Student Teaching Handbook 2020

Transylvania University
Teacher Education Program
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CAEP Council for the Accreditation of Educator Preparation

NCATE The Standard of Excellence in Teacher Preparation

Transylvania University
Student Teaching Handbook

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Student Teaching Handbook 2019-2020

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Section 1

Conceptual Framework

Conceptual Framework

Historical Information about Transylvania University

Transylvania University's philosophy is that the scope, spirit, analytical approaches, and integration of knowledge inherent in liberal education are the best preparation for life beyond college. At the same time, Transylvania recognizes that specific career goals are important and integrates these within individual programs of study.

The nature and purpose of Transylvania are expressed in the following statement of institutional purpose, adopted by the faculty and Board of Trustees in 2001.

In its third century, Transylvania University is committed to excellence in undergraduate education in the liberal arts and sciences. For over half of its distinguished history, the College has been affiliated with the Christian Church (Disciples of Christ), whose ideals of tolerance and freedom of inquiry the College shares.

The College believes that all students, no matter what career or vocation they choose, benefit from liberal education; and so the College encourages the free search for knowledge and understanding drawn from the natural and social sciences, the humanities, and the arts. By so doing, the College strives to empower students to develop lifelong habits of learning and intelligent, respectful discussion.

To support this mission, the College community values curiosity and thoughtfulness, as well as social, emotional, spiritual, and physical well-being. By encouraging students to participate and collaborate in learning, community service, and governance, the College seeks to prepare students for the responsibility of fostering a healthy society in a world shared by many different people, cultures, and nations.

Specifically, the College's goals are:
To develop students' intellectual and creative abilities;
To stimulate the search for knowledge;
To promote open and fair-minded examination and discussion of values in all forms of endeavor;
To encourage inquiry and conversation across the traditional academic disciplines;
To stimulate in students an understanding of themselves and their relation to others in a diverse, ever-changing world;
To promote opportunity for students to develop as independent thinkers and leaders;
To foster a campus community characterized by compassion, respect, ethical concern, and social responsibility; and
To establish a foundation for graduate and professional study and a variety of satisfying careers.

These goals, taken together, enable the College to provide its students with the basis for continuing intellectual development and for purposeful, responsible, and

fulfilling lives.

Founded by early settlers in 1780, Transylvania has been aptly described as a pioneer. Its name, in fact, stems from the University's location in the vast settlement region of western Virginia called Transylvania by a pioneering land company whose chief scout was Daniel Boone. This portion of Virginia, which would become Kentucky in 1792, still marked the nation's western frontier when Transylvania became the sixteenth college in the United States and the first college west of the Allegheny Mountains. As such, it has been linked with famous names in American history since its inception. George Washington, Thomas Jefferson, John Adams, and Aaron Burr were early supporters of the fledgling institution, and Henry Clay was both a law professor and a member of Transylvania's Board of Trustees. The University also takes pride in a distinguished roster of alumni who have helped shape American history, including two United States vice presidents, 50 United States senators, 101 United States representatives, and 36 governors.

In its early years, Transylvania included a school of medicine, a law school, and a seminary, as well as a college of arts and sciences. Today, Transylvania is a distinguished liberal arts college enrolling approximately 1,100 students. Transylvania University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools [1866 Southern Lane, Decatur, Georgia 30033-4097: Telephone number (404) 679-4501] to award the Bachelor of Arts degree. Transylvania's education program is accredited by the National Council for Accreditation of Teacher Education at the initial teacher preparation level. Affiliated with the Christian Church (Disciples of Christ) since 1865, the University is also a member of the American Council on Education, the Association of American Colleges, the National Association of Independent Colleges and Universities, the Southern University Conference, and the National Association of Intercollegiate Athletics. In 2002-03, Transylvania completed its third year of a four year program for new members of the National Collegiate Athletic Association (NCAA) Division III. Transylvania offers 25 majors as well as the option of designing an individual major. Students are expected to gain a strong grounding in liberal education throughout their academic career at Transylvania. However, the University also emphasizes career planning and offers advising, practical experience, and resources. A major in any discipline allows entry to a wide variety of opportunities after graduation, ranging from graduate or professional school to specialized positions. Preparation for the latter is often achieved through majors in such fields as business administration and computer science.

Small classes and close student-faculty relationships are among Transylvania's most distinctive assets. Although many faculty members are recognized for their research and writing, their primary concerns are teaching and advising. Students repeatedly cite their personal relationships with the

faculty as being among the most valuable aspects of their Transylvania experience.

Another distinctive asset is Transylvania's location in Lexington. The city, which lies in the heart of Kentucky's beautiful Bluegrass region, is among the most progressive and dynamic metropolitan areas in the nation. Home of the University of Kentucky as well as Transylvania, Lexington offers an

exceptional range of cultural and recreational activities. Students and faculty take full advantage of these opportunities and regard them as a valuable extension of campus life.

Transylvania is concerned not only with students' intellectual growth, but also with their development as individuals. Participation in campus activities is an intrinsic aspect of student life. Students may choose to participate in music ensembles, drama productions, publications, political organizations, and student government, as well as in social, recreational, and athletic activities.

Now in its third century, Transylvania is a vital institution with a continuing commitment to the academic excellence that is its legacy.

Mission Statements

Transylvania University

The College, as it continues its third century, affirms its commitment to the tradition of liberal education. For over half of its distinguished history, the college has been affiliated with the Christian Church (Disciples of Christ), whose ideals of tolerance and freedom of inquiry the College shares.

The College believes that all students, no matter what career or vocation they choose, benefit from liberal education. Therefore, the College encourages the free search for knowledge and understanding drawn from the natural and social sciences, the humanities, and the arts. By so doing, the College hopes to empower men and women to develop lifelong habits of learning and intelligent, respectful discussion.

To support this mission, the College fosters a community which values thoughtfulness and curiosity, as well as social, emotional, spiritual, and physical well-being. By encouraging students to participate and collaborate in learning, service, and governance, the College hopes to prepare students for the task of maintaining a healthy society in a world shared by many different people, cultures, and nations.

The college ethos places value upon educating its undergraduate student body in small class settings, with a variety of types of instruction, including seminars, discussions, research projects, and lecture, accompanied by close mentoring and advising. Therefore, excellent teaching is the main requirement for Transylvania faculty members.

Helping students to learn to write effectively is emphasized college wide, as is the use of technology to further learning. The college is committed to diversity in a variety of ways, such as, in its curricular patterns and courses and in its emphasis upon study abroad. A traditional school, believing in personal contact with students as a valuable component of teaching and learning, Transylvania has no on-line or distance learning courses. Most students reside on campus and are

eighteen to twenty one year old undergraduates, most of whom completed high school in the top 10% of their classes. To support these ideals, the college has selected the following succinct mission statement:

Through an engagement with the liberal arts, Transylvania University prepares its students for a humane and fulfilling personal and public life by cultivating independent thinking, open-mindedness, creative expression, and commitment to life-long learning and social responsibility in a diverse world.

Teacher Education Program Mission

Transylvania University's Teacher Education Program rests on the conviction that the ultimate purpose of schooling is to enable individuals to find meaning for their lives, a meaning that leads to an understanding of the interconnectedness of all living beings. A second premise follows: all human beings are meaning seekers who want to learn, to discover, and to create. In addition, individuals are decision makers; and, as members of social groups, they need to learn how to make informed choices. The teacher's role (and Transylvania's Teacher Education Program's role), then, is to facilitate each learner's quest to understand what it means to be a human being, embedded in relationships with others: Schooling, then, is about how to make a life.

With these premises in mind, Transylvania University's Teacher Education Program seeks to prepare elementary, middle, and secondary-level teachers who are liberally educated and recognized for their expertise in knowing their subject matter, in thinking reflectively, and in acting responsibly in their schools and communities. They are to become caring leaders of learning, who see their students as meaning-seekers and themselves as transformative intellectuals who care about ideas, policies, and other human beings. In a word, they are to be public intellectuals who care.

The Match between College and Teacher Education Missions

Immersed in liberal arts philosophy and reflecting the goals of the College, Transylvania's Teacher Education Program especially promotes the idea that learning is a lifelong task and espouses the value of respecting and listening to all members of the diverse world. Knowing why one believes what one believes and being able to articulate one's thoughts are hallmarks of liberally educated persons; therefore, within the Education Program, the faculty members nurture students' intellectual and creative abilities through a variety of challenging and creative learning activities and encourage inquiry and conversation within individual courses and across disciplines.

Believing that excellent teaching involves more than knowing techniques, Transylvania's Teacher Education Program promotes the development of the dispositions of not only wanting "to know" but also of wanting " to know why," so that individuals can reflect upon the reasons for their actions. Compassion, tolerance, a love of learning, ethical concern, and responsible actions are all dispositions needed for teaching. Course experiences (especially with their focus on humanistic, caring ways of interacting with learners) are designed to point to the importance of teachers embodying these characteristics as part of their dispositions and putting them into action within their future learning communities. The modified form of constructivist, holistic learning theory taught in education courses provides opportunities for students to develop as independent thinkers and leaders, bringing them to the realization that they will serve as models of learning for all students in their future classrooms. This caring, intellectual way of being in the world is supported by the liberal arts mission of Transylvania; therefore, the program and the college hold the same mission and goals.

Vision Statement

Transylvania's Teacher Education Program members hold a vision of schooling in which students actively engage in their own learning, with teachers as their guides. Aesthetically beautiful schools for all children, where teachers are child and youth advocates, interacting respectfully and in caring ways with all students, are envisioned, with mindless and passive learning being discouraged. Students, excited about learning, eagerly engage in the process, with teachers guiding their work and acting as resource persons. Students and teachers refuse to accept ideas and techniques passively. Students and teachers learn how to articulate their ideas effectively so that true dialogue about those thoughts occurs. Students and teachers realize that knowledge is not a static body of ideas passively received by the learner; rather, knowledge is constantly being constructed, evaluated, or transformed. This constructive view of knowledge does not preclude a conceptual body of knowledge that traditionally passes from generation to generation, with each new group of scholars examining and critiquing it. That, too, is a part of the learning process. As Parker Palmer counsels, students and teachers are to engage together in meaningful conversation and inquiry as they dance around the big ideas and questions of the discipline.[i] Therefore, schooling experiences should be joyful, yet arduous, providing opportunities for serious thinking and connecting as students engage in the process of trying to make sense of the world from their perspectives and in determining their roles that world. Formal schooling, as an organization, then, provides a space for students and teachers to search for meaning and understandings. Hence, in

Transylvania's vision, schools are seen as places of **inquiry** and **joy** for both the teachers and their students.

