a teacher? List at least **three** strengths and give examples and/or reasons why you consider these strengths. List at least **three** areas for improvement and give examples and/or reasons why you consider these areas in which you can improve.

NOTE: For the Unit, you will address A-C on a daily basis and complete D & E on the last day.

SECTION VII

EVALUATION CRITERIA

**INTERIM EVALUATION FORM FOR COOPERATING TEACHER
ELEMENTARY PRACTICUM I (EDU 390)**

Student's Name: _____   Date: _____

Please rate the student on each of the indicators according to the following scale:

**3=Satisfactory Progress   2=Improvement Needed   1=Not Satisfactory
DNO = Did Not Observe   NA= Not Applicable**

___ 1. Did the student display professional behavior in attendance, dress and disposition?
___ 2. Were the student's unit and lessons well prepared?
___ 3. Did the student have appropriate, well-prepared materials?
___ 4. Were the lessons developmentally appropriate for the students?
___ 5. Did the student use effective classroom management skills?
___ 6. Did the student communicate clearly to the students?
___ 7. Was the student good at organizing and managing?
___ 8. Was the student enthusiastic and involved?
___ 9. Did the student use appropriate grammar, spelling, and handwriting?
___ 10. Did the student apply suggestions and show progress over the semester?
___ 11. Did the student integrate technology in lesson?
___ 12. Did the student plan and implement age appropriate assessment?

COMMENTS (If possible, include both strengths and suggestions):

*OVERALL INDICATOR _____

 (Please give a number 1-3 based on the above)

Supervising Teacher _____   Date _____

School _____   Grade or Age level(s) _____

NOTE: Federal legislation permits students to examine this evaluation.

Final Evaluation of Practicum Student's Performance (EDU 390)

(To be completed by the Cooperating Teacher)

STUDENT: _____   TEACHER: _____

Section I

This student completed approximately **50 +** hours of pre-service activity in my classroom. _____

(Initial)   (Date)

Section II

Your responses to the attributes and indicators below are solicited in order for the university to make an informed decision about this student's readiness <u>to advance to the next level of professional practicum experience</u>.

Please rate his/her performance using to the following scale:

3 – Satisfactory Progress   **2 – Improvement needed**   **1 – Unsatisfactory**   **NO- Not Observed**
      NA – Not Applicable

1. Professional Attributes:
   _____ a. Maintained a professional attitude toward teaching and the teaching profession.
   _____ b. Accepted and completed assigned tasks in a competent and professional manner.
   _____ c. Displayed proficiency in both written and spoken language.
   _____ d. Professional in dress, appearance, and comportment.
   _____ e. Arrived on time and/or provided notice if an absence was necessary.
2. Attitude Indicators:
   _____ a. Sought to learn from you.
   _____ b. Related well with others -- students, faculty, staff, and parents.
   _____ c. Accepted suggestions for improvement in a professional manner.
   _____ d. Displayed a genuine interest in the students and their learning.
   _____ e. Demonstrated growth in their understanding of teaching and the teaching profession during
            this placement.
3. Skill Indicators:
   _____ a. Appeared to understand the unique intellectual, social, physical, and emotional needs of elementary
            grade students.
   _____ b. Executed developmentally appropriate activities that incorporated multiple approaches to thinking and
            learning.
   _____ c. Used appropriate classroom management skills to enhance the classroom learning
            environment.
   _____ d. Demonstrated a mastery of content knowledge in presentations.
   _____ e. Helped students feel comfortable in her/his presence.
   _____ f. Voice projection adequate for classroom.

Please use the <u>other side of this form if you care to make additional comments</u> about this student's performance.
Readiness for next level of Professional Practicum: (Please circle one)   **Ready**   or   **Not Ready**

_____   _____   _____
Cooperating Teacher's Signature   Date   School

_____   _____
Student's Signature   Date
*Signature indicates discussion about, not necessarily agreement with, the evaluation of the cooperating teacher.

ELEMENTARY PRACTICUM LESSON EVALUATION (EDU 390)
NORTHERN KENTUCKY UNIVERSITY

NAME: _____ CONTENT/GRADE: _____ DATE: _____

SCHOOL: _____ OBSERVER: Circle One: University Instructor / Cooperating Teacher

Please use the following indicators to evaluate the student's implementation of the lesson: Please complete each indicator (even if it is not applicable (D) Demonstrated (PD) Partially Demonstrated (ND) Not Demonstrated (NA) Not Applicable

STANDARD 1: APPLIED CONTENT KNOWLEDGE	D	PD	ND	NA
1.1 Communicates concepts, processes, and knowledge	D	PD	ND	NA
1.2 Connects content to life experiences of student	D	PD	ND	NA
1.3 Instructional strategies appropriate for content and student learning	D	PD	ND	NA
1.4 Guides students to understand content from various perspectives	D	PD	ND	NA
1.5 Identifies and addresses students' misconceptions of content	D	PD	ND	NA

