Evidence 2.2.2 Clinical Experience Orientation Packet

NKU | COLLEGE OF Education & Human Services

Spring 2017

Department of Teacher Education Clinical Experiences

Orientation Packet

Forms and Evaluations

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Date of Visitation: _____

NKU | COLLEGE OF Education & Human Services

University Clinical Educators Orientation/ Visitations

Teacher Candidates/ PK-12 Clinical Educator

Teacher Candidate Name:_____

University Clinical Educator Name:_____

PK-12 Clinical Educator Name:_____

School Name:_____ District:_____

Grade Level:_____ Academic Content Area:_____

Number of Students in Class/es:_____ Number of IEPS:_____

Conference with the Teacher Candidate and PK-12 Clinical Educator Regarding's:

Place a check mark with any notes on each line, and give a copy to the PK-12 Clinical Educator

- Overview of calendar and semester schedule_____
  _____
- Time Log Attendance: PK-12 CE signs Fridays, while UCE sign at end of 8 weeks_____
  _____
- TWS: Updates include new instructions and a timeline_____
  _____
- Post observation conference with triad before or after each observation_____
  _____
- Mid-point checklist evaluation (On Foliotek)_____
  _____
- Standard 9- Self Assessment and Growth Plan_____
  _____
- Foliotek_____
  _____
- Co-Teaching:
  1. Strategies_____
  2. Review_____
  3. Instructions_____
- NKU Seminar Attendance (Mandatory Attendance)_____
  _____

- PGES_____
- Date of 1st formal observation (set at observation)_____
- Evaluation Links – sent in an email for entire 8 weeks_____
- Standard 10 Leadership Project_____
- Technology Policy Specifications:
    1. Computer availability_____
    2. Usage allowances_____
    3. Signed technology policy_____
- Summative Dispositions Checklist_____
- Interrater Reliability at 4th observation – PK-12 CE and IECE will complete on same day_____
- Did TC discuss the handbook with PK-12 CE_____
- School Policies (dress, discipline, etc.)_____
- According to state law, a TC cannot be left alone (Handbook, page 43)_____
- Student Voice – Reserve computer lab for 7th week of placements_____
- PK-12 CE will observe one lesson during the 1st 8 weeks_____
- Pk-12 CE and UCE will sign Clinical Experiences Orientation Checklist_____
- Other Questions or Comments_____

Signature of University Clinical Educator:_____Date:_____

Signature of Teacher Candidate:_____Date:_____

Signature of PK-12 Clinical Educator:_____Date:_____

Northern Kentucky University
College of Education and Human Services

Clinical Experience Foliotek Rubric
(EDU 491, 492, 493, 494, 495, 496, 497; EDMT 696)

Evidence/ Levels	MET	NOT MET
Updated Philosophy of Education	Philosophy of education document has been changed and updated since it was originally submitted during the admissions' semester.	No changes have been made to philosophy of education document since it was submitted during the admissions' semester.
Updated Resume	Up to date- reflects practicum placement for Professional Semester II and Clinical Experiences Follows format Control of surface features Sufficient detail	Not up to date- no information on placement for Prof Semester II or clinical experiences Format not followed Errors in surface features Missing most necessary information
Source of Evidence: Professional Growth	KFfT self-assessment completed and uploaded in Foliotek by due date All sections of Professional Growth Plan completed with strengths, areas for growth, and 3 priority areas identified Professional Growth Plan uploaded in Foliotek by due date	KFfT self-assessment not completed by due date Professional Growth Plan missing one or more sections Professional Growth Plan not uploaded in Foliotek by due date
Source of Evidence: Teacher Work Sample	TWS completed and uploaded in Foliotek TWS submitted on or before the due date All sections of the TWS must be evaluated as "Met" to receive an overall "Met" on the TWS	No TWS or missing sections Not completed by due date One or more sections of TWS was not evaluated as "Met"
Source of Evidence: Artifacts	Required artifacts include: 4 lesson plans, one from each of the 4 observations by your university clinical educator. Each lesson plan should be in KTIP format and include the lesson reflection document. Leadership Project Summary and Analysis Other artifacts may be included, if needed, to support Kentucky Teacher Standards. Your artifacts must demonstrate your best work and should support the learning described in your reflection. Control of surface features	Missing any of the required artifacts as described in the MET column Additional artifacts are not appropriate for a given standard Errors in surface features
Time Log	Submission of the Time Log Documentation of required number of days completed during Clinical Experiences	No time log submitted Less than required number of days in Clinical Experiences documented

***Must receive MET in each section above to have an ACCEPTABLE Foliotek submission**
***Must also receive TARGET in each section on the Reflection Rubric (separate document) to have an ACCEPTABLE Foliotek submission**

Standard 8 Collaboration

KENTUCKY TEACHER STANDARDS 8, 9, AND 10 DURING CLINICAL EXPERIENCE

Standard 8: Collaborates with Colleagues/ Parents/ Others

- This standard is based upon data generated from the lesson and unit assessments of the teacher work sample (TWS).
- The candidate will consult with the PK-12 clinical educator to identify a target student whose learning could be enhanced by collaborative efforts for intervention.
- At least weekly, the candidate will document student outcomes related to the collaborative intervention.
- The candidate will document having "Met" standard 8 via a thorough discussion with the PK-12 clinical educator and university clinical educator of the activities used, the follow up and outcomes.

Standard 8 Collaboration Log

Date	Contact	Method of Contact	Brief Description of Activity Include Follow-up and Outcomes

Kentucky Teacher Standards

Standard 9: Evaluates Teaching and Implements Professional Development

- The teacher candidate will self-assess his/her strengths and priority growth areas using a self-assessment checklist of the domains and components of the Kentucky Framework for Teaching. This assignment will be discussed during the seminar held in August or January. The self-assessment (9.1) will be due at the orientation with the university clinical educators held in during the first or second week of clinical experiences.

- After completion of the TWS, the teacher candidate will identify 1-2 priorities for professional growth based on his/her self-assessment, TWS teacher candidate performance data, and feedback from the p-12 clinical educator and the university clinical educator (9.2).

- The teacher candidate will discuss the priority growth area(s) and the professional development plan (9.2) with his/her university clinical educator, and he/she will determine if candidate met standard 9. This plan is due at the 3rd observation.

Kentucky Teacher Standards

STANDARD 10: Leadership Within School/ Community Profession

- The candidate will complete a leadership project during the 2nd 8-weeks of clinical experiences, after the TWS is completed.
- The candidate will collaborate with his/her P-12 clinical educator and university clinical educator to identify a leadership opportunity within the school that will positively impact student learning or the professional environment (10.1).
- The candidate will develop, implement, and analyze a leadership project (10.2; 3; 4)
- Possible leadership projects include:
    - Recruit parent volunteers with specific plan of action
    - Organize a field trip (non one the P-12 CE has already set in motion)
    - Recruit a guest speaker to encourage community involvement
    - Attend a conference and share information with team members
    - Assist colleague(s) with technology
    - Assist with the school play or performance
    - Organize a clean-up of school grounds
    - Develop a tutoring plan(s) for students in need
    - Send newsletters home to parents and students every 2 weeks with direction from the P-12 CE
    - Facilitate an academic night, such as a math blast, science fair, writing fair, using students work and interactive bulletin boards
    - Organize your own effort for the school (prom dress donations, etc.)