Program Goal

Working within both the College's and Program's missions, the Transylvania Education Program provides a preparation that enables students to understand and to put into reflective practice effective learning theories, *INTASC* principles, *Kentucky Educational Reform* measures, and *Kentucky Teacher Performance Standards/ InTASC*. Furthermore, because the Teacher Education Program is grounded in the mission of a liberal arts college, its students are expected to assume the spirit of liberally educated persons who value intellectual curiosity, reflective thinking, and life-long learning. With these purposes in mind, the Transylvania faculty delivers a curriculum that is a blend of theory, practice, and reflection. Program experiences contribute to the preparation of teachers who are liberally educated, with the disposition to ask "why" and who are recognized for their depth of knowledge, thoughtful natures, and ability to act responsibly in their schools and communities.

Students completing Transylvania's Teacher Education Program, aware of the importance of establishing and maintaining caring, positive learning communities in their future classrooms and schools, are ethically responsible teachers who know the value and effectiveness of having positive relationships with all learners. Graduates are committed to life-long learning and reflection. Most of all, graduates of Transylvania's program value the dispositions required to be responsible, transformative agents in their future schools and communities, and they know the importance of their leading through knowledgeable, reflective, and caring actions.

Transylvania's Teacher Education Program, reflecting the liberal arts philosophy, draws from re-conceptualist ideology combined with an ethic of care and humanistic and constructivist learning theories[ii] all of which put forth the belief that *every* person is a worthwhile human being and that teachers respectfully facilitate the process of meaning-making and knowledge construction with students.

To these ends, Transylvania's Teacher Education Program has the following **main program goal**, consisting of three parts:

- To prepare liberally educated teachers who are knowledgeable, reflective, and capable of pragmatic, caring action. Evidence that this goal is met is provided by candidates being able to complete program experiences and requirements that enable candidates to meet Kentucky Teacher Performance Standards/ InTASC.

Program Theme

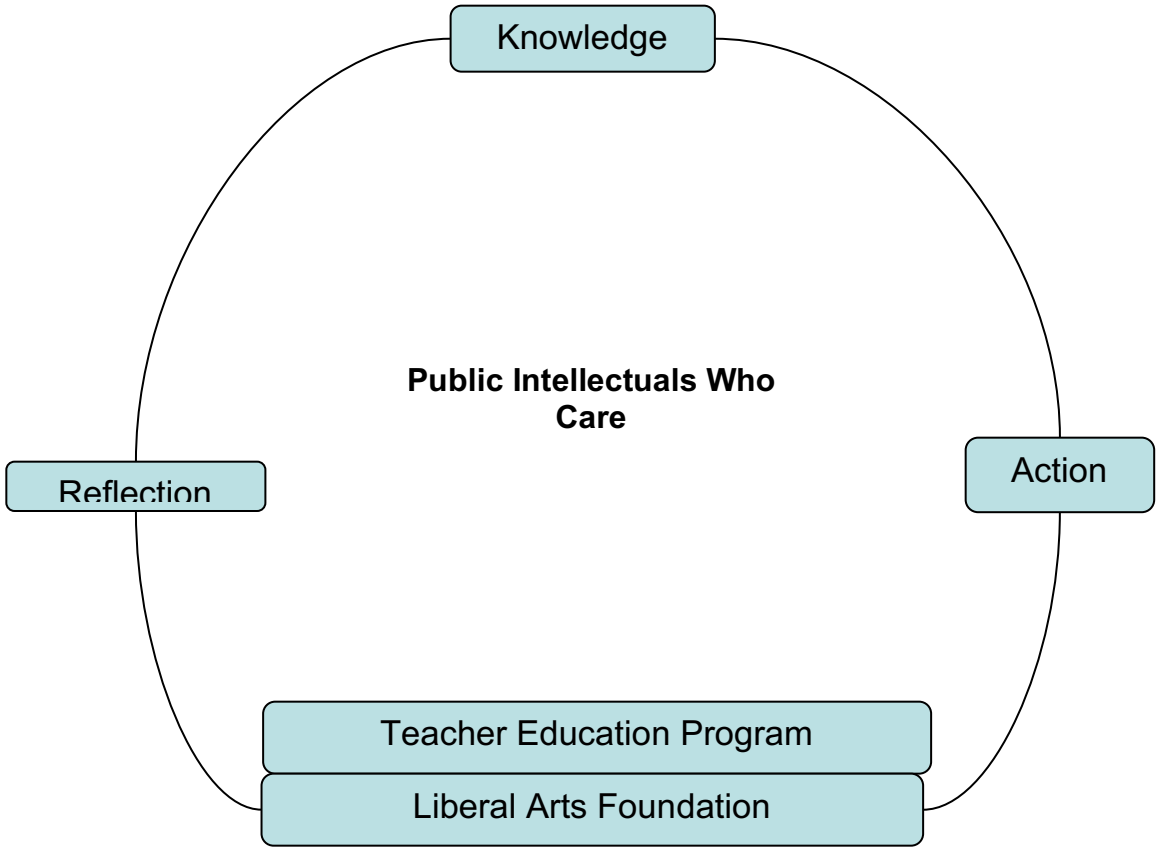
In order to achieve the preceding goal, the program has developed the following theme that guides program experiences:

Public Intellectuals Who Care

Explanation of the Program Theme: Public Intellectuals Who Care serves as the program theme in order to illustrate the vision of teaching and learning that program members hold of effective teachers. That is, teachers are not dispensers of knowledge; rather, they are intelligent guides for their learners. They prepare stimulating learning environments in which learners are taught through a variety of methods, from which they learn to ask questions, participate in research, and help to construct their own knowledge. Effective teachers are not technicians; instead they are thoughtful leaders of their students' conceptual and moral development, always encouraging students to ask why. During instruction, teachers monitor the experience and make decisions: decisions that require the ability to reflect upon the occurring actions and to have knowledge of possibilities from which to draw new actions. In addition, effective teachers constantly evaluate and affect policies and ideas put forward by their communities and actively serve as leaders in their schools and larger professional and civic communities. As Henry Giroux advocates, teachers "prepare learners to be active and critical citizens"[iii] who are capable of reflective judgment which also enhances their roles as public intellectuals. Serving in this way, teachers as public intellectuals are "engaged in activity requiring the creative use of the intellect."[iv]

Just as importantly, the second part of the program theme references the necessary quality of caring. Vibrant learning environments, schools, or civic communities all depend upon caring relationships. In schools, the relationship is formed as caring teachers acknowledge and respect each learner's quest to make personal and social meaning of life, and as they offer the appropriate structure that supports each learner's academic, social, and emotional development. Caring teachers work from an understanding and compassion for others and for the earth. Both in their classrooms and in the wider community, caring teachers respect the diverse individuals who compose disparate groups, and they listen and interact respectfully with persons and ideas that differ from their own. Caring individuals generally possess "an uneasy social conscience,"[v] which means that they are aware of injustice, unfairness, pain, and other factors that diminish the quality of life and happiness for others, and they seek to affect some sort of action to improve the situation. Therefore, Transylvania's Teacher Education Program structures experiences that lead toward these ends, inculcating within the candidates the importance of being reflective thinkers who care about others and who are good stewards of children, youth, and the earth.

Program Model



Transylvania University

Explanation of the Program Model

In order to be caring public intellectuals who are leaders of learning, future educators must develop their expertise in three main areas which are identified in the model. They must be knowledgeable, capable of putting their knowledge into action so that they are caring facilitators of learning for every learner, and then they must reflect upon their knowledge and actions, constantly evaluating and making changes as needed. These three components occur in various order, and they loop-back, continuously forming a spiral.

In order to achieve the program goal and supporting purposes, the following program objectives/ learning outcomes are fostered:

Program Objectives

I. Knowing

Program Objectives

Candidates completing Transylvania's Teacher Education Program will have

A. in-depth knowledge of their various disciplines, of professional and pedagogical principles, and of technology in order to design and implement instruction (The candidate is aware of developmentally appropriate instruction, Kentucky's Program of Studies, Common Core Content where applicable, Learner Goals and Academic Expectations, and professional societies' guidelines) (InTASC 1,4,5,8,9)

B. theoretical knowledge about the institution of schooling and of various educational philosophies in order to make informed classroom decisions (InTASC 1)

C. theoretical and practical knowledge needed to plan and implement caring and positive learning environments for all learners (InTASC 3,4,5,7)

D. knowledge of individual differences in development and diversity (cultural, physical, social, ethnic, or cognitive) that is needed to plan and implement effective and inclusive instruction, ensuring care and attention to every learner. (InTASC 1,2,7)

II. Reflection

Program Objectives

Candidates completing Transylvania's Teacher Education Program will be able to

A. engage in continuous assessment of the learning experiences in P-12 classrooms, as well as that of content area knowledge by keeping journals, reflecting on evaluations, maintaining professional development plans, reflecting upon lessons and units taught, by completing and assessing performance tasks embedded within the program, and by engaging in professional development. Candidates will be able to assess their own and their students' learning and be able to use that assessment to design further instruction and study (InTASC 4,6,9)

B. participate in dialogue that considers multiple perspectives on educational issues and concerns and to write effectively about educational issues (InTASC 9)

C. explain the importance of students being involved in their own learning and search for meaning (InTASC 1,7,8)

D. discuss and illustrate the importance of collegiality among peers, parents, and administrators (InTASC 9, 10)

E. explain the importance of valuing diversity. (InTASC 2)

III. Action

Program Objectives

Candidates completing Transylvania's Teacher Education Program will be able to:

A. design and implement a variety of learning situations by applying principles, concepts, and knowledge of subject matter, professional concepts, and technology integration in the preparation of developmentally-appropriate learning experiences for all learners (InTASC 3,5,7,8)

B. assess their students' learning and plan for further instruction based upon those assessments, and candidates will be able to use technology, when appropriate, for assessment and instruction (InTASC 6)

C. recognize the need to be fair and objective in developing a variety of methods of authentic student assessment. (InTASC 2,6)

D. participate ethically in their learning communities (InTASC 9, 10)

E. interact positively with students, teachers, and parents in their school and community settings (InTASC 9,10)

F. write effective self-reflections and professional development plans. (InTASC 5, 9)

In summary, students who successfully complete Transylvania's Education Program will possess a broad knowledge of liberal arts subjects, including subjects in their major fields, as well as the professional and pedagogical knowledge of teaching. In addition, graduates will have dispositions that value and utilize reflection and shows respect for all the diverse members of humankind. Possessing these characteristics, graduates will be capable of transformative action and leadership within their school settings.

These goals and outcomes are assessed and monitored through an assessment system that relies upon candidates being able to demonstrate competence in each of the Kentucky Teacher Performance Standards/ InTASC and through a variety of other types of assessments.

Transylvania Education Program
Candidate Dispositions Inventory

Dispositions are operationally defined as tendencies or beliefs that are conveyed or made public through observable behaviors. Identify your choice by selecting the appropriate level. Complete the following inventory using the excel sheet provided in accord with the following scale as a means to describe the manner in which each behavior has been exemplified. Please remember that students are graded with respect to their level of acceptable behavior or their deviation from it. A score of 3 is given to students for whom you have not observed any behaviors that would lead you to believe that their dispositions are anything other than acceptable. Scores that approach 1 should be given to students whom exhibit less than acceptable behaviors and scores that approach 5 should be reserved for students who exhibit exceptional behaviors.