STANDARD 2: DESIGNS AND PLANS INSTRUCTION	D	PD	ND	NA
2.1 Develops significant objectives aligned with standards	D	PD	ND	NA
2.2 Uses contextual data to design instruction relevant to students	D	PD	ND	NA
2.3 Plans assessments to guide instruction and measure learning objectives	D	PD	ND	NA
2.4 Plans instructional strategies and activities that address needs of all students	D	PD	ND	NA
2.5 Plans instructional strategies and activities that facilitate multiple levels of learning	D	PD	ND	NA

STANDARD 3: CREATES AND MAINTAINS LEARNING CLIMATE	D	PD	ND	NA
3.1 Communicates high expectations	D	PD	ND	NA
3.2 Establishes a positive learning environment	D	PD	ND	NA
3.3 Values and supports student diversity and addresses individual needs	D	PD	ND	NA
3.4 Fosters mutual respect between teacher and students and among students	D	PD	ND	NA
3.5 Provides a safe environment for learning	D	PD	ND	NA

STANDARD 4: IMPLEMENTS AND MANAGES INSTRUCTION	D	PD	ND	NA
4.1 (A) Uses a variety of instructional strategies aligned with learning objectives	D	PD	ND	NA
4.1 (B) Actively engages students throughout the lesson	D	PD	ND	NA
4.2 Implements instruction based on diverse student needs and assessment data	D	PD	ND	NA
4.3 Uses time effectively	D	PD	ND	NA
4.4 Uses space and materials effectively	D	PD	ND	NA
4.5 Facilitates higher order thinking	D	PD	ND	NA

STANDARD 5: ASSESSES AND COMMUNICATES LEARNING RESULTS	D	PD	ND	NA
5.2 Uses formative assessments	D	PD	ND	NA
5.3 Uses summative assessments	D	PD	ND	NA
5.4 Describes, analyzes, and evaluates student performance data	D	PD	ND	NA
5.6 Allows opportunity for student self-assessment	D	PD	ND	NA

STANDARD 6: IMPLEMENTATION OF TECHNOLOGY	D	PD	ND	NA
6.2 Uses available technology in instruction to facilitate student learning	D	PD	ND	NA
6.3 Integrates student use of available technology into instruction	D	PD	ND	NA
6.5 Demonstrates ethical and legal use of technology	D	PD	ND	NA

STANDARD 7: REFLECTS ON/EVALUATES TEACHING AND LEARNING	D	PD	ND	NA
7.1 Uses data to reflect on and evaluate student learning	D	PD	ND	NA
7.2 Uses data to reflect on and evaluate instructional practice	D	PD	ND	NA

ELEMENTARY PRACTICUM LESSON EVALUATION (EDU 390)
NORTHERN KENTUCKY UNIVERSITY

NAME: _____ CONTENT/GRADE: _____ DATE: _____
SCHOOL: _____ OBSERVER: Circle One: University Instructor / Cooperating Teacher

NOTES FROM OBSERVATION:
(Include with the observation notes any pertinent information relative to Kentucky Teacher Standards 8-10, *if observed*.)

STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS

STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT

STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION

_____   _____
Observer's Signature   Practicum Student's Signature

Signatures verify discussion about, not necessarily agreement with, the contents of the evaluation.