- The candidate will write a reflection describing how he/she took the initiative to engage in an activity that demonstrates leadership potential by accepting responsibility for a task that benefits the P-12 students and/or school. In the reflection the candidate will describe the: 1) task, 2) how the task enhances P-12 student learning and/or professional environment of the P-12 school, and 3) analyze the effectiveness of the activity using available data (observation, anecdotal, frequency of use, number of students influenced, etc.). Details!
- University clinical educator will discuss the leadership project and reflection with the candidate and determine if the candidate met standard 10.
- **The leadership project is due on or before the 4th observation by the university clinical educator.**

Instructional Unit or Lesson Plan Progression
Task A: Designing the Instructional Unit or Lesson Plan Progression

Directions for Completing Task A

After selecting the content (topic, knowledge, skills), for the lesson plan progression; write a description of the connection across lessons. You will design a minimum of five (5)* lesson plans. The lesson plan progression and objectives that you select must be directly related to the Kentucky Academic Standards, with the option of including the Program of Studies. Based on an analysis of student data design your lesson objectives. Use your available resources such as the KDE Website, your district curriculum maps, PLC groups, and/or 21st Century Skills school improvement plan.

*This will include a full lesson plan and post-observation reflection for all five (5) lessons taught
*If this is a challenge in the current teaching situation, discuss with University Clinical Supervisor.

Instructional Unit or Lesson Plan Progression		
Task A: Designing the Unit or Lesson Plan Progression		
Teacher Candidate's Name:		**Date:**
# of Students:	Age/Grade Level:	Content:
Unit Title:		Unit Duration:
Respond to the following items:		
1. Identify objectives.		
2. Indicate the knowledge, reasoning, performance skills, and/or products that underpin the standard(s) addressed by the unit objectives.		
3. Describe the characteristics of your students, identified in the Context section of the lesson plan, who will require differentiated instruction to meet their diverse needs. *Expectations for supporting students with diverse needs, not just students with identified labels.		
4. Provide an overview of technology that will be integrated to enhance instruction and demonstrate P-12 student use of technology.		

Instructional Unit or Lesson Plan

Progression Task B: Designing

Instructional Strategies and Activities

Directions for Completing Task B

Design a set of learning strategies and activities that will enable all students in your class to achieve the learning outcomes, including activities for differentiation.

Lesson Plan Progression Design Template

Using the Task C Unit Organizer template, outline **all** the lessons designed to facilitate student learning of the unit objectives. Your lessons should include a variety of appropriate instructional strategies and activities you believe will best enable all students in your class to achieve. As you create your instructional plan, keep in mind the Standard 2 indicators and associated performance levels.

For each lesson:

- Identify the unit objective addressed (by number only).
- Describe the specific lesson objective/learning target that is aligned to the unit objective.
- Describe the formative assessment(s) that will be utilized for the objective.
- Describe the differentiated assessment plan.
- Describe the strategies/activities you plan to use.
- Describe the differentiated strategies/activities to meet diverse student needs.
- Describe the media/technologies/resources used for the lessons.
- Describe how you will use technology to enhance instruction and how students will use technology to enhance/facilitate their learning.

Pre-Assessment Plan - EXAMPLE

Lesson #	Unit Objectives	Lesson Objectives/ Learning Targets	Formative Assessment (s)	Instructional Strategies/Activities
1	Students will demonstrate how entrepreneurs are part of an interdependent web of economic activity in the local, state, national, and international economy.	Students will identify the interdependent nature of entrepreneurs and businesses in their local community.	*Assessment Description*: On demand writing tasks: a. Create a ripple diagram to demonstrate the impact of an entrepreneur on the local economy b. Create a slogan or jingle that identifies the attributes of your business community and why it is a good place to do business as an entrepreneur *Differentiation Assessment Plan:* Have students dictate a letter to the local Chamber of Commerce describing their vision of future opportunities for economic development	*Strategies/Activities*: Brainstorming Individual/small group *Differentiated Strategies/Activities*: Partners Computer assisted brainstorming

*If this is a challenge in the current teaching situation, discuss with University Clinical Supervisor.

Instructional Unit or Lesson Plan Progression				
Task B: Designing Instructional Strategies and Activities				
Lesson#	**Unit Objective#**	**Lesson Objectives/ Learning Target**	**Formative Assessment(s)**	**Instructional Strategies/Activities**
1			**Assessment Description:** **Differentiated Assessment Plan:**	**Strategies/Activities:** **Differentiated Strategies/ Activities:** **Media/Technologies/ Resources:**
2			**Assessment Description:** **Differentiated Assessment Plan:**	**Strategies/Activities:** **Differentiated Strategies/ Activities:** **Media/Technologies/ Resources:**
3			**Assessment Description:** **Differentiated Assessment Plan:**	**Strategies/Activities:** **Differentiated Strategies/ Activities:** **Media/Technologies/ Resources:**
4			**Assessment Description:** **Differentiated Assessment Plan:**	**Strategies/Activities:** **Differentiated Strategies/ Activities:** **Media/Technologies/ Resources:**

5			**Assessment Description:** **Differentiated Assessment Plan:**	**Strategies/Activities:** **Differentiated Strategies/ Activities:** **Media/Technologies/ Resources:**

Use of Technology for Instruction

Describe how you will use technology to enhance instruction.

Describe how students will use technology to enhance/facilitate their learning.

Classroom Teaching
Task C1: Lesson Plan *5 lesson plans will be created

Directions for Completing Task C1:

Select one lesson from this unit to be observed by your university clinical educator. Include the full lesson plan, with completed post observation reflection information, as well as the completed observation form. You must use the official KTIP lesson plan provided.

Source of Evidence: Lesson Plan

Teacher Candidate Name:	**Date of Observation**:
Ages/Grades of Students:	**Number of Students in Class**:
Number of Students having IEP/504:	**Number of Gifted**
Students: **Number of Students who are ELL**:	

Lesson Title:

Context: Describe the students for which this lesson is designed. Identify your students' background, special needs, cultural differences, interested, and language proficiencies.

Lesson Learning Target(s)/Objectives

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.

c. Next lesson's learning targets/objectives (connect each target/objective to the appropriate state curriculum/content area standards.

Students' Baseline Knowledge and Skills

Describe and include the pre-assessment(s) used to establish students' baseline knowledge and skills for this lesson.

Formative Assessment

Describe and include the formative assessment(s) to be used to measure student progress during this lesson.

Resources

Identify the resources and assistance available to support your instruction and facilitate students' learning.

Lesson Procedures – Describe the sequence of strategies/activities/assessments that will be used to scaffold instruction, engage your students, facilitate attainment of the lesson objective(s), and promote higher order thinking. Within this sequence, be sure to describe how the instruction will be differentiated to meet your students' needs, interests, and abilities.

a. provide a detailed outline of your lesson

b. describe the differentiated strategies/activities and/or assessments designed to meet the needs and strengths of the students present in your classroom (e.g., ELL, students with disabilities, gifted/talented, different cultural/ethnic backgrounds, various socioeconomic backgrounds)

c. identify the questions you will use to promote higher order thinking and understanding and encourage discussion of all students

Co-Teaching

Will this lesson be co-taught (yes or no)? **(A "yes" answer is mandatory during clinical experiences).**
If yes, which co-teaching approach will be used?
(One teach/one observe; one teach/one assist; station teaching; parallel teaching; alternative; team teaching)

How did you co-plan your lesson with your P-12 clinical educator?