Strongly Disagree	1
Somewhat Disagree	2
No evidence to believe otherwise	3
Agree	4
Strongly Agree	5

Professional Commitment and Responsibility: The candidate demonstrates a commitment to the profession and adheres to the legal and ethical standards set forth by it. (InTASC 9) The student:

Maintains appropriate confidentiality	1 2 3 4 5
Demonstrates compliance with laws/regulations	1 2 3 4 5
Demonstrates compliance with policies/standards	1 2 3 4 5
Maintains professional appearance	1 2 3 4 5
Is prepared for class or appointments	1 2 3 4 5
Is punctual for class or appointments	1 2 3 4 5
Demonstrates academic integrity	1 2 3 4 5
Maintains professional communication, especially electronic forms.	1 2 3 4 5

Professional Relationships: The candidate develops, maintains, and models appropriate relationships within the workplace, community, and larger society. (InTASC 1, 2, 10) The student:

Demonstrates high expectations for others	1 2 3 4 5
Demonstrates respect for the beliefs of others	1 2 3 4 5
Demonstrates effective collaboration skills	1 2 3 4 5
Demonstrates respect for cultural differences	1 2 3 4 5
Demonstrates compassion for those experiencing difficulty	1 2 3 4 5
Demonstrates patience during the learning process	1 2 3 4 5
Demonstrates flexibility during the learning process	1 2 3 4 5

Critical Thinking and Reflective Practice: The candidate demonstrates a commitment to continuous development within the profession. (InTASC 9, 10). The student:

Demonstrates critical thinking in written or verbal form	1 2 3 4 5
Addresses issues of concern professionally	1 2 3 4 5
Responds positively to constructive criticism	1 2 3 4 5
Actively seeks out new information	1 2 3 4 5
Seeks help when needed	1 2 3 4 5
Demonstrates personal progress	1 2 3 4 5
Demonstrates reflective practice in written or verbal form	1 2 3 4 5

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Teacher Education Faculty Beliefs

The preceding goal, purposes and outcomes are guided by the following **beliefs:**

Transylvania Teacher Education Program faculty believe

1. future teachers should have a deep understanding and knowledge of their academic discipline, professional education, human development, learning theories, and use of technology in order to encourage student learning and performance. (*Kentucky Teacher Performance Standards*/ InTASC 4, 6)
2. future teachers need to be careful observers of children and adolescents so that they can design and plan instruction in order to create appropriate learning climates for the diverse learning styles of their future P-12 students. (*Kentucky Teacher Performance Standards*/ InTASC 3, 7)
3. in personal knowing and connected knowledge. (a liberal arts and program belief)
4. in a modified constructivist, inquiry-based approach to learning in which students are able to assess the learning process and communicate learning results (*Kentucky Teacher Performance Standard*/ InTASC 2, 6)
5. in modeling the types of instruction and ethics expected of candidates in their future P-12 classrooms *(Kentucky Teacher Performance Standard*/ InTASC 8, 9)
6. in being reflective teachers and learners, constantly evaluating the success of teaching and learning situations and programs (*Kentucky Teacher Performance Standard*/ InTASC 9)
7. in placing candidates in a variety of types of primary, middle, and secondary classrooms to observe and teach as soon as candidates begin their education coursework (Kentucky Teacher Performance Standard/ InTASC 1, 2)
8. in forming good relationships with schooling personnel and students in a variety of school settings, so that our candidates have the opportunity to collaborate with students, colleagues, parents, and other community members who represent a diversity of backgrounds (*Kentucky Teacher Performance Standard/ InTASC 10*)
9. in interdisciplinary, interactive teaching and learning, which encourages candidates to engage continuously in professional development. (*Kentucky Teacher Performance Standard*/ InTASC 9)
10. teaching is an act of love. Authentic teaching goes beyond being a profession; it is a calling. Teachers need to provide students with a vision of what they can be and do. As Parker Palmer asserts: "The shape of our knowledge becomes the shape of our living□" (21). (A program ideal and Kentucky Teacher Performance Standard/ InTASC 10, viewing teaching in this manner is a component of leadership)

Rationale for Program Beliefs

Teacher education programs can either follow one of two main streams of thought: (1) the scientific-minded branch that searches for control through "right" techniques, materials, and over-emphasis upon standards and tests or (2) the more aesthetic, democratic branch that recognizes the place of quantitative research in informing practice but also sees the limits of that angle of thinking.[vi] The followers of this second way realize that teaching involves relationship among human beings and as such can never have "exact" methodology with a "one size fits all" mentality. Even though program members recognize that the behaviorist stream holds dominance today and that to deprive candidates of knowledge and practice in that way of teaching would disadvantage them, we none-the-less find ourselves more grounded in stream two than one, believing that the most important aspect of teaching depends upon establishing caring relationships with learners and allowing students the freedom to claim their knowledge rather than with an overdependence upon techniques and numerical data. Teaching is much more of an art than a science. The best way to prepare future teachers to be effective leaders of the learning in their classrooms and transformative intellectuals who care about people and ideas is to encourage them to be loving and respectful to their learners through developing positive classroom management skills and by learning how to learn themselves so that they can provide the same instruction for their future students. Knowing how to reflect and to change activities so that students are well served; in other words, learning how to "think on their feet" is essential. Encouraging future teachers to know why they believe what they believe about teaching, students, and their roles in the community and world prepares them to be leaders in their future schools. This is not to say that we think there is nothing to be learned from behaviorism, science, and data; rather, we are urging a balance of the two positions so that our children and youth will be provided nurturing learning environments that are not overly dependent upon techniques, "scientism," and the urge to control.

We are not alone in these ways of thinking, but we do realize that perhaps we are participating in a minority position related to teacher education at this time. However, theorists such as Elliot Eisner, William Pinar, John Dewey (especially in his later work), Alfie Kohn, Parker Palmer, Maxine Greene, Nel Noddings, Neil Postman, Linda Darling-Hammond, and other such educational thinkers, most notably Diane Ravitch, who recently changed from her former advocacy of stream one[vii], certainly advocate our line of thought and provide reasoned argumentation for its importance. As Parker Palmer[viii] states: "…good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher "(10), and he further explains:

> As good teachers weave the fabric that joins them with students and subjects, the heart is the loom on which the threads are tied, the tension is held, the shuttle flies, and the fabric is stretched tight. Small wonder, then, that teaching tugs at the heart, opens the heart, even breaks the heart—and the more one loves teaching, the more heartbreaking it can be. The courage to teach is the courage to keep one's heart open in those very moments when the heart is asked to hold more than it is able so that teacher and students and subject can be woven into the fabric of community that learning, and living, require.
> (11)

Talking about love and the heart has become a bit unfashionable in most educational discourse, but eliminating such reflection eviscerates the most important aspect of the teaching/learning process. We, therefore, consider teaching to involve not only the head but also the heart, not as individual elements but as a holistic unity.

These thoughts and practices serve as the rationale which guides our curriculum, practice, and reflection.

Role of the Teacher Education Faculty _____

Acting upon the preceding beliefs and advocating the goals and mission of the college and the Teacher Education Program, the faculty contributes to the realization of their mission in the following ways:

- Through providing a challenging, academically rigorous curriculum while at the same time offering a nurturing, caring climate for candidates.
- Through modeling the process of seeking meaning both in the classroom and through scholarly work.
- Through matching assessment to learning goals and by using assessment results to reshape course content, experiences, and the program curriculum.
- Through inspiring and challenging candidates by modeling best teaching practices, offering thoughtful feedback, and inviting them to be active participants in their own learning.
- Through encouraging candidates to become thoughtful critics of their own learning and of their relationship with others.
- Through valuing diversity in thought, individuals, and actions.
- Through encouraging candidates to act ethically, thoughtfully, and creatively in their learning and in their interactions in P-12 classrooms and the community.
- Through offering support and guidance to candidates as they seek to locate meanings for their lives and to find their "teaching selves" so that they can develop into knowledgeable, reflective, caring professionals and human beings.
- Through participating actively in research and study to inform our teaching and scholarly work.

Special Features of Transylvania's Teacher Education Program

The following program features enable candidates to achieve stated outcomes:

- Courses have field components. Field assignments match course theories.
- Many courses use children's and young adults' literature to enhance theory.
- All courses contain writing requirements.
- All courses have program portfolio items integrated into the course work.
- All courses encourage candidates to engage in discussion or other "hands-on learning experiences."
- Course requirements ask candidates to reflect upon and to evaluate their own learning.
- All courses have reading assignments or materials that are gender, ethnic, multiculturally, and/or globally sensitive.
- All courses have technology integrated within the course work.
- All course materials prepared for implementation in P-12 schools must contain plans for the inclusion of exceptional learners and reference *Kentucky Core Academic Standards,* as appropriate.
- All education candidates must complete a minimum of six, outside-of-class workshops for professional development.
- Several courses have lab sections in addition to regular course instruction; most labs are taught by a special education teacher and focus upon exceptional learners.
- Special education modules are integrated throughout the curriculum, taught by a special educator.
- A formative portfolio system of assessment, aligned with the *Kentucky Teacher Performance Standards/ InTASC*, is in place, prior to Practicum.
- All juniors participate in a four week, all day practicum experience in a P-12 classroom and complete a Practicum Folder which provides summative assessment related to KTS and dispositions.
- Seniors complete a Teacher Work Sample during student teaching, which serves as summative assessment toward KTS and dispositions.
- All seniors participate in a senior capstone experience, either in their major discipline or in the Education Program.
- Opportunities exist for students to participate in service-learning projects and to travel and study abroad.

Standards:
As previously stated, the Kentucky Teacher Performance Standards/ InTASC, the Kentucky Academic Standards, and SPA standards provide the standards through which our program goal and objectives are put into practice, monitored, and mainly assessed.

Kentucky Teacher Performance Standards/ InTASC

Teacher Standards for Educator Preparation and Certification established June 30, 2018. These standards shall be used in the evaluation and assessment of a teacher for initial or advanced certification and for the accreditation of educator preparation providers.

1. Standard 1. Learner development. The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences.
2. Standard 2. Learning differences. The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. Standard 3. Learning environments. The teacher shall work with others to create environments that:
    a. Support individual and collaborative learning; and
    b. Encourage positive social interaction, active engagement in learning, and self-motivation.
4. Standard 4. Content knowledge. The teacher shall:
    a. Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and
    b. Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5. Standard 5. Application of content. The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. Standard 6. Assessment. The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making.
7. Standard 7. Planning for instruction. The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. Standard 8. Instructional strategies. The teacher shall understand and use and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.
9. Standard 9. Professional learning and ethical practice. The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly

the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.

10. Standard 10. Leadership and collaboration. The teacher shall seek appropriate leadership roles and opportunities to:
    a. Take responsibility for student learning;
    b. Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and
    c. Advance the profession.