DESIGNING A RUBRIC

A rubric is nothing more than a fancy name for "evaluation guidelines" or "scoring guide". To design a good rubric you must take a look at what **behavior**, **product**, or **performance** you will be evaluating. Then you must determine what **characteristics**, **aspects**, or **attributes** of that behavior, product, or performance are important. Then you must decide on language to describe varying levels of quality from top-notch down to poor or almost non-existent, for each of the characteristics, aspects, or attributes.
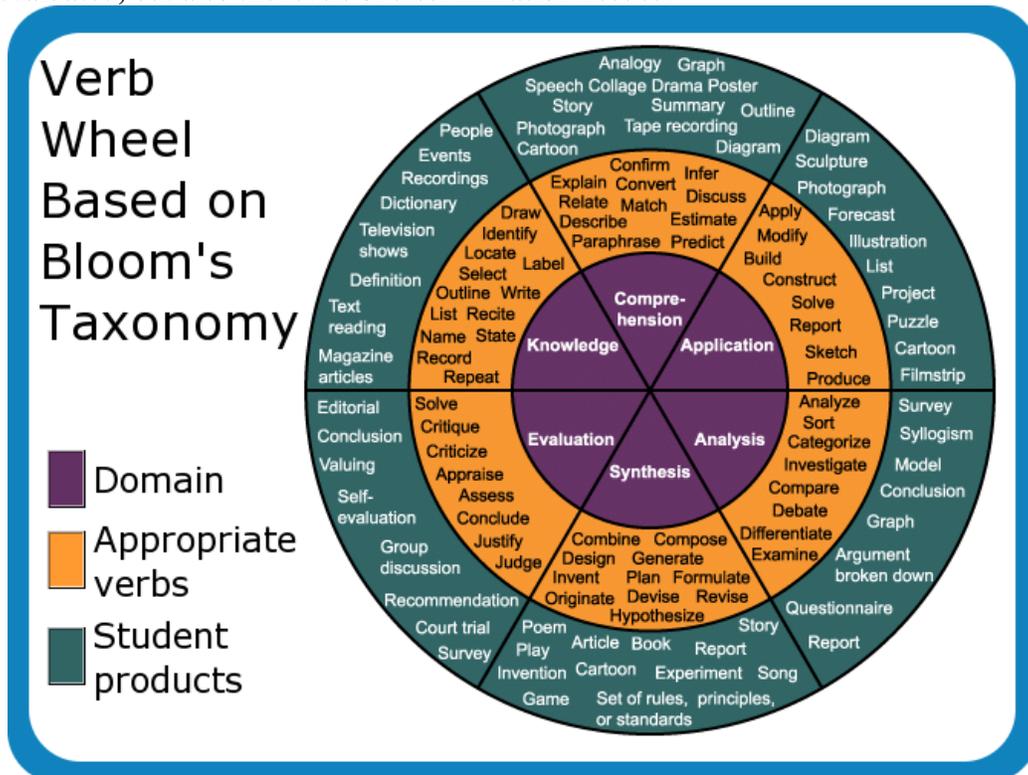
Steps:
1. What are you evaluating?
   - Process (e.g., participating in daily reading/writing workshop) or product (e.g., completed short story)
   - Demonstration, performance, product, behavior display
   - Relatively simple (oral reading of practiced text) or complex (written report plus poster and display at science fair)

2. At what levels are you evaluating?
   - Relative importance of the behavior or product
   - Decide whether you will assign different weights to different aspects of the behavior or performance.

3. What characteristics of the behavior are you evaluating?
   - Determine critical attributes in line with relative importance (e.g., 2-3 for simple behavior, no more than 6-7 for more complex).

4. What language will you use?
   - Sequence levels from top/left to bottom/right (students tend to see top performance descriptors first) or the reverse (as the state has done with writing and mathematics rubrics)
   - Use qualitative, not quantitative descriptors for varying levels where possible.

NOTE: **Obtain one of the many variations of Bloom's taxonomy with "power verbs"(descriptions of what students do) and key products (what students produce) to aid in both determining what is to be evaluated, but also the levels of discrimination needed.**

EFFECTIVE QUESTIONING STRATEGIES

1. Ask a variety of types of questions that stimulate different types of thinking. Balance between narrow and broad. However, generally it's better to ask a few good open-ended questions rather than a lot of narrow, closed questions.
2. Ask questions that focus on important ideas in the story rather than on trivial details. Discuss the main ideas of the story.
3. Avoid multiple questions. Don't ask one question and then go on to another question before students have a chance to answer the first question.
4. Provide **wait time**. After asking a question, pause before you call on someone. Give students an opportunity to formulate their answers.
5. Ask the question before you call on someone. If you call on someone first, other students tend to tune out.
6. Call on a variety of students in a non-repetitive pattern.
7. Ask student to support their answers. If a student gives an incomplete answer, probe for more information. If a student gives an incorrect answer, try to guide them to come up with the correct answer. If possible, try to find a connection between the incorrect answer and the correct one.

WAIT TIME

The time which is allowed to elapse after a teacher question is referred to as Wait Time I, and time after a student response as Wait Time II. Results of analysis of 300 classroom tape recordings by Mary Budd Rowe in 1974 showed a mean Wait Time of 1 second and a mean Wait Time II of .9 seconds. Later studies indicated that when teachers waited 3-4 seconds after asking a question and after hearing the answer, the following occurred:

- student responses grew from three to seven times longer and contained more explanation and elaboration;
- students supported more of their inferences with evidence and logical arguments;
- students asked more questions, proposed more experiments, and increased speculative thinking;
- students competed less for the teacher's attention and listened more to one another;
- fewer students responded with an "I don't know" answer;
- discipline problems decreased and more students participated and volunteered;
- students appeared more confident and phrased fewer of their responses and questions; and
- achievement improved on written assessments requiring complex thinking and problem solving.