Explain why this co-teaching approach is an appropriate instructional choice for this class and content.

Classroom Teaching

Task C2: Lesson Analysis and Reflection

Task overview: For each lesson, organize and analyze the student performance data so that you can reflect on and evaluate student learning and the effectiveness of your instruction. Your data analyses and reflection will be the basis for identifying ways to improve instruction and student learning. Interns are also asked to describe efforts to communicate progress with students and parents.

You will need student data to identify those who are below criteria, meet criteria, or exceed criteria. Exceeding does not mean they received 100% on an activity. This category allows you to identify those who are gifted or complete the form in that area and differentiate strategies for those in need of more challenging activities or new content. Work with your PK-12 Clinical Educator to appropriately identify your gap group for the data analysis portion of the lesson.

Standard 5 – Assesses and Communicates Learning Results (IECE Standard 4) Standard 7 – Reflects on and Evaluates Teaching and Learning (IECE Standard 5)

*****One reflection for each lesson plan will be completed.

Classroom Teaching

Task C2: Post-Observation Reflection

Name:_____ **Date:**_____ **Cycle:** _____

To ensure that your lesson analysis and reflection inform instruction, this task must be completed **each night after the lesson is taught.**

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

Whole Class — Gap Group (same info for whole class) – (complete for 1st day of lesson only)

a. Below criteria___# of students — Below criteria_____# of students
b. Meeting criteria_# of students — Meeting criteria_____# of students
c. Exceeding criteria_____# of students — Exceeding criteria____# of students

Attach a copy of the formative assessment with the criteria or rubric used to determine the 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?

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.

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

5. Did you depart from your plan? If so, how and why?

6. What changes would you make if you were to teach this lesson again? What evidence informed the changes?
7. In consultation with your PK-12 Clinical Educator, identify a target student who would benefit from collaborative efforts for intervention. In each post-observation reflection, document student outcomes related to the plan for collaboration. *Use the template in the Appendix for documentation.
8. What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?

Directions for naming and submitting TWS and TWS Excel Sheet to the Clinical Experiences Office:

- Use the naming convention below on your TWS for submitting on Foliotek.
- Use the naming convention below for saving your Excel sheet before uploading.
- Use the naming convention below for saving your Task D-1 before uploading.
- Use the naming convention below in Blackboard under "Assessment Submission".
- Upload your Excel sheets (class & Gap) separately, then your Task D-1 Word document to Blackboard.

Naming Convention for Teacher Work Sample Data Collection Excel Sheet

1. NAME OF PROGRAM

IECE	PE	ENG	MAT
ELEM	ART	SS	SPA
MG	MUSIC	MATH	FR
SPED	BIO	CHEM	GER

2. NKU Username
3. SEMESTER – Cap letters on program and first letter of semester
4. YEAR
5. Examples: MGniemeyerjFall2016

ENGcoxlSpring2017

Instructional Unit or Lesson Plan Progression
Task D: Organizing and Analyzing the Results

Directions for Completing Task D-1: Organizing and Analyzing the Results

This task will be used to describe the impact on student achievement as a whole class at the conclusion of the lesson progression. Include an analysis of and a reflection upon student performance. Also provide a description of the refinement of future lesson(s) in order to improve student achievement.

After you have taught the lesson plan progression and administered the summative assessment, your next task is to organize and analyze the assessment results.

You will complete the following Excel sheets for D-1 using the two new examples (1-15-2016)

1. Organizing and Analyzing the Results (Whole class)
2. Organizing and Analyzing the Results (Gap Group)

Once completed you will also complete the section for Task D-2: Reflection on the Impact of Instruction

Excel sheet located on Blackboard.

Unit or Lesson Plan Progression Summative Assessment

Task D1: Organizing and Analyzing the Results
Reflecting on the Impact of Whole Class Instruction

Name of Unit												
Grade Level												
Name of	10 points		10 points				10 points		10 points possible			
	Pretest Obj 1	Met Obj 1 Pre (Y or N)	Postest Obj 1	Met Obj 1 Post (Y or N)	Gain Obj 1		Pretest Obj 2	Met Obj 1 Pre (Y	Posttest Obj 2	Met Obj 2 Post (Y or	Gain Obj 2	Comments
Student 1	3	N	9	Y	6		1	N	7	N	6	
Student 2	3	N	9	Y	6		3	N	8	Y	5	
Student 3	5	N	9	Y	4		5	N	8	Y	3	
Student 4	1	N	9	Y	8		4	N	3	N	-1	
Student 5	6	N	9	Y	3		5	N	6	N	1	
Student 6	7	N	9	Y	2		7	N	8	Y	1	
Student 7	6	N	9	Y	3		7	N	4	N	-3	
Student 8	4	N	9	Y	5		9	Y	8	Y	-1	
Student 9	3	N	9	Y	6		7	N	6	N	-1	
Student 10	2	N	9	Y	7		9	Y	8	Y	-1	
Student 11	7	N	9	Y	2		7	N	8	N	1	
Student 12	5	N	9	Y	4		9	Y	8	Y	-1	
Student 13	8	Y	9	Y	1		6	N	9	Y	3	
Student 14	8	Y	9	Y	1		4	N	8	N	4	
Student 15	2	N	9	Y	7		9	Y	8	N	-1	
Student 16	4	N	9	Y	5		8	Y	9	Y	1	
Student 17	7	N	9	Y	2		2	N	10	Y	8	
Student 18	4	N	9	Y	5		5	N	10	Y	5	
Student 19	7	N	9	Y	2		6	N	10	Y	4	
Student 20	6	N	9	Y	3		8	Y	10	Y	2	
Student 21	9	Y	9	Y	0		5	N	10	Y	5	
Student 22	0	N	9	Y	9		6	N	3	N	-3	
Student 23	10	Y	7	N	-3		4	N	8	N	4	
Student 24	10	Y	7	N	-3		5	N	8	Y	3	
Student 25	3	N	9	Y	6		2	N	9	Y	7	
MEAN	5.20		8.84		3.64		5.72		7.76		2.04	
Standard	2.74		0.55		3.07		2.32		2.01		3.08	
Met Objective		20%		88%				29%		60%		
Met Objective 1 and 2 at 8 points												

Name of Unit											
Grade Level											
Name of Candidate	10 points possible		10 points possible				10 points possible		10 points possible		
	Pretest Obj 1	**Met Obj 1 Pre**	**Postest Obj 1**	**Met Obj 1 Post (Y or N)**	**Gain Obj 1**		**Pretest Obj 2**	**Met Obj 2 Pre**	**Posttest Obj 2**	**Met Obj 2 Post (Y or**	**Gain Obj 2**
Student 1	3	N	9	Y	6		1	N	7	N	6
Student 2	3	N	9	Y	6		8	Y	8	Y	0
Student 3	5	N	9	Y	4		5	N	7	N	2
Student 4	1	N	9	Y	8		4	N	3	N	-1
MEAN	3		9		6		4.5		6.25		1.75
Standard Dev	1.63		0		1.63		2.89		2.22		3.10
Met		0%		100%				25%		25%	
Met Objective 1 and 2 at 8 points											

Unit or Lesson Plan Progression Reflection

Task D-2 Reflecting on the Impact of Instruction on the Unit or Lesson

Teacher Candidate's Name:_____ **Date:** _____

1. Select the unit/ lesson plan progression objective/learning target on which your students were **most** successful, based on your analysis of student learning. Based on samples of student work, provide two or more possible reasons for this success.