The **Kentucky Academic Standards (KAS)** were adopted by the Kentucky State Board of Education in June 2010. The KAS contains content formerly in the Program of Studies (2006) for all content areas, except in English Language Arts and Mathematics. The ELA and Mathematics standards in KAS are also known as the Common Core State Standards.

Standards in Social Studies are in the process of being revised. The Next Generation Science Standards have been adopted by the Kentucky Board of Education. https://education.ky.gov

Transylvania student teachers review the KAS regularly and develop their lesson plans, instructional units, and assessments based on these standards. The website links below provide access to the standards.

Kentucky Academic Standards for All Subjects:

https://education.ky.gov/curriculum/standards/kyacadstand/Pages/default.aspx

For foreign languages, please refer to the Kentucky Standard for World Languages Proficiency:

https://education.ky.gov/curriculum/conpro/Worldlang/Pages/Standards.aspx

Specialized Professional Association (SPA) Standards

In addition to incorporating KAS into their lessons, Transylvania student teachers integrate national professional standards from their content area when planning and implementing instruction. The following specialized professional associations provide standards for designated content/certification areas:

Elementary (P-5): Association for Childhood Education International (ACEI) www.acei.org

Middle School (5-9): Association for Middle Level Education (AMLE) www.amle.org

Mathematics: National Council of Teachers of Mathematics (NCTM) www.nctm.org

English/Language Arts: National Council of Teachers of English (NCTE) www2.ncte.org/

Science: National Science Teachers Association (NSTA) https://ngss.nsta.org/

Foreign Languages: American Council on the Teaching of Foreign Languages (ACTFL) www.actfl.org

History/Social Studies: National Council for the Social Studies (NCSS). www.socialstudies.org

Additionally, the following professional association standards are used for music and art certification areas:

Integrated Music P-12: National Music Education Standards

https://nafme.org/my-classroom/standards/

Art P-12: National Art Education Association (NAEA) https://www.arteducators.org/

NOTES

[1] Parker Palmer, The Courage to Teach. San Francisco: Jossey-Bass Publishers, 1998.
[1] We follow a modified version of constructivism that values the main parts of the learning theory; however, we cannot be a program that totally follows all of the principles of constructivist teaching because we are embedded in other learning systems that have merit and also constrain full adherence to a constructivist approach.
[1] See Henry Giroux's Teachers as Intellectuals.
[1] The New Merriam-Webster Dictionary. 388.
[1] Nel Noddings. Happiness and Education. Cambridge University Press, 2003, 260-1.
[1] For a good set of essays focusing on these two ways of thinking about teacher education programs, please see the journal, Educational Theory, volume 55, number 2, 2005.
[1] See Diane Ravitch. The Death and life of the Great American School System.Basic Books, 2010.
[1] Parker Palmer. The Courage to Teach. San Francisco: Jossey-Bass publishers, 1998.

Kentucky Framework for Teaching

Charlotte Danielson's Framework for Teaching, 2011

Domain Planning & Preparation	Domain Classroom Environment
A. Demonstrating Knowledge of Content and Pedagogy i. Knowledge of Content and the Structure of the Discipline ii. Knowledge of Prerequisite Relationships iii. Knowledge of Content-Related Pedagogy B. Demonstrating Knowledge of Students i. Knowledge of Child and Adolescent Development ii. Knowledge of the Learning Process iii. Knowledge of Students' Skills, Knowledge, and Language Proficiency iv. Knowledge of Students' Interests and Cultural Heritage v. Knowledge of Students' Special Needs C. Selecting Instructional Outcomes i. Value, Sequence, and Alignment ii. Clarity iii. Balance iv. Suitability for Diverse Learners D. Demonstrating Knowledge of Resources i. Resources for Classroom Use ii. Resources to Extend Content Knowledge and Pedagogy iii. Resources for Students E. Designing Coherent Instruction i. Learning Activities ii. Instructional Materials and Resources iii. Instructional Groups iv. Lesson and Unit Structure F. Designing Student Assessment i. Congruence with Instructional Outcomes ii. Criteria and Standards iii. Design of Formative Assessments iv. Use for Planning	A. Creating an Environment of Respect and Rapport i. Teacher Interaction with Students ii. Student Interactions with One Another B. Establishing a Culture for Learning i. Importance of the Content ii. Expectations for Learning and Achievement iii. Student Pride in Work C. Managing Classroom Procedures i. Management of Instructional Groups ii. Management of Transitions iii. Management of Materials and Supplies iv. Performance of Non-Instructional Duties v. Supervision of Volunteers and Paraprofessionals D. Managing Student Behavior i. Expectations ii. Monitoring of Student Behavior iii. Response to Student Misbehavior E. Organizing Physical Space i. Safety and Accessibility ii. Arrangement of Furniture and Use of Physical Resources

Domain Instruction	Domain Professional Responsibilities
A. Communicating with Students i. Expectations for Learning ii. Directions and Procedures iii. Explanation of Content iv. Use of Oral and Written Language B. Using Questioning and Discussion Techniques i. Quality of Questions ii. Discussion Techniques iii. Student Participation C. Engaging Students in Learning i. Activities and Assignments ii. Grouping of Students iii. Instructional Materials and Resources iv. Structure and Pacing D. Using Assessment in Instruction i. Assessment Criteria ii. Monitoring of Student Learning iii. Feedback to Students iv. Student Self-Assessment and Monitoring of Progress E. Demonstrating Flexibility and Responsiveness i. Lesson Adjustment ii. Response to Students iii. Persistence	A. Reflecting on Teaching i. Accuracy ii. Use in Future Teaching B. Maintaining Accurate Records i. Student Completion of Assignments ii. Student Progress in Learning iii. Non-Instructional Records C. Communicating with Families i. Information About the Instructional Program ii. Information About Individual Students iii. Engagement of Families in the Instructional Program D. Participating in a Professional Community i. Relationships with Colleagues ii. Involvement in a Culture of Professional Inquiry iii. Service to the School iv. Participation in School and District Projects E. Growing and Developing Professionally i. Enhancement of Content Knowledge and Pedagogical Skill ii. Receptivity to Feedback from Colleagues iii. Service to the Profession F. Demonstrating Professionalism i. Integrity and Ethical Conduct ii. Service to Students iii. Advocacy iv. Decision Making Compliance with School and District Regulations

Section 2

Student Teacher

Student Teacher's Responsibilities

Student teachers are recognized as members of the school staff where they are placed to teach, as well as remaining members of the student body of Transylvania University.

1. The student teacher is expected to maintain a professional attitude at all times. Personal and professional conduct should reflect the role of a teacher in matters of cooperation, appearance, confidentiality, and utilizing constructive criticism.
   - Do not act as a substitute teacher
   - Do not administer corporal punishment or any form of punitive, unreasonable punishment nor serve as a witness for such
   - Keep all information related to school matters confidential
   - Respect other teachers, pupils and school staff
   - Observe the dress code of the school
2. Become actively involved in the classroom instructional program, including planning for and guiding the instruction and behavior of their pupils. The student teaching assignment lasts for a minimum of 70 full days in instructional settings that correspond to the grade levels and content areas of the student teacher's certification program. Candidates pursuing a P-12 certificate shall have their student teaching balanced between an elementary school placement and middle school or high school placement. Candidates pursuing an elementary certificate shall have their student teaching balanced between a placement in primary through 3rd grade and an intermediate placement in 4th or 5th grade. Candidates seeking dual certification in Middle grades shall have an equal placement in both content areas. Student teachers in Secondary schools have one assigned placement. **Student teachers with two placements are required to do a solo week experience in each placement.**
3. Engage in co-teaching experiences with the cooperating teacher. The student teacher is expected to conference with the cooperating teacher whenever it is convenient for the cooperating teacher. The student teacher and cooperating teacher will work together to plan lessons and implement, as appropriate, particular co-teaching strategies (e.g. one teach, one assist, parallel teaching, supplemental teaching) during instruction.
4. Maintain written lesson plans and a student teacher portfolio that documents the student teaching experience.
5. Engage in reflective self-assessment about teaching experiences that informs practice.
6. Follow the school day schedule and the school year calendar of the assigned school. Authorized absences will be made up at the end of the student teaching period. **Absences must be reported before the commencement of the school day to the school office personnel, cooperating teacher, and university supervisor.**
   - be on time and follow the cooperating teacher's schedule
   - be present – there are no provisions for absences except for illness or death in the family
   - follow the calendar of the assigned school
7. The student teacher should not schedule activities that interfere with the quality of student teaching. Employment and excessive extracurricular activities tend to prevent quality work.
8. Participate in the non-instructional activities, such as PTO meetings, faculty and other professional meetings, and parent-teacher conferences and in the scheduled seminars held on Transylvania's campus.
   There will be a series of seminars during student teaching. You will be notified of these dates.
9. Observe teachers other than the assigned cooperating teacher when arrangements can be made.

10. Student teachers are expected to conduct themselves professionally at all times. When candidates enter the Education Program and prior to student teaching, they sign a statement indicating that they will abide by the Kentucky School Personnel Code of Ethics. We trust that student teachers will continue to abide by that code as future fellow professionals. **Additionally, student teachers are reminded to be careful of what they write or post on social media networks (i.e. Facebook, Twitter, Instagram, Snapchat) because future employers and graduate schools can and will access this information. They are reminded to be especially mindful of the pictures that they post on social media**. Pictures that depict candidates in provocative clothing or suggest alcohol and/or drug use will cast a very poor light and make employers and graduate school officials question their sense of judgment. **Student teachers are expected to remove any pictures posted on social media prior to student teaching that would not make a positive impression on future employers.**

Kentucky School Personnel Code of Ethics

as developed by The Education Professional Standards Board

Educators in the Commonwealth strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach. Kentucky educators believe in the worth and dignity of each human being and in educational opportunities for all. Educators in the Commonwealth strive to uphold the responsibilities of the education profession according to the highest ethical standards. The commitment of all Kentucky educators is symbolized by this code of the education profession in the Commonwealth.

Preamble

In 1990, the General Assembly of the Commonwealth of Kentucky enacted landmark legislation for education reform throughout the state. As the Kentucky Education Reform Act is implemented across the state, the Education Professional Standards Board call Kentucky's educators to reaffirm their commitment to the highest ethical standards. and promotes the aspirations of our profession.

The Students

1. Shall provide students with professional education services in a non-discriminatory manner and in consonance with accepted best practices known to the educator.
2. Shall respect the constitutional rights of all students.
3. Shall not deliberately suppress or distort subject matter for which the educator bears responsibility.
4. Shall take reasonable measures to protect the health, safety, and emotional wellbeing of students.
5. Shall not use professional relationships or authority with students for personal advantage.
6. Shall keep in confidence information about students, which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
7. Shall not knowingly make false or malicious statements about students or colleagues.
8. Shall refrain from subjecting students to embarrassment or disparagement.
9. Shall maintain a professional approach to personal relationships with students.