2. Select the unit/ lesson plan progression objective/learning target on which your students were **least** successful, based on your analysis of student learning. Based on samples of student work, provide two or more possible reasons for this lack of success.

3. Since the conclusion of the unit/lesson plan progression, what have you done to ensure that all your students are making continuous progress? What are your plans to address issues identified in the unit?

4. Based on your reflection about your students' performances, describe at least two area for professional growth that you believe has the potential to increase your instructional effectiveness and thereby improve your students' learning.

5. Choose 3 students who benefited from your differentiated plan; describe the impact on their learning. Choose students from the following categories: 1 from below expectations, 1 from meeting expectations; 1 from exceeding expectations. *Expectations for supporting students with diverse needs, not just students with identified labels.

6. Identify one student who could have benefited from differentiation; what could have you done differently? Use information from your Collaboration Log.

Teacher Work Sample (TWS) Evaluation

	MET	NOT MET
1.1 Communicates concepts, processes, and knowledge through lesson and unit plans. [CAEP: 1.3; InTASC: Content Knowledge; KFfT: 3]		
1.2 Connects content to life experiences of student through planned activities in lesson and unit plans. [CAEP: 1.3; InTASC: Content Knowledge; KFfT: 1]		
1.3 Plan instructional strategies that are appropriate for content and contribute to student learning. [CAEP: 1.1; InTASC: Content Knowledge; KFfT: 1]		
2.1 Develops significant objectives aligned with standards. [CAEP: 1.1; InTASC: Content Knowledge; KFfT: 1]		
2.2 Uses contextual data to design instruction relevant to students. [CAEP: 1.1; InTASC: Instructional Practice; KFfT: 1]		
2.3 Plans assessments to guide instruction and measure learning objectives. [CAEP: 1.2; InTASC: Instructional Practice; KFfT: 1]		
2.4 Plans instructional strategies and activities that address learning objectives for all students. [CAEP: 1.1; CAEP: D; InTASC: Instructional Practice; KFfT: 1]		
2.5 Plans instructional strategies and activities that facilitate multiple levels of learning. [CAEP: 1.4; InTASC: Instructional Practice; KFfT: 1]		
5.1 Designs appropriate pre-assessments. [CAEP: 1.2; InTASC: Instructional Practice; KFfT: 1]		
5.2 Designs appropriate formative assessments. [CAEP: 1.2; InTASC: Instructional Practice; KFfT: 1]		
5.3 Designs appropriate summative assessments. [CAEP: 1.2; InTASC: Instructional Practice; KFfT: 1]		
5.4 Describes, analyzes, and evaluates student performance data. [CAEP: 1.2; InTASC: Instructional Practice; KFfT: 1]		
6.1 Uses available technology to design and plan instruction. [CAEP: 1.5; CAEP: T; InTASC: Instructional Practice; KFfT: 2]		
6.2 Plans for use of available technology to implement instruction that facilitates student learning. [CAEP: 1.5; CAEP: T; InTASC: Instructional Practice; KFfT: 1]		
6.4 Uses available technology to assess and communicate student learning. [CAEP: 1.5; CAEP: T; InTASC: Instructional Practice; KFfT: 3]	.	.
7.1 Uses data to reflect on and evaluate student learning. [CAEP:1.2; InTASC: Instructional Practice; KFfT: 3]		
7.2 Uses data to reflect on and evaluate instructional practice. [CAEP: 1.2; InTASC: The Learner and Learning; KFfT: 3]		

8.1 Identifies students whose learning could be enhanced by Collaboration. [CAEP:1.1; InTASC: Professional Responsibility; KFfT: 4]		
8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort. [CAEP:1.1; InTASC: Professional Responsibility; KFfT: 4]		
8.3 Implements planned activities that enhance student learning and engage all parties. [CAEP:1.1; InTASC: Professional Responsibility; KFfT: 4]		
8.4 Analyzes data to evaluate the outcomes of collaborative efforts. [CAEP: 1.1; InTASC: Professional Responsibility; KFfT: 4]		
Add comments on why a section was evaluated as "Not Met". Teacher Candidates must resubmit all sections evaluated as "Not Met".		

Overall Evaluation: Student must receive a "Met" in each standard component listed above to receive an overall "Met" and successfully complete the TWS.	**Met**	**Not Met**

Instructions:
As you evaluate the lesson plan and observed lesson:

- A rating of Emerging indicates acceptable performance for teacher candidates in their field experiences.
- A rating of TARGET indicates acceptable performance for teacher candidates in their clinical experiences.
- A rating of ACCOMPLISHED should be reserved for exemplary performance.

Evaluator's Name:_____ Date:

School:_____ Grade level:_____ Content: _____

Designing and Planning Instruction
Source of Evidence: Lesson Plan

Component Descriptor	Ineffective	Emerging	TARGET	Accomplished
Learning Targets/Objectives [CAEP: 1.1; KTS: 2; InTASC: 4; KFfT: 1]	Lists learning targets/ objectives that do not reflect key concepts of the discipline.	Lists learning targets/ objectives that reflect key concepts of the discipline but are not aligned with relevant state or national standards.	Lists measurable learning targets/ objectives that reflect key concepts of the discipline and are aligned with state and national standards.	Lists measurable learning targets/ objectives that reflect key concepts of the discipline, are aligned with state and national standards, and are based on students' needs and abilities.
Baseline Knowledge and Skills [CAEP: 1.2; CAEP: D; KTS: 5; InTASC: 6; KFfT: 1]	Pre-assessment information is missing.	Describes baseline information from pre-assessment(s); however, specific data is missing or pre-assessments do not align with stated learning targets/objectives.	Describes student baseline data from pre-assessment(s) that are aligned with stated learning targets/objectives and uses that data to plan instruction.	Describes student baseline data from a variety of appropriate pre-assessment(s) that are aligned with stated learning targets/objectives, and uses that data to plan instruction to promote the learning of all students.

Assessment [CAEP: 1.2; KTS: 2; InTASC: 6; KFfT: 1]	Plans methods of assessment that do not measure student performance on the stated learning targets/ objectives.	Plans methods of assessment that are somewhat related to the stated learning targets/ objectives.	Plans methods of assessment that align with and directly measure student performance on the stated learning targets/ objectives.	Plans methods of assessment that align with and directly measure student performance on the stated learning targets/ objectives, and incorporates methods of student self-assessment.
Instructional Strategies Aligned to Objectives [CAEP: 1.4; KTS: 2; InTASC: 7; KFfT: 1]	Plans instructional strategies that do not align with stated learning targets/ objectives	Plans instructional strategies that align with stated learning targets/ objectives but does not consider classroom/school context and/or pre-assessment data.	Plans and designs instructional strategies that align with stated learning targets/ objectives and considers classroom/school context and pre-assessment data.	Plans and designs instructional strategies that align with stated learning targets/ objectives and considers classroom/school context, as well as each individual student's background and pre-assessment data.
Lesson Plan Procedures [CAEP: 1.1; CAEP: D; KTS: 1; InTASC: 8; KFfT: 1]	The procedures' section does not include any of the required elements, such as a sequence of activities, assessments, and differentiation strategies to meet students' needs.	The procedures' section includes some of the required elements, such as a sequence of activities, assessments, and differentiation strategies to meet students' needs.	The procedures' section includes all of the required elements, including sufficient detail of instructional strategies that are appropriate for the content, presented in a logical sequence, promotes higher order thinking, and differentiation strategies to meet students' needs.	The procedures' section includes all of the required elements, including sufficient detail of instructional strategies that are appropriate for the content, presented in a logical sequence, promotes higher order thinking, differentiation strategies to meet students' needs, and actively engages students throughout the lesson.

Multiple Levels of Learning [CAEP: 1.1; CAEP: D; KTS: 2; InTASC: 8; KFfT: 1]	Plans instructional strategies that focus solely on basic recall skills.	Plans instructional strategies that target recall and/or comprehension level skills.	Plans instructional strategies (e.g., higher-order questioning, multiple representations, etc.) that foster the development of higher-order thinking.	Plans instructional strategies and activities (e.g., higher-order questioning, multiple representations, etc.) that foster the development of higher-order thinking, and plans for student responses to the strategies/activities.
Collaborative Planning [CAEP: 2.3; CAEP: D; KTS 8; InTASC: 10; KFfT: 4]	No evidence of co-planning.	Co-plans lesson with PK-12 clinical educator and special educator (if applicable).	Co-plans lesson with PK-12 clinical educator and special educator (if applicable), selecting a co-teaching strategy that is appropriate for the stated learning targets/ objectives.	Co-plans lesson with PK-12 clinical educator, special educator (if applicable), AND other outside resources (e.g., parents, related service providers, etc.) selecting a co-teaching strategy that is appropriate for the stated learning targets/ objectives.
COMMENTS:				

Implementing Instruction

Source of Evidence: Lesson Observation

Component Descriptor	Ineffective	Emerging	TARGET	Accomplished
Communicates Content [CAEP: 1.3; CAEP: D; KTS: 1; InTASC: 4; KFfT: 3]	Makes many errors in communicating content, either orally or in writing.	Makes an occasional error in communicating content, either orally or in writing.	Communicates accurate content, both orally and in writing.	Communicates an in-depth and accurate understanding of content, both orally and in writing.
Communicates High Expectations [CAEP: 1.4; KTS: 3; InTASC: 4; KFfT: 2]	Does not explain academic expectations and/or communicates low expectations regarding students' capabilities.	Communicates academic expectations (via verbal and body language); however, the expectations seem unclear to students.	Clearly communicates (via verbal and body language) academic expectations and confidence in students' abilities to meet these expectations.	High academic expectations are clearly part of the classroom culture. (Students do not need a reminder of the expectations.)
Establishes Positive Learning Environment [CAEP: 1.1; CAEP: D; KTS: 3; InTASC: 3; KFfT: 2]	Communicates standards of conduct that are unclear and/or responses to student behavior are inappropriate.	Communicates standards of conduct; however, responses to student behavior are inconsistent.	Communicates clear standards of conduct, shows awareness of student behavior, and responds in ways that are both appropriate and respectful of students.	High standards of conduct are clearly part of the classroom culture. (Students do not need a reminder of the expectations.)

Engages Students and Meets Diverse Needs [CAEP: 1.1.; KTS: 4; InTASC: 8; KFfT: 3]	Makes minimal attempts to actively engage students or to address diverse needs.	Uses an instructional strategy that attempts to engage students; however, not all students are engaged.	Uses a variety of instructional strategies that engage all students throughout the lesson and considers students' diverse needs.	Uses a variety of instructional strategies that engage all students throughout the lesson, and demonstrates the ability to adapt instruction to unanticipated circumstances.	
Addresses Misconceptions [CAEP: 1.2; KTS: 1; InTASC: 4; KFfT: 3]	Makes no effort to address misconceptions during instruction.	Makes an attempt to address misconceptions during instruction, but not in a manner that alleviates students' confusion.	Identifies students' misconceptions related to content and effectively addresses them during instruction.	Anticipates misconceptions related to content and proactively addresses them during instruction.	Not Applicable: No misconceptions of PK-12 students were evident during the lesson.
Facilitates Multiple Levels of Learning [CAEP: 1.4; CAEP: D; KTS: 4; InTASC: 8; KFfT: 3]	Implements instructional strategies that focus solely on basic recall skills.	Implements instructional strategies that target recall and/or comprehension level skills.	Implements instructional strategies (e.g., higher-order questioning, multiple representations, etc.) that foster the development of higher-order thinking.	Implements instructional strategies (e.g., higher-order questioning, multiple representations, etc.) that foster the development of higher-order thinking and is prepared for student responses to the strategies/ activities.	
Uses Time and Materials Effectively [CAEP: 1.1.; KTS: 4; InTASC: 3; KFfT: 2]	Performs non-instructional and/or instructional tasks in an inefficient manner with considerable loss of instructional time.	Performs some non-instructional and/or instructional tasks in an efficient manner with some loss of instructional time.	Performs non-instructional and/or instructional tasks in an efficient manner with minimal loss of instructional time.	Performs non-instructional and/or instructional tasks in a manner that maximizes instructional time.	

Creates a Safe Environment [CAEP: 1.1; CAEP:D; KTS: 3; InTASC: 3; KFfT: 2]	Creates an unsafe classroom environment or engages in activities that are dangerous to students' emotional or physical well-being.	Creates a classroom environment that is physically safe for all students; however, there is a lack of awareness regarding students' emotional well-being.	Creates a classroom environment that is both emotionally and physically safe by treating all students with respect and concern.	Creates a classroom environment that is both emotionally and physically safe by treating all students with respect and concern, and encouraging students to treat each other with respect and concern.	
Implements Co-Teaching Instruction [CAEP: 2.3; CAEP: D; KTS: 8; InTASC: 8; KFfT: 4]	No evidence of co-teaching; however, the lesson plan indicates the intent to use a co-teaching approach.	Co-teaches lesson with the PK-12 clinical educator and/or special educator (if applicable) but there was confusion about the role of each co-teacher.	Co-teaches lesson with the PK-12 clinical educator and/or special educator (if applicable) with clearly defined roles and shared responsibility for student learning.	Co-teaches lesson with the PK-12 clinical educator and/or special educator (if applicable) with clearly defined roles and shared responsibility to maximize the learning of all students.	Not Applicable: Co-teaching was not planned for this lesson (field experiences only)
Uses Technology During Instruction [CAEP: 1.5, CAEP: T; CAEP: D; KTS: 6; InTASC: 8; KFfT: 1]	Neither teacher candidate nor students use technology.	Use of technology by the teacher candidate or students, but its use does not enhance instruction or student learning.	Use of technology by the teacher candidate and students in a manner that facilitates and enhances instruction and/or student learning.	Use of technology by the teacher candidate and students to facilitate and enhance student learning, as well as to provide differentiated instruction that supports the needs of all leaners.	Not Applicable: Technology is not appropriate and/or would interfere with the lesson effectiveness.