The Parents

1. Shall make reasonable effort to communicate to parents, information that should be revealed in the interest of the student.
2. Shall endeavor to understand community cultures and diverse home environments of students.
3. Shall distinguish between personal views and the views of the employing educational agency.
4. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others.
5. Shall not use institutional privileges for private gain, for the promotion of political candidates, or partisan political activities.
6. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, nor offer any such to obtain special advantage.

Education Profession

1. Shall exemplify behaviors that maintain the dignity and integrity of the profession.
2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities.
3. Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law.
4. Shall nor use coercive means or give special treatment in order to influence professional decisions.
5. Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications.
6. Shall not knowingly falsify or misrepresent records of facts relating to her/his own qualifications or those of other professionals.

Dismissal from Student Teaching

A candidate can be removed from the student teaching experience if she or he breaches the Code of Ethics. In addition, the candidate can be considered for removal if she or he is deemed unsuitable for the placement by the cooperating teacher and/or university supervisor. The decision to remove a candidate from a student teaching placement is made by the members of the Education Program, collectively, after hearing all of the evidence of the case. The decision to remove the candidate from the student teaching placement is then taken to the Dean of the College for a final decision.

Student Teaching Portfolio

Sources of Evidence

Your "Sources of Evidence" are a modification of the collection that you may assemble during your first year of teaching with the support of a mentoring program similar to the Kentucky Teacher Internship Program (KTIP).

The Sources of Evidence that you will complete during your student teaching experience are listed below. Each SOE has a template and instructions in this handbook.

4 Lesson Plans (to be observed by your supervisor) and 4 Post-Observation Reflections
Unit Plan
Records and Communications
Professional Involvement
Professional Growth
Student Voice Survey
Observation of Student Teaching Feedback Forms

Source of Evidence: Lesson Plan	
Evaluate your performance on the following:	
Kentucky Framework for Teaching Components	**Kentucky Teacher Performance Standards/ InTASC**
I A - Demonstrating Knowledge of Content and Pedagogy I B - Demonstrating Knowledge of Students IC - Setting Instructional Outcomes ID - Demonstrating Knowledge of Resources IE - Developing Coherent Instruction IF- Designing Student Assessment	3 – Learning Environments 5 - Application of Content 6 - Assessment 7 – Planning for Instruction 8 – Instructional Strategies 9- Professional Learning and Ethical Practice 10 – Leadership and Collaboration

Guidelines for Developing the Source of Evidence: Lesson Plan

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

The development of your lesson plans should allow you to demonstrate your knowledge of your students, subject matter, and resources. Your lesson plan will provide the foundation upon which you will create the classroom environment and implement instruction. The lesson plan template should be used in planning all lessons to be observed by your cooperating teacher and university supervisor. Each lesson plan should be sent 2 -3 days before the scheduled observation to allow for review and feedback.

1. **Describe the Students for which this Lesson is Designed**
   Identify your students' backgrounds, special needs, cultural differences, interests, and language proficiencies that were considered in designing this lesson.

2. **Lesson Learning Target(s)/Objectives**
   To establish the context for the lesson to be observed, list the previous lesson's learning targets/objectives, the current lesson's learning targets/objectives and the next lesson's learning targets/objectives. For the **current** lesson objectives, include the specialized professional association national standards that apply. The connections to the state curriculum/content area standards should be focused on the knowledge, skills, and/or processes identified in the learning targets/objectives. Be sure that all learning targets/objectives are student-centered, observable, and measurable.

3. **Students' Baseline Knowledge and Skills**
   Briefly describe the pre-assessment(s) you used to identify your students' baseline knowledge and skills relative to the learning targets/objectives for this lesson.
   Attach copies of baseline data and all assessments used.

4. **Formative Assessment(s)**

Identify the type of formative assessments and data that will be used to determine student progress in achieving the learning targets/objectives. If needed, identify how these assessments will be differentiated to address the needs of your students. In addition to the formative assessments you will use, describe how you will provide opportunities for your students to self-assess their learning progress. Attach copies of the formative assessments and student self-assessments to be used.

5. **Resources**

Identify the resources and assistance that will be needed for the lesson. During the course of your internship you should make use of available technology when the technology will facilitate planning, implementing, assessing of instruction, and facilitating your students' learning.

6. **Lesson Procedures**

Describe the sequence of strategies, activities, and assessments you will use to engage students and accomplish your learning targets/objectives. Within this sequence be sure to:

a. Describe how your instruction will be differentiated to meet the needs, interests, and abilities of your students. Be sure to indicate accommodations for IEP's, 504 plans, etc.
b. Describe how the instruction will be differentiated to meet your student's needs, interests, and abilities. Also note what is culturally responsive about your lesson.

7. **Watch For-------**

Are there specific indicators for the components of Domain 2 - Classroom Environment and/or Domain 3 - Instruction that you would like specifically observed during this lesson? If there are, please note these on your plan to alert the observer.

Source of Evidence: Lesson Plan
Name: **Date of Observation**: **Ages/Grades of Students_____** **# of Students in Class** **# of Students having IEP/504_____** **# of Gifted Students** **# of Students having LEP** **Lesson Title:**
1. Context: Describe the Students for which this Lesson is Designed (lB): Identify your students' backgrounds, special needs, cultural differences, interests, and language proficiencies.
2. Lesson Learning Targets/Objectives (lA) (lC) **a.** Previous lesson's learning targets/objectives (Connect each target/objective to the appropriate state curriculum/content area standards**.** b. Current lesson's learning targets/objectives (Connect each target/objective to the appropriate state curriculum/content area standards.). **Include specialized professional standards for the current lesson's targets/objectives. See page 21 of this handbook for the list of specialized organizations.** c. Next lesson's learning targets/objectives (Connect each target/objective to the appropriate state curriculum/content area standards.)
3. Students' Baseline Knowledge and Skills (lB) (lF) Describe and include the pre-assessment(s) used to establish students' baseline knowledge and skills for this lesson.
4. Formative Assessment (lF) Describe and include the formative assessment(s) to be used to measure student progress during this lesson.
5. Resources (lD) Identify the resources and assistance available to support your instruction and facilitate students' learning.
6**. Lesson Procedures (lE)** a. Describe the sequence in which the differentiated strategies/activities/assessments will be used to scaffold instruction, engage your students, facilitate the lesson objective(s), and promote higher order thinking. b. Describe how the instruction will be differentiated to meet your student's needs, interests, and abilities. Also note what is culturally responsive about your lesson.
7**. Watch For-------** Identify anything that you would like specifically observed during this lesson.

Source of Evidence: Post-Observation Reflection	
Evaluate your performance on the following:	
Kentucky. Framework for Teaching Components 3E- Demonstrating Flexibility and Responsiveness 4A - Reflecting on Teaching	**Kentucky Teacher Performance Standards / InTASC** 6- Assessment 8 - Instructional Strategies 9- Professional Learning and Ethical Practice

Guidelines for Developing the Source of Evidence: Post-Observation Reflection

Teaching is a purposeful act, involving many decisions in both the planning and implementation of instruction. Reflection is the thoughtful consideration of those decisions in light of their impact on student learning to determine what aspects of instruction need to be changed and what aspects should be continued. The accuracy and specificity of your reflection and the validity of actions based on the reflection will depend on the extent to which the reflection is based on accurate performance data. During your student teaching, your cooperating teachers and university supervisor will help you refine your skill of reflection. Accurate reflection is the basis for planning and implementing both instruction that is responsive to your students' needs and professional learning that is responsive to your needs.

This Source of Evidence asks you to reflect on the impact of the decisions you made in planning, implementing, and assessing an observed lesson and describe the actions taken based on your reflection.

1. While the directions on the template state this Source of Evidence should be completed within two days of each observation, it is recommended that your analysis of the lesson's formative assessment data be done as soon as possible after the lesson to ensure that the data is used to inform ongoing instruction in a timely fashion.

2. Your response to these questions should be based on an analysis of the formative assessment data from the lesson.

3. Identify any other student evidence or artifacts that informed your determination of student achievement and describe their influence on your determination.

4. If classroom procedures, student conduct, and/or physical space contributed to or hindered student learning, describe the specific contribution or hindrance.

5. If you departed from your plan, be specific as to how and why you changed your plan.

6. If you were to teach this lesson again, explain what you would do differently and why you would make the change(s).

7. What professional growth needs have you identified based on your reflections as you planned, taught, and assessed your lessons? How do you plan to address these needs?

Source of Evidence: Post-Observation Reflection

Name:

This Source of Evidence must be completed within two days after each observed lesson.

1. Use the formative assessment data for each lesson objective/learning target to sort the students' performance into three categories:

	Objective/ Learning Target 1		Objective/ Learning Target 2	
a)	Below criteria	-- # of students	--	# of students
b)	Meets criteria	-- # of students	--	# of students
c)	Exceeds criteria	-- # of students	--	# of students

Attach a copy of the formative assessment with the criteria or rubric used to determine students' performance on each of the lesson's learning targets/objectives.

2. Based on the formative assessment data, how successful was the lesson? What commonalities did you identify from this data? Did the students achieve the learning target(s)? What will you do for those students who did not achieve the learning target criteria? For those students who exceeded the criteria? (4A)

3. In addition to the student work witnessed by the observer, identify any other student work samples, evidence, or artifacts that assisted you in making your determination regarding student achievement. (4A)

4. To what extent did classroom procedures, student conduct, and/or physical space contribute to or hinder student learning? (4A)

5. Did you depart from your plan? If so, how and why? (3E)

6. What changes would you make if you were to teach this lesson again? What evidence informed the changes? (4A)

7. What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection? (4A) (4E)

Source of Evidence: Instructional Unit Plan	
Evaluate your performance on the following:	
Kentucky Framework for Teaching Components	**Kentucky Teacher Performance Standards/ InTASC**
I A - Demonstrating Knowledge of Content and Pedagogy 1B - Demonstrating Knowledge of Students IC - Setting Instructional Outcomes ID - Demonstrating Knowledge of Resources IE - Developing Coherent Instruction 3D Using Assessment in Instruction 4A - Reflecting on Teaching	3– Learning Environments 5 - Application of Content 6 – Assessment 7 – Planning for Instruction 8 – Instructional Strategies 9- Professional Learning and Ethical Practice

Source of Evidence: Instructional Unit Plan with Pre-Assessment and Post-Assessment
Design a set of learning strategies and activities that you believe will best enable all students in your class to achieve your unit objectives. Keep in mind student, community and cultural data, learning outcomes, and the facilitation of higher order thinking. Before you begin teaching your unit lessons, you need to administer a pre-assessment, and after you finish your unit, you need to give your students a post-assessment to determine the effectiveness teaching.

1. **The Context of the Unit Plan: Discussion of Research and Scholarship**
   The Education Program at Transylvania University is committed to the theoretical and philosophical foundations that inform best practices in teaching. In this section, you will explain the research and scholarship that has informed your unit plan instructional design and assessments.

   In two to three pages, discuss the theorists and/or theories that informed your instructional strategies, methods and/or learning experiences and assessments. While state and specialized professional standards (SPAs) often serve as the rationale for particular learning objectives, research and scholarship in the field of education also function as the basis for specific pedagogical decisions. It is important, therefore, to recognize what learning theories and which scholars most shaped your unit design. We know that multiple influences can exist or play a role in lesson planning, so just focus upon those that are predominant and most prevalent in your plan. Please use at least three sources for the short essay, and include a Works Cited section at the end.

2. **Unit Objectives**- Describe at least 3-6 learning objectives for your instructional unit. Explain how your unit objectives relate to the Kentucky Academic Standards.

3. **Pre- Assessment-** In a paragraph summarize the results of your pre-assessment of students' knowledge and abilities relative to unit learning objectives. Briefly discuss the implications of the pre-assessment results for your design of instruction.

4. **Unit Instructional Design**
   In a tabular and/or narrative format, outline a series of lessons that facilitate student learning toward unit learning objectives. Use a visual organizer such as a block plan or format of your choice to describe and communicate your plan. See sample organizer below. Your lessons should include a variety of appropriate instructional strategies that address the unit learning objectives that you have developed.

Date	Instructional Strategies	Learning Objective(s) Addressed	Assessment(s) Related To Objectives	Technology Use (If Applicable)

For each lesson, identify the learning objective; describe the specific learner activity or strategy you plan to use along with adaptations for students with special needs and how you plan to assess learner progress after each lesson or instructional sequence. Make sure that you have an effective instructional strategy for every objective and that every activity is linked to a learning objective.

5. **Use of Technology for Instruction**
   Describe how you will use technology to assist and enhance instruction and/or assessment of your unit. This is a key opportunity to demonstrate your teaching performance relative to **Kentucky Teacher Professional Standard/ InTASC Performance Standards 6(i), 8(g), 9(f).** Discuss how you address elements of the technology standards below in your unit.

- 6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.
- 8(g) The teacher engages learners in using a range of learning skills and technology tools to assess, interpret, evaluate, and apply information.
- 9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

6. **Pre- and Post-Assessment Data and Analysis**
   You are required to design and administer both pre- and post-assessment measures for your unit so that you can determine what students have actually learned from your teaching. If you are in middle or high school, you can choose one class in which to administer your assessments. Your pre- and post-tests should assess the same concepts and should be in a similar format but should not be identical.

   Chart or Graph of Pre- and Post-Assessment Results

   After you have administered the pre- and post-tests, you will need to analyze the results. **You need to create a table, chart, or graph to display the results of the pre-and post-assessments.**

   Narrative Analysis of the Pre- and Post-Assessment Results

   After completing your chart or graph of your assessment results, you need to write a **narrative summary** of the results, using the following questions as guides:

   How do the results of the pre-test compare to that of the post-test?

   Which concepts do the students seem to understand well? Which concepts seem to pose difficulty for the students?

   Based on your assessment results, did you provide effective instruction during the instructional unit? How do you know? What would you do next time in your instruction to help students achieve a great understanding of the unit's concepts?

   One Page Report to Students and Parents

   After you assess your students' learning, write a one-page report to one student's parents or guardians, explaining that student's results on the assessment that you have given. Use charts, graphs, and narrative that you could hand to a student and/or parent to show individual learning progress. Do not send the letter; simply include it in your Student Teaching Portfolio.

Sources of Evidence: Records and Communication	
Evaluate your performance on the following:	
Kentucky Framework for Teaching Components	**Kentucky Teacher Performance Standards/ InTASC**
48 - Maintaining Accurate Records	*6* - Assessment
4C - Communicating with Families	9 – Professional Learning and Ethical Practice

Guidelines for Developing the Source of Evidence: Records and Communication

An essential responsibility of teachers is to keep accurate records of both instructional and non-instructional events. Accurate records are vital because they inform the teacher's interactions with colleagues, students, and families. The methods for keeping these records will vary depending on the type of information being recorded and the requirements of the school district.

Another responsibility of teachers is to establish relationships with families by communicating with them about the instructional program and their child's progress and providing opportunities for them to be involved in the educational process. A teacher's efforts to communicate with students' families convey a message of caring on the part of the teacher.

There are not guiding questions for developing this Source of Evidence, as the prompts are simple and straightforward.

Source of Evidence: Records and Communication

Name: **Date:**

1. **Records (4B)**
   Briefly describe and show evidence of:

   a. Routine classroom events (e.g. attendance, completion of assignments, etc.)

   b. Individual student learning/progress

   c. Non-instructional matters (e.g. permission slips, picture money, equipment inventories, etc.)

2. **Communication (4C)**
   Describe ways that you communicate with students and families regarding:

   a. The learning of the student.

   b. The instructional program in which the student is involved.

   c. The ways that families could become involved in the student's learning.

   Reflect on how your efforts to communicate with students and families had a positive impact on the environment in your classroom and how they could be improved.

Source of Evidence: Professional Involvement	
Evaluate your performance on the following:	
Kentucky Framework for Teaching Components	Kentucky Teacher Performance Standards/ InTASC
4A - Reflecting on Teaching 48 - Maintaining Accurate Records 4D - Participating in a Professional Community 4E - Growing and Developing Professionally 4F - Showing Professionalism	6 - Assessment 9 – Professional Learning and Ethical Practice 10- Leadership and Collaboration

Guidelines for Developing the Source of Evidence:
Professional Involvement Log

Effective schools are more than aggregations of effective classrooms. They are professional communities in which teachers are actively involved in collaborations with colleagues and others to improve instruction and student learning and seek ways to contribute to the quality of life for both students and teachers in the school and district. As a student teacher, you will have the opportunity to identify ways in which you can become actively involved in your school's professional community.

Your initial involvement in the professional community of your school should be discussed with your cooperating teachers and university supervisor. The Professional Involvement Log should then be used to document your professional involvement activities during the course of your student teaching, providing a brief description of your contributions to/involvement in each activity noted. Your log should be updated throughout the semester.

Your professional involvement will be evaluated on the extent to which you have actively participated in a range of activities and made a contribution to the professional community of your school.

Some ways you can be involved in the professional community of your school include involvement in instructional collaborations with colleagues such as Professional Learning Communities (PLCs) or departmental/grade level groups to identify and address student needs, participation in school events/activities and student clubs or groups, service on school and/or district committees and projects, involvement in a professional book study, engagement with parent and community groups, etc. You can include student teaching seminars held on campus.

Source of Evidence: Professional Involvement (4D)	
Name:	
This log should be updated regularly.	
Activity	**Description of Your Contributions/Involvement**

Professional Involvement, Review, and Reflection

Source of Evidence: Professional Growth	
Evaluate your performance on the following:	
Kentucky Framework for Teaching: Components	**Kentucky Teacher Performance Standards/ InTASC**
4A - Reflecting on Teaching 4E - Growing and Developing Professionally	9 - Professional Learning and Ethical Practice 10- Leadership and Collaboration

Guidelines for Developing the Source of Evidence: Professional Growth

As noted in the overview of this handbook, the KTIP approach is grounded in a developmental view of teaching, recognizing that the complex, demanding work of the profession is mastered over the course of several years of study, consultation, and reflective practice. In developing this Source of Evidence, you will have the opportunity to assess your present level of performance on the components of the Kentucky Framework for Teaching to begin to identify your strengths and areas for growth. Working with your cooperating teacher and university supervisor, you will identify the focus for your PGP.

The PGP is the Source of Evidence that documents that you have been afforded due process. The areas for growth to be addressed on your PGP will be identified during the first few weeks of student teaching when you and your cooperating teacher discuss your strengths and possible priority areas for growth. The PGP must first focus on documenting that you have been provided reasonable assistance to improve your performance on any components rated as Ineffective. If all components are rated as Developing or higher, the focus of the PGP can be on components which, if refined, would have the greatest impact on your instruction and your students' learning.

You should assess your present level of performance on the components of the Kentucky Framework for Teaching by following these steps:

Step 1: (see your timeline for completion of step 1)

- Read the Kentucky Framework for Teaching in Section 1 of the Student Teaching Handbook.
- On Page 43, fill out the Self-Assessment of Performance, Possible Professional Growth Priority Components, and Priority Component for Professional Growth Plan Development on the template. Complete the Initial and Final Self-Assessment portions of this template according to the dates on your Student Teaching Portfolio timeline.
- Professional Growth Plan (parts a through f) See page 44.

Step 2: (see your timeline for completion of step 2)

Analysis of Professional Growth and Reflection. (part g)

Discuss the progress made in addressing your professional growth needs. Did you achieve your professional growth goal(s)?

Reflect on your professional learning activities and how they impacted your instructional effectiveness and student learning. Did you achieve the expected student growth impact from these activities?
What components of the Framework would you want to be the focus of your professional learning/development next year?

	Sources of Evidence: Professional Growth								
	1. Self-Assessment of Performance								
	Rating Scale to be used: (I)Ineffective,(D)Developing, (A)Accomplished,(E)Exemplary								
	Component	**Initial**				**Final**			
		I	D	A	E	I	D	A	E
Domain 1	1A Demonstrating Knowledge of Content and Pedagogy								
Planning	1B Demonstrating Knowledge of Students								
and	1C Selecting Instructional Outcomes								
Preparation	1D Demonstrating Knowledge of Resources								
	1E Designing Coherent Instruction								
	1F Designing Student Assessment								
Domain 2	2A Creating an Environment of Respect and Rapport								
Classroom	2B Establishing a Culture of Learning								
Environment	2C Managing Classroom Procedures								
	2D Managing Student Behavior								
	2E Organizing Physical Space								
Domain 3	3A Communicating with Students								
Instruction	3B Using Questioning and Discussion Techniques								
	3C Engaging Students in Learning								
	3D Using Assessment in Instruction								
	3E Demonstrating Flexibility and Responsiveness								
Domain 4	4A Reflecting on Teaching								
Professional	4B Maintaining Accurate Records								
Responsibilities	4C Communicating with Families								
	4D Participating in a Professional Community								
	4E Growing and Developing Professionally								
	4F Demonstrating Professionalism								

2. Possible Professional Growth Priority Components							3. Priority Component for Professional Growth Plan Development
Planning and Preparation	**1A**	**1B**	**1C**	**1D**	**1E**	**1F**	
The Classroom Environment	**2A**	**2B**	**2C**	**2D**	**2E**		
Instruction	**3A**	**3B**	**3C**	**3D**	**3E**		
Professional Responsibility	**4A**	**4B**	**4C**	**4D**	**4E**	**4F**	

Current Level of Performance			
I	D	A	E

4. Professional Growth Plan (4E)

Name: Date:

a. Professional Growth Goal:

b. Professional Growth Activities	c. Needed Resources/Support	d. Anticipated Completion Date

e. How will you assess your progress/success in addressing your Professional Growth Goal?

f. What is the expected impact on student learning of your professional growth activities?

g. Analysis of Professional Growth and Summative Reflection

Discuss the progress made in addressing your professional growth needs.
Did you achieve your professional growth goal(s)?