Uses Formative Assessments [CAEP: 1.2; KTS: 5; InTASC: 6; KFfT: 3]	No use of formative assessment during instruction.	Uses formative assessments to determine students' progress.	Uses formative assessments to determine each student's progress and guide instruction.	Uses formative assessments to determine student progress, guide instruction, and provide feedback to students.	
Allows Opportunity for Student Self-assessment [CAEP: 1.2; KTS: 5; InTASC: 6; KFfT: 3]	Does not provide opportunities for students to engage in self-assessment.	Provides opportunities for students to engage in self-assessment but does not help leaners understand their assessment results.	Employs student self-assessment in a clear and purposeful way and helps learners understand and use their assessment results.	Provides on-going opportunities for students to assess and reflect on their own performance in order to identify strengths and areas for future learning.	Not Applicable: Student Self-assessment was not planned for the lesson.
Has Classroom Presence [CAEP: 1.2; KTS: 3; InTASC: 10; KFfT: 4	Lacks the appropriate volume, tone, energy and enthusiasm to engage students.	Uses either appropriate volume and tone, or energy and enthusiasm, but not both.	Uses appropriate volume, tone, energy and enthusiasm to engage students.	Conveys volume, tone, energy and enthusiasm for content and encourages students to seek additional opportunities to learn beyond the classroom.	
COMMENTS:					

Clinical Experiences Final Semester Reflection Rubric

Candidates must receive TARGET in each section below to have an ACCEPTABLE Foliotek submission.

	Ineffective	Emerging	TARGET	Accomplished
Professional Growth KTS: 7,9 CAEP: 1.1; 1.2 InTASC: 9 KY Framework for Teaching: 4A; 4	Reflection attempts to address learning and professional growth throughout the semester with a vague description of strengths or weaknesses or plans for future growth.	Reflection demonstrates learning and professional growth throughout the semester by describing strengths or weaknesses or plans for future growth.	Reflection demonstrates learning and professional growth throughout the semester by clearly and thoughtfully describing strengths, weaknesses and plans for future growth.	Reflection demonstrates learning and professional growth throughout the semester by clearly and thoughtfully describing strengths, weaknesses and specific action steps for future growth.
Interactions/Collaboration For Diverse Students KTS: 8 CAEP: 1.1 InTASC: 8; 10 KY Framework for Teaching: 1B; 4D	Describes interactions with and/or collaboration for diverse students during clinical experience.	Describes interactions with and/or collaboration for diverse students during clinical experience; connects information to student learning.	Details description of interactions with and/or collaboration for diverse students during clinical experience; connects information to student learning; demonstrates some effort toward differentiation.	Details description of specific examples of significant and meaningful interactions with diverse students over the semester; demonstrates consistent effort toward differentiation.
Impact on Student Learning KTS: 5; 7 CAEP: 1.1; 1.2; 1.3 InTASC: 6; 7 KY Framework for Teaching: 1F; 3D	Provides data, but some data is irrelevant to the objectives. Analysis is cursory or missing OR plans for next steps are general or missing.	Provides relevant data (including TWS or student voice survey) and a cursory analysis about the impact on student learning; includes plans for appropriate next steps based on stated outcomes.	Provide relevant data (including TWS and student voice survey) and an accurate analysis about the impact on student learning; includes plans for appropriate next steps based on stated outcomes.	Provides relevant data (including TWS and student voice survey) and accurate analysis about the impact on student learning; includes plans for appropriate next steps based on stated outcomes; includes a description of implemented plans demonstrating their ability to be a reflective practitioner.

Professional Collaborative Activities and Co-Teaching KTS: 8 CAEP: 1.1 InTASC: 10 KY Framework for Teaching: 4D; 4E	Provides a vague description of professional collaborative activities and co-teaching.	Provides a description of professional collaborative activities and co-teaching for the purpose of improving instruction and professional and student growth.	Provides a detailed description, with examples, of professional collaborative activities and co-teaching for the purpose of improving instruction and professional and student growth.	Provides a detailed description, with examples, of consistent effort at professional collaborative activities and co-teaching for the purpose of improving instruction and professional and student growth.
Evidence CAEP: 1.2 InTASC: 9 KY Framework for Teaching: 4A	Addresses all 10 KTS and labels artifacts; Makes vague connections among what was learned, the artifacts offered as support, and the KTS addressed.	Addresses all 10 KTS and labels artifacts; demonstrates a connection among what was learned, the artifacts offered as support, and the KTS addressed.	Identifies specific performance criteria and clearly labels artifacts; addresses all 10 KTS; demonstrates a clear connection among what was learned, the artifacts offered as support, and the KTS addressed.	Identifies specific performance criteria and clearly labels artifacts; addresses all 10 KTS; demonstrates a cohesive connection among what was learned, the artifacts offered as support, and the KTS addressed; the evidence supports the development of a professional statement of beliefs about teaching and learning.
Control of Surface Features	Many errors in grammar, spelling and punctuation are present; distracts from the readability of the text.	Occasional errors in grammar, spelling and punctuation are present but does not distract from the readability of the text.	Correct grammar, spelling and punctuation used throughout; well written paragraphs with appropriate introduction and conclusion.	Correct grammar, spelling and punctuation used throughout; well written paragraphs with appropriate introduction and conclusion; professional language aligned to the standards used throughout.

Scoring Rubric for the Sources of Evidence for Designing and Planning Instruction, the Lesson Plan and Implementing Instruction, the Observations

For Observed Lessons 1 – 3:

> **For the *Lesson Plan* rubric components, a Teacher Candidate must score at least a <u>4 of 7 components at the target level.</u>**
>
> **For the *Observation* rubric components a Teacher Candidate must score at least <u>7 of the 13 components at target level.</u>**

For Observed Lesson 4:

> **The PK-12 Clinical Educator and University Clinical Educator will observe at the same time.**
>
> **For the *Lesson Plan* rubric components, at least <u>5 of the 7 must be at the target level.</u>**
>
> **For the *Observation* components, at least <u>9 of the 13 lesson must be at the target level.</u>**

To pass Clinical Experiences, a Teacher Candidate can have no "Ineffective" scores on the *Final Observation Evaluation* from the PK-12 Clinical Educator or the University Clinical Educator.

Accomplished is rare; a Teacher Candidate may visit, but will not live there.

Professional Behaviors Midpoint Checklist

Instructions: For each of the following Professional Behaviors, rate this Teacher Candidate's trajectory toward becoming First-Year Profession-Ready. For the purposes of this evaluation, a Teacher Candidate who is First-Year Profession-Ready is prepared to accept and successfully perform the duties one would reasonably expect of a newly hired, first year Professional Educator.
(CAEP: 2.3; KTS: 9; InTASC: Professional Responsibility; KFft: 4E)

	On Track to be First-Year Profession-Ready	**Not on Track** to be First-Year Profession-Ready
1. Displays positive attitude	◯	◯
2. Takes initiative	◯	◯
3. Demonstrates enthusiasm for the work of teaching	◯	◯
4. Shows respect for colleagues, families, and/or communities	◯	◯
5. Maintains confidentiality	◯	◯
6. Demonstrates flexibility	◯	◯
7. Maintains professional; boundaries	◯	◯
8. Builds Rapport with students	◯	◯
9. Demonstrates punctuality in all professional responsibilities	◯	◯
10. Dresses professionally	◯	◯

For each area marked "No on Track to be first-year, profession-ready," please provide an explanation for the rating given.