Reflect on your professional learning activities and how they impacted your instructional effectiveness and student learning. Did you achieve the expected student growth impact from these activities? What components of the Framework would you want to be the focus of your professional learning/development next year?

Source of Evidence: Student Voice Survey	
Evaluate your performance on the following:	
Kentucky Framework for Teaching Components	**Kentucky Teacher Performance Standards/ InTASC**
1B - Demonstrating Knowledge of Students	3 – Learning Environments 5 - Application of Content 7 - Planning for Instruction 8– Instructional Strategies 10 – Leadership and Collaboration

Guidelines for Developing the Source of Evidence: Student Voice Survey

With each day's interactions with your students, you have expanded your understanding of their backgrounds, special needs, cultural differences, interests, and language proficiencies. The Student Voice Survey is a measure of the extent to which students perceive that their teacher provides:

- **S**upport through rigorous instruction
- **T**ransparency through effective communication styles
- **U**nderstanding through appropriate and varied assessment
- **D**iscipline through respectful classroom culture
- **E**ngagement through innovative instruction
- **N**urturing through attentive observation
- **T**rust through teamwork

You will choose one class to administer the student voice survey near the end of their student teaching placement. Elementary Student Teachers will need to complete the Student Voice Survey near the end of their intermediate placement. You will prepare a parent letter for the Student Voice Survey and send the letter home two weeks before giving the survey for parental permission to allow the student to take the survey.

Student Voice Survey Reflection

You will receive and review the results with their cooperating teacher from the Student Voice Survey and write a short one page narrative reflection on the results of the survey.

Guiding questions for the reflection:

1. What did you find surprising about the Student Voice Survey results?
2. What patterns did you discover in the Student Voice Survey data?
3. How will these results inform your future teaching?

Data from the Student Voice Survey completed by your students will provide evidence as to how your students perceive their classroom environment. This data will provide additional insights regarding your students and can be used to inform your planning and professional growth activities.

- **If you are teaching Preschool-Grade 2, the Student Voice Survey is not required because there is no electronic or hand- scored version of the survey available for these students.**
- If you are teaching grades 3-12 in a public school, use the hand-scored version of the survey. **Cindy Hague will email you a copy of the Student Voice Survey to use with your students.**

Transylvania Education Program
Candidate Dispositions Self-Assessment Inventory

This instrument needs to be filled out by the student teacher.
Candidate Name:_____Date:_____

Dispositions are operationally defined as tendencies or beliefs that are conveyed or made public through observable behaviors. Identify your choice by selecting the appropriate level. Complete the following inventory using the excel sheet provided in accord with the following scale as a means to describe the manner in which each behavior has been exemplified. Please remember that students are graded with respect to their level of acceptable behavior or their deviation from it. A score of 3 is given to students for whom you have not observed any behaviors that would lead you to believe that their dispositions are anything other than acceptable. Scores that approach 1 should be given to students whom exhibit less than acceptable behaviors and scores that approach 5 should be reserved for students who exhibit exceptional behaviors.

Strongly Disagree	1
Somewhat Disagree	2
No evidence to believe otherwise	3
Agree	4
Strongly Agree	5

Professional Commitment and Responsibility: The candidate demonstrates a commitment to the profession and adheres to the legal and ethical standards set forth by it. InTASC 9 The student:

Maintains appropriate confidentiality	1 2 3 4 5
Demonstrates compliance with laws/regulations	1 2 3 4 5
Demonstrates compliance with policies/standards	1 2 3 4 5
Maintains professional appearance	1 2 3 4 5
Is prepared for class or appointments	1 2 3 4 5
Is punctual for class or appointments	1 2 3 4 5
Demonstrates academic integrity	1 2 3 4 5
Maintains professional communication, especially electronic forms.	1 2 3 4 5

Professional Relationships: The candidate develops, maintains, and models appropriate relationships within the workplace, community, and larger society. InTASC 1,2,10. The student:

Demonstrates high expectations for others	1 2 3 4 5
Demonstrates respect for the beliefs of others	1 2 3 4 5
Demonstrates effective collaboration skills	1 2 3 4 5
Demonstrates respect for cultural differences	1 2 3 4 5
Demonstrates compassion for those experiencing difficulty	1 2 3 4 5
Demonstrates patience during the learning process	1 2 3 4 5
Demonstrates flexibility during the learning process	1 2 3 4 5

Critical Thinking and Reflective Practice: The candidate demonstrates a commitment to continuous development within the profession. InTASC 9, 10. The student:

Demonstrates critical thinking in written or verbal form	1 2 3 4 5
Addresses issues of concern professionally	1 2 3 4 5
Responds positively to constructive criticism	1 2 3 4 5
Actively seeks out new information	1 2 3 4 5
Seeks help when needed	1 2 3 4 5
Demonstrates personal progress	1 2 3 4 5
Demonstrates reflective practice in written or verbal form	1 2 3 4 5

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GLOSSARY

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Instructional Day
A day that:

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

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

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

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

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

Kentucky Teacher Performance Standards/ InTASC
http://www.epsb.ky.gov/mod/book/view.php?id=133

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

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

Misconceptions
Student responses which indicate inaccurate understanding of content.

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

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

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

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

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

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

PGES
Professional Growth and Effectiveness System

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

Professional Learning Standards
http://education.ky.gov/teachers/pd/pages/professional-development-standards.aspx

Reflection

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

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

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

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

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

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

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

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

Section 3

Cooperating Teacher

Role of the Cooperating Teacher

The cooperating teacher serves as an influential person in the professional development of the student teacher. As a role model and mentor to the student teacher, the cooperating teacher plays a vital role in the introduction of the student into the teaching profession.

The cooperating teacher can assist the student teacher in the following ways:

1. Prepare the class for the arrival of the student teacher and introduce the student teacher to the rest of the school faculty and staff.
2. Instruct the student teacher in rules, methods, and approaches used in the school.
3. Engage in co-teaching experiences with the student teacher. Work with the student teacher to collaboratively plan lessons and implement appropriate co-teaching strategies (e.g., one teach, one assist, parallel teaching, supplemental teaching) during instruction. Assist the student teacher with the sequencing of learning experiences that culminate in the student teacher's solo week.
4. Help the student teacher assess each lesson and give informal and informed input concerning the student's teaching abilities throughout the student teacher's placement, mid-term and final evaluation. Evaluation forms will also be completed by the mid-term and the final day of teaching.
5. Model effective teaching practices and professional behavior.
6. Expand the student teacher's understanding of state and national standards and education initiatives.
7. Confer with the university supervisor as needed.

Please note: There will be three-four days where student teachers are expected to be on campus after school for seminars. You will be notified of these dates each term. Your student teacher will be notified as well.

Required Cooperating Teacher Training

The **Cooperating Teacher** program is mandated by the state regulation 16KAR5:040.

Section 2. Cooperating Teacher Eligibility Requirements.

1) The cooperating teacher, whether serving in a public or nonpublic school, shall have,
   a. A valid teaching certificate or license for each grade and subject taught, and
   b. At least three (3) years of teaching experience as a certified educator.

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

3) The district and educator preparation program shall select teachers to be cooperating teachers who demonstrate the following:
(a) Effective classroom management techniques that promote an environment conducive to learning;
(b) Best practices for the delivery of instruction;
(c) Mastery of the content knowledge or subject matter being taught;
(d) Aptitude and ability to contribute to the mentoring and development of a pre-service educator;
(e) Usage of multiple forms of assessment to inform instruction; and
(f) Creation of learning communities that value and build upon students' diverse backgrounds.

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

Beginning January 2014, a supervising (cooperating) teacher must complete three elements of training that provide: basic responsibilities of a cooperating teacher, best practices in supporting the student teacher, and effective assessment of the student teacher. To fulfill these requirements, a teacher who supervises a student teacher must complete the following:

Part A--Kentucky regulations 16 KAR 5:040 requires cooperating teachers and university supervisors to complete a training on their basic responsibilities prior to supervising a student teacher. Part A of this training is provided by the Kentucky Department of Education's Office of Educator Licensure and Effectiveness (OELE) through an online assessment.
Beginning July 1, 2019, Cooperating Teacher Part A training will be offered through iDrive Digital and will no longer be available on Edmodo. Directions for making an iDrive Digital account and accessing the P-12 Co-Teaching Training are available in this pdf.
If you already have passed the Part A training in Edmodo you do not need to retake the assessment in iDriveDigital. For questions or assistance, email Sharon.salsman@education.ky.gov.

Part B—As noted in regulation 16KAR5:040, student teachers must "engage in extended co-teaching experiences with an experienced teacher". Each cooperating teacher must complete an approved co-teaching training.
The on-line **Co-Teaching Cooperating Teacher Training** mandated by the EPSB is accessible in Canvas: **https://canvas.instructure.com/enroll/TG3YXA**

Part C--**Transylvania University Cooperating Teacher Training** on Wednesday, December 11, 2019 at 4:30-5:30 p.m. in the Cowgill Center Room 206.

Co-Teaching Strategies & Examples

St. Cloud State University, MN

What is Co-Teaching?

Co-teaching is defined as two teachers (cooperating teacher and teacher candidate) working together with groups of students, sharing the planning, organization, delivery and assessment of instruction, as well as the physical space.

1. **One Teach, One Observe-** One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors.
   Example: One teacher can observe students for their understanding of directions while the other leads.

2. **One Teach, One Assist-** An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments.
   Example: While one teacher has the instructional lead, the person assisting can be the "voice" for the students when they don't understand or are having difficulties.

3. **Station Teaching-** The co-teaching pair divides the instructional content into parts- Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station- often an independent station will be used along with the teacher led stations.
   Example: One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.

4. **Parallel Teaching-** Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio.
   Example: Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.

5. **Supplemental Teaching-** This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated.
   Example: One teacher may work with students who need re-teaching of a concept while the other teacher works with the rest of the students on enrichment.

6. **Alternative (Differentiated)-** Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different.
   Example: One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story.

7. **Team Teaching-** Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader- as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.
   Example: Both instructors can share the reading of a story or text so that the students are hearing two voices.

   The strategies are not hierarchical- they can be used in any order and/or combined to best meet the needs of the students in the classroom.

Copyright 2011, St. Cloud State University, Teacher Quality Enhancement Center;
Research Funded by US Department of Education, Teacher Quality Enhancement Grant.

Evaluation of Student Teachers

The cooperating teacher will complete two evaluations of the student teacher during the semester that need to be submitted to the Transylvania Teacher Education Program. The mid-term evaluation will need to be completed at the midpoint of the semester **(**date to be determined) and the final evaluation is due by the last day of student teaching for the semester. Both of these evaluations will need to be completed electronically through Task Stream, which is an online assessment system that the Transylvania education program has adopted to manage all student and program documents that are required for state and national accreditation. More detailed information will be sent to the cooperating teachers about setting up Task Stream accounts and accessing the evaluations in the near future.