Professional Dispositions Survey – Final Evaluation

Evaluator' Last Name: _____ **Date:** (insert icon to select date)
Last, First

School Placement: _____

Instructions: For each dispositional category below, provide evidence ***based on your observations throughout the semester and interactions with this teacher candidate*** that s/he is, or is not, on a trajectory toward becoming first-year profession-ready. A candidate who is **First-Year Profession-Ready** is prepared to accept and successfully perform the duties one would reasonably expect of a newly-hired, first-year professional educator.

PK-12 STUDENTS AS LEARNERS

1. **Based on your observations throughout the semester and interactions with this teacher candidate, provide evidence that this NKU teacher candidate recognizes individual strengths in PK-12 students and then builds on those strengths to enhance the learning of all students.**

   Overall, how ready is this NKU teacher candidate to build on individual PK-12 student's strengths to enhance the learning of all students?
   (CAEP: 1.4; CAEP: D; KTS: 4; InTASC: 1,2,8; KFfT: 3)

   ◯ First-year profession-ready
   ◯ On target to become first-year profession-ready
   ◯ Not on target to become first-year profession-ready

2. **Based on your observations throughout the semester and interactions with this teacher candidate, provide evidence that this NKU teacher candidate fosters each PK-12 student's deeper understanding of the content through relevant learning experiences.**

   Overall, how ready is this NKU teacher candidate to foster each PK-12 student's deeper understanding of the content through relevant learning experiences?
   (CAEP: 1.3; KTS: 4; InTASC: 1, 2, 8; KFfT: 3)

   ◯ First-year profession-ready
   ◯ On target to become first-year profession-ready
   ◯ Not on target to become first-year profession-ready

TEACHER CANDIDATE'S PROFESSIONAL LEARNING

3. **Based on your observations throughout the semester and interactions with this teacher candidate, provide evidence of this NKU teacher candidate's willingness to self-analyze and persevere to improve instructional practices.**

Overall, how ready is this NKU teacher candidate to self-analyze and persevere to improve instructional practices?
(CAEP: 1.2; KTS: 7; InTASC: 9; KFfT: 4)

- ◯ First-year profession-ready
- ◯ On target to become first-year profession-ready
- ◯ Not on target to become first-year profession-ready

4. **Based on your observations throughout the semester and interactions with this teacher candidate, provide evidence of how this NKU teacher candidate responds when faced with circumstances that challenge his/her own frame of reference (e.g., culture, gender, language, abilities, ways of knowing).**

Overall, how ready is this NKU teacher candidate to respond positively to challenges to his/her own frame of reference (e.g., culture, gender, language, abilities, ways of knowing)?
(CAEP: 1.1; CAEP: D; KTS: 9; InTASC: 9; KFfT: 4)

- ◯ First-year profession-ready
- ◯ On target to become first-year profession-ready
- ◯ Not on target to become first-year profession-ready

5. **Based on your observations throughout the semester and interactions with this teacher candidate, describe this NKU teacher candidate's collaboration with colleagues, families, and/or community members to promote PK-12 student learning.**

Overall, how ready is this NKU teacher candidate to collaborate with colleagues, families, and/or community members to promote PK-12 student learning?
(CAEP: 2.3; KTS: 8; InTASC: 10; KFfT: 4)

- ◯ First-year profession-ready
- ◯ On target to become first-year profession-ready
- ◯ Not on target to become first-year profession-ready

PROFESSIONAL BEHAVIORS

6. **Since the midpoint evaluation has this teacher candidate demonstrated the following professional behaviors?**
    - Displays positive attitude
    - Takes initiative
    - Demonstrates enthusiasm for the work of teaching
    - Shows respect for colleagues, families, and/or communities
    - Maintains confidentiality
    - Demonstrates flexibility
    - Maintains professional boundaries
    - Builds rapport with students
    - Demonstrates punctuality in all professional responsibilities
    - Dresses professionally

Provide evidence below for any areas of growth or concern:

Overall how ready is this NKU teacher candidate to demonstrate the behaviors of first-year professional educator?
(CAEP: 2.3; KTS: 9; InTASC: 9; KFfT: 4)

- ◯ First-year profession-ready
- ◯ On target to become first-year profession-ready
- ◯ Not on target to become first-year profession-ready

TEACHER CANDIDATE SUMMATIVE EVALUATION

FOR P-12 CLINICAL EDUCATORS AND UNIVERSITY CLINICAL EDUCATORS

Evaluator's Name _____Date _____

School Placement_____

Please evaluate your Teacher Candidate on the overall performance as you think back through the entire 8 or 16 weeks he/she was in your classroom.

1. **Was the planning of the four formal observations and/or daily lessons:**
   A. Excellent B. Very Good C. Average D. Poor

2. **Was the implementation of the four formal observations and/or daily lessons:**
   A. Excellent B. Very Good C. Average D. Poor

3. **Were the assessments from the four formal observations and/or daily lessons:**
   A. Excellent B. Very Good C. Average D. Poor

4. **Were the reflection and analysis of the four formal observations and/or daily lessons:**
   A. Excellent B. Very Good C. Average D. Poor

5. **If asked to give the Teacher Candidate a letter grade, please choose one:**

   A+ A A- B+ B B- C+ C C-

6. **Would you recommend this Teacher Candidate for employment in your school?**
   A. Yes B. No C. Possibly

   Comments:

7. **Do you feel comfortable writing a letter of recommendation for this Teacher Candidate?**
   A. Yes B. No

   Comments:

Student Voice Survey

Teacher Candidates: Fall 2017

The Student Voice survey is a classroom level reporting system used to provide formative feedback and evidence of effectiveness to educators and school administrators. The survey is administered to students in grade 3-12, who report on their interactions with their teachers and administrators (KDE, 2016).

The survey is confidential and the results are intended for the teacher candidates to use to self-reflection about the students' learning experience. It should be examined from a professional perspective and used to guide professional practice. (KY Teacher Standards 7). The program will aggregate the student voice information received on all teacher candidates to review and use for program improvement.

The Student Voice surveys have been modified to reflect the nature of Teacher Candidates teaching in the classroom, though the number of questions and the format of the surveys are similar to the original student voice used in KTIP and PGES.

Administration:

Each teacher candidate will be sent a link to the student voice survey through Survey Monkey. The link will be unique to the candidate's grade and school. It is the responsibility of the Teacher Candidates to make arrangements with his/her PK-12 Clinical Educator for time in a computer lab or use of computers for students to complete the surveys during the 7th week of his/her placement.

Candidates will be able to access the results of the surveys one week after the surveys have closed. The results should be used in their final semester reflection as well as their professional growth plans. The Professional Growth Plan for Standard 9 is due at the 3rd observation and the Final Reflection is due in Foliotek on or before the Monday of the Teacher Candidates final week.

Students will be provided directions on how to access and complete the survey at the time of administration.