Additionally, the Transylvania Teacher Education Program strives to prepare future classroom teachers who are liberally educated and capable of knowledgeable, reflective, and caring actions within their learning communities. Therefore, we constantly assess our candidates in numerous ways, which includes using a Candidate Dispositions Inventory System. This system is one mechanism for documenting candidates' progress in developing the types of professional and caring dispositions required of classroom leaders. The cooperating teacher will complete the **Candidate Dispositions Inventory** form found on page 59 for your student teacher.
Here are the three main candidate dispositions that are being assessed:

1. **Professional Commitment and Responsibility:** The candidate demonstrates a commitment to the profession and adheres to the legal and ethical standards set forth by it.
2. **Professional Relationships:** The candidate develops, maintains, and models appropriate relationships within the workplace, community, and larger society.
3. **Critical Thinking and Reflective Practice:** The candidate demonstrates a commitment to continuous development within the profession.

Transylvania Education Program
Candidate Dispositions Inventory

This instrument needs to be filled out by the Cooperating Teacher.
Candidate Name:_____
Cooperating Teacher Name:_____Date:_____

Dispositions are operationally defined as tendencies or beliefs that are conveyed or made public through observable behaviors. Identify your choice by selecting the appropriate level. Complete the following inventory using the excel sheet provided in accord with the following scale as a means to describe the manner in which each behavior has been exemplified. Please remember that students are graded with respect to their level of acceptable behavior or their deviation from it. A score of 3 is given to students for whom you have not observed any behaviors that would lead you to believe that their dispositions are anything other than acceptable. Scores that approach 1 should be given to students whom exhibit less than acceptable behaviors and scores that approach 5 should be reserved for students who exhibit exceptional behaviors.

Strongly Disagree	1
Somewhat Disagree	2
No evidence to believe otherwise	3
Agree	4
Strongly Agree	5

Professional Commitment and Responsibility: The candidate demonstrates a commitment to the profession and adheres to the legal and ethical standards set forth by it. InTASC 9 The student:

Maintains appropriate confidentiality	1 2 3 4 5
Demonstrates compliance with laws/regulations	1 2 3 4 5
Demonstrates compliance with policies/standards	1 2 3 4 5
Maintains professional appearance	1 2 3 4 5
Is prepared for class or appointments	1 2 3 4 5
Is punctual for class or appointments	1 2 3 4 5
Demonstrates academic integrity	1 2 3 4 5
Maintains professional communication, especially electronic forms.	1 2 3 4 5

Professional Relationships: The candidate develops, maintains, and models appropriate relationships within the workplace, community, and larger society. InTASC 1,2,10 The student:

Demonstrates high expectations for others	1 2 3 4 5
Demonstrates respect for the beliefs of others	1 2 3 4 5
Demonstrates effective collaboration skills	1 2 3 4 5
Demonstrates respect for cultural differences	1 2 3 4 5
Demonstrates compassion for those experiencing difficulty	1 2 3 4 5
Demonstrates patience during the learning process	1 2 3 4 5
Demonstrates flexibility during the learning process	1 2 3 4 5

Critical Thinking and Reflective Practice: The candidate demonstrates a commitment to continuous development within the profession. InTASC 9, 10 The student:

Demonstrates critical thinking in written or verbal form	1 2 3 4 5
Addresses issues of concern professionally	1 2 3 4 5
Responds positively to constructive criticism	1 2 3 4 5
Actively seeks out new information	1 2 3 4 5
Seeks help when needed	1 2 3 4 5
Demonstrates personal progress	1 2 3 4 5
Demonstrates reflective practice in written or verbal form	1 2 3 4 5

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CANDIDATE DISPOSITION CONCERN FORM

Please return this copy to:

Cindy Hague, Education Program Office
chague@transy.edu
Transylvania University
300 North Broadway
Lexington, KY 40508

Transylvania's Teacher Education Program strives to prepare future classroom teachers who are liberally educated and capable of knowledgeable, reflective, and caring actions within their future learning communities. Therefore, we constantly assess candidates in numerous ways. This form is one mechanism for documenting candidates' progress in developing the types of professional and caring dispositions required of classroom leaders.

As you work with the candidates, please take note of the following disposition descriptors. If a candidate demonstrates poor performance or appears to need extra help in one or more of the areas listed below, please circle the number(s) and then explain your reasoning for each item selected at bottom of each section. This performance may be evident in campus classes or field placements. Please be as specific and detailed as you can, providing examples to illustrate your concern(s).
The candidate is alerted when dispositions concerns are noted. An accumulation of three Disposition Concern Forms results in review with the Education Program Faculty, which could result in dismissal from the teacher education program.

Thank you for your valued assistance in preparing our children and youth's future teachers.

Name of candidate:_____
Date and Term:_____
Name of Professor or Cooperating Teacher:_____
Course Number:_____

Professional Commitment and Responsibility: The candidate demonstrates a commitment to the profession and adheres to the legal and ethical standards set forth by it. The student:

1. Maintains appropriate confidentiality

2. Demonstrates compliance with laws/regulations

3. Demonstrates compliance with policies/standards

4. Maintains professional appearance

5. Is prepared for class or appointments

6. Is punctual for class or appointments

7. Demonstrates academic integrity

8. Maintains professional communication, especially electronic forms.

EXPLANATION/COMMENTS:

Professional Relationships: The candidate develops, maintains, and models appropriate relationships within the workplace, community, and larger society. The student:

9. Demonstrates high expectations for others

10. Demonstrates respect for the beliefs of others

11. Demonstrates effective collaboration skills

12. Demonstrates respect for cultural differences

13. Demonstrates compassion for those experiencing difficulty

14. Demonstrates patience during the learning process

15. Demonstrates flexibility during the learning process

EXPLANATION/COMMENTS:

Critical Thinking and Reflective Practice: The candidate demonstrates a commitment to continuous development within the profession. The student:

16. Demonstrates critical thinking in written or verbal form

17. Addresses issues of concern professionally

18. Responds positively to constructive criticism

19. Actively seeks out new information

20. Seeks help when needed

21. Demonstrates personal progress

22. Demonstrates reflective practice in written or verbal form

EXPLANATION/COMMENTS:

Section 4

University Supervisor

The Role of the University Supervisor

The university supervisor is the liaison between the student teacher, the cooperating teacher and building principal, and the teacher education faculty.
The university supervisor will:

1. Observe the student teacher in the school classroom a **minimum of four times** during the student teaching period. Additional visits may occur. Written notes and/or observation forms are utilized in post conference with the student teacher, at which time the student reflects on the strengths of the lesson and considers changes which could further enhance her/his instruction. The conference will occur immediately following the observation.

2. File written observations in the student's file. Use KTIP Observation Guides included in this section for the final observation.

3. Be a positive, encouraging resource person for the student teacher.

4. Confer with the cooperating teacher.

5. Support and monitor opportunities for the cooperating teacher and student teacher to implement co-teaching strategies, as appropriate, during instruction.

6. Participate in the student teaching seminars and appropriate workshops.

7. **Review the cooperating teacher's written mid-term and final evaluation of the student teacher**.

8. Help the student teacher to prepare a Professional Development Plan.

9. Submit the P/F grade to the Registrar. The supervisor relies heavily upon the judgment of the cooperating teacher in determining the grade. However, it is the final responsibility the university supervisor.

10. Forward all student teaching records to the education program office.

11. Submit travel expenses to Division Chair of the Education Program.

North Dakota Observation Tool Link:

https://drive.google.com/file/d/1WGcL8U5bHSy4WQAt662x3wg45mqb8gtT/view

Post Observation Conference

Because the post observation conference focuses on data collected during the observation, this is the time to ask questions to help the teacher candidate interpret, analyze, and use the data to determine goals for professional development.

To prepare for this conference:

1. Review data recorded on the instrument to make sure it is accurate, complete, and descriptive of actual classroom events.
2. Select the most significant data to discuss during the conference.
3. Identify patterns related to data points to illustrate strength and growth areas.

Interactions with Cooperating Teachers

Supervising teachers are also encouraged to discuss the progress of student teachers with the cooperating teacher, as time permits. If the cooperating teacher cites a problem or an exceptionally positive aspect of the student's teaching, the supervising teacher should document and date the conversation in a written note and place it in the student teacher's file.

Transylvania Education Program
Candidate Dispositions Inventory

This instrument needs to be filled out by the University Supervisor.
Candidate Name:_____
University Supervisor Name:_____Date:_____

Dispositions are operationally defined as tendencies or beliefs that are conveyed or made public through observable behaviors. Identify your choice by selecting the appropriate level. Complete the following inventory using the excel sheet provided in accord with the following scale as a means to describe the manner in which each behavior has been exemplified. Please remember that students are graded with respect to their level of acceptable behavior or their deviation from it. A score of 3 is given to students for whom you have not observed any behaviors that would lead you to believe that their dispositions are anything other than acceptable. Scores that approach 1 should be given to students whom exhibit less than acceptable behaviors and scores that approach 5 should be reserved for students who exhibit exceptional behaviors.

Strongly Disagree	1
Somewhat Disagree	2
No evidence to believe otherwise	3
Agree	4
Strongly Agree	5

Professional Commitment and Responsibility: The candidate demonstrates a commitment to the profession and adheres to the legal and ethical standards set forth by it. The student:

Maintains appropriate confidentiality	1 2 3 4 5
Demonstrates compliance with laws/regulations	1 2 3 4 5
Demonstrates compliance with policies/standards	1 2 3 4 5
Maintains professional appearance	1 2 3 4 5
Is prepared for class or appointments	1 2 3 4 5
Is punctual for class or appointments	1 2 3 4 5
Demonstrates academic integrity	1 2 3 4 5
Maintains professional communication, especially electronic forms.	1 2 3 4 5

Professional Relationships: The candidate develops, maintains, and models appropriate relationships within the workplace, community, and larger society. The student:

Demonstrates high expectations for others	1 2 3 4 5
Demonstrates respect for the beliefs of others	1 2 3 4 5
Demonstrates effective collaboration skills	1 2 3 4 5
Demonstrates respect for cultural differences	1 2 3 4 5
Demonstrates compassion for those experiencing difficulty	1 2 3 4 5
Demonstrates patience during the learning process	1 2 3 4 5
Demonstrates flexibility during the learning process	1 2 3 4 5

Critical Thinking and Reflective Practice: The candidate demonstrates a commitment to continuous development within the profession. The student:

Demonstrates critical thinking in written or verbal form	1 2 3 4 5
Addresses issues of concern professionally	1 2 3 4 5
Responds positively to constructive criticism	1 2 3 4 5
Actively seeks out new information	1 2 3 4 5
Seeks help when needed	1 2 3 4 5
Demonstrates personal progress	1 2 3 4 5
Demonstrates reflective practice in written or verbal form	1 2 3 4 5

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