For technical questions, please contact Shannon Eastep, easteps1@nku.edu

Domain 1 Planning & Preparation	Domain 2 Classroom Environment	Domain 3 Instruction	Domain 4 Professional Responsibilities
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	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

Clinical Experience Teacher Candidate Checklist
First 8 Weeks

Teacher Candidate:_____

University Clinical Educator:_____

Item	Check	Date Completed
Handbook and Harry Wong Assignment: Due to UCE at the opening Seminar held in August and January – **Handbook, Std. 9.1 or 7.1** (IECE) **and TWS Discussion on this day**.		
Seminar Makeup – with Director if absent at prior seminar: **UCE check status after email notifying TC's absence.**		
Orientation conducted by UCE with TC & PK-12 CE in **1st week of placement** – Discussion of HW assignment , computer request for permission document - signed, full orientation checklist signed, checklist for Chair of TE – signed by PK-12 CE & TC self-assessment due (Std. 9.1 and 7.1) Reserve computer lab for Student Voice Surveys.		
Harry Wong Assignment Corrections – due to UCE as requested		
Four week evaluation by PK-12 CE – **Completed on Foliotek no later than Monday of the 5th week.** Links will be sent, TC remind PK-12 CE of new policy.		
Seminar 1, 2 & 3 – August & September, January & February - **See Clinical Experience Calendar.** **Seminar Makeup with Director if missed** – UCE check status of seminar attendance per email from Director.		
1st Lesson Plan – **emailed to UCE 48 hours prior to observation and posted on Foliotek – No exceptions**		
1st Observation by UCE – Discuss TWS, gap group and excel sheet.		
2nd Lesson Plan – **emailed to UCE 48 hours prior to observation – No exceptions**		
2nd Observation by UCE – **Updated Resume & Philosophy due** and **discussion should take place concerning Standard 8** (See Syllabus)		

Student Voice Surveys conducted in 7th week.		
Item	Check	Date Completed
Full Teacher Work Sample and Standard 8 (#7 for IECE) – due in Foliotek at beginning of the 7th week based on time set by UCE. **NO EXCEPTIONS** – Refinement must be re-submitted to the UCE by the end of the 7th week, **TC will not transition to 2nd 8 week placement if assignment is not submitted on time.** **NO TWS hard copies or flash drives allowed for pre-grading** – first look by UCE will be attempt #1, refinement will be attempt 2&3. If a 3rd attempt is needed the TC will meet with Director.		
Data Excel Sheet from TWS uploaded on Blackboard in the TWS template on or before the end of the 8th week, after UCE has scored TWS as "met". **No transition to 2nd placement until Excel Sheet has been submitted.**		
TWS Evaluation – **completed on Foliotek by UCE – no later than the end of the 8th week. THIS WILL BE THE FINAL ATTEMPT.** If the TWS revisions have not been submitted and scored by this date, the **TC will be removed from Clinical Experience and scored as "not met".** If the TWS revisions have been submitted and scored by this date but scored as "not met", the TC will begin new TWS in the 2nd 8 weeks.		
Completed Time Sheet uploaded to Foliotek **– appropriate signatures by TC, PK-12 CE and UCE, no later than Monday of 9th week.**		
Disposition & Professional Behaviors – **completed on Foliotek by PK-12 CE no later than Monday of 9th week – TC will notify UCE if missing.**		
Additional Observations – if needed by UCE.		
If a TC is delinquent in any category at the end of the 8th week, when the 1st 8 week Foliotek report is run, **the TC will be removed from the placement until all assignments are completed and the days missed will be made-up at the end of the semester.** UCE assistance is needed as well. Reports are mandated from the Associate Dean's Office.		

Clinical Experience Teacher Candidate Checklist
Second 8 Weeks

Teacher Candidate:_____

University Clinical Educator:_____

Item	Check	Date Completed
Orientation (if applicable) conducted by UCE with TC & PK-12 CE in 1st week of 2nd placement. Computer Request for Permission document signed, if placement is a new school**.** Review with 2nd PK-12 CE.		
Four week evaluation by PK-12 CE – **Completed on Foliotek no later than Monday of the 13th week.** Links will be sent, TC remind PK-12 CE of new policy.		
Seminars – October & November, March & April – **See Clinical Experience Calendar.** **Seminar Makeup with Director if missed** – UCE check status of seminar attendance per email from Director**.**		
3rd Lesson Plan – **emailed to UCE 48 hours prior to observation and posted on Foliotek – No exceptions**		
3rd Observation by UCE – **Professional Growth Plan Narrative for Std. 9.2 due (Std. 9.2 due for IECE).** If a TC must complete a 2nd TWS, the schedule used in the first 8 weeks checklist will apply. The final score is due Monday of the 15th week.		
4th Lesson Plan – **emailed to UCE 48 hours prior to observation – No exceptions**		
4th Observation by UCE and PK-12 CE **- Leadership Project Std. 10 due**		
Final Reflection in Foliotek due on or before Monday of TC's final week. A copy of any additional days can be placed in Artifacts with an email from the UCE verifying completion of days.		
Completed Time Sheet uploaded to Foliotek **– appropriate signatures by TC, PK-12 CE and UCE, no later than Friday of 16th week.**		

2nd Disposition & Professional Behaviors and Summative Evaluation– **completed on Foliotek by PK-12 CE no later than Monday of 16th week – TC will notify UCE if missing.**		
Disposition & Professional Behaviors – Completed by UCE in Foliotek on or before Monday of 16th week.		
Three surveys sent by Director to TC – **completed on or before Wednesday of the 14th week or as instructed. Grades will not be posted without completion of <u>all</u> surveys.**		
Two Surveys sent by Director to PK-12 CE & UCE – **completed on or before Wednesday of the 14th week.**		
Grades will be submitted to Director <u>online through Survey Monkey including Exceptional Teacher Recommendations on or before the Monday following graduation. Director will submit all student grades contingent on UCE'S recommendation, seminar attendance, participation and other Clinical Experience assignments</u>. – **TC's grade will be posted as "I" if grades are not submitted and CPR and Foliotek entries are not completed and scored.**		
<u>Teacher Candidate's Final Passing Grade will not be posted unless all deadlines are met on time. A grade of Pass or Incomplete will be posted Tuesday by 9 am following graduation.</u>		

Time Sheet for Teacher Candidate Clinical Experience (1st 8 weeks)

RETURN THIS FORM TO THE UNIVERSITY SUPERVISOR AT THE END OF PLACEMENT

TEACHER CANDIDATE'S NAME_____COURSE & SECTION_____SEMESTER & YEAR_____

SCHOOL_____COOPERATING TEACHER (1st 8 weeks)_____

Date	Time In	Time Out	REASON OF TARDY/ABSENCE	CT INITIALS

Time Sheet for Teacher Candidate Clinical Experience (2nd 8 week)

RETURN THIS FORM TO THE UNIVERSITY SUPERVISOR AT THE END OF PLACEMENT

TEACHER CANDIDATE'S NAME_____COURSE & SECTION_____SEMESTER & YEAR_____

SCHOOL_____COOPERATING TEACHER (2nd 8 week)_____

Date	Time In	Time Out	REASON OF TARDY/ABSENCE	CT INITIALS