

**Evidence 3.4.5 PROFESSIONAL SEMESTER II FOLIOTEK RUBRIC  
(EDU 392, 394, 396)**

Evidence / Levels	MET	NOT MET
<b>Updated Resume</b> <b>CAEP: 3.4</b> <b>InTASC: 9</b> <b>KTS: 9</b>	Up to date Follows format Control of surface features Sufficient detail	Not up to date Format not followed Errors in surface features Missing most necessary information
<b>Source of Evidence: Artifacts</b> <b>CAEP: 3.4</b> <b>InTASC: 9</b> <b>KTS: 9</b>	<b>Required Artifacts:</b> <ul style="list-style-type: none"> <li>• Lesson plan observed by your university clinical educator</li> <li>• Minimum of <b>3 additional</b> artifacts developed during Professional Semester II</li> </ul>	No lesson plan observed by university clinical educator Fewer than 3 additional artifacts
<b>Source of Evidence: Semester Reflection</b>  <b>CAEP: 3.4</b> <b>InTASC: 9</b> <b>KTS: 9</b>	<p><b>1 (one)</b> reflection for Professional Semester II that includes:</p> <ol style="list-style-type: none"> <li>1. Detailed description of professional growth as a teacher candidate</li> <li>2. Detailed description of impact of instruction on student learning (include data when available)</li> <li>3. Detailed description of interactions/ collaboration with diverse students, including socio-economic, ethnic/racial, students with disabilities, limited English proficiency, and gifted/talented.</li> </ol> <p><b>ALL categories of Diverse Experiences MUST be completed by end of Pro Sem II</b> (cumulative over 3 semesters), including:  <b>Review your Cumulative Progress Report to see which activities you still need to complete.</b></p> <ol style="list-style-type: none"> <li>1. A diverse placement</li> <li>2. Working with students with socio-economic diversity</li> <li>3. Working with students with disabilities</li> <li>4. Working with students who are English Language Learners</li> <li>5. Working with students who are racially /ethnically diverse</li> <li>6. Engagement with elementary, middle grades, and secondary students</li> </ol> <p>Above Artifacts cited in body of reflection            Kentucky Teacher Standards listed at end of reflection            KTS #1-9 addressed within reflection            Observations must be linked to KTS            Control of surface features</p>	No reflection  Limited or vague description of professional growth Impact on student learning vague or missing  Limited or vague description of working with diverse students  Less than all of the diverse experiences categories are documented over three semesters  Artifacts not cited Kentucky Teacher Standards not listed KTS #1-9 not addressed Observations not linked to KTS Errors in surface details

<p><b>KFETS Time Log</b></p> <p><b>CAEP: 3.4</b>  <b>InTASC: 9</b>  <b>KTS: 9</b></p>	<p><b>Documentation of minimum of 75 clock hours completed in Pro Sem II by uploading the KFETS excel sheet</b></p> <p><b>Total of 200 clock hours or more required to be completed prior to clinical experience</b></p> <p>Documented participation in the following activities not completed in prior semesters:  <b>All of the following activities MUST be completed prior to clinical experience; Review your Cumulative Progress Report to see which activities you still need to complete.</b></p> <ul style="list-style-type: none"> <li>• Student Tutoring</li> <li>• Assist teachers or other school personnel</li> <li>• Observations in schools</li> <li>• Observations in related agencies to include Family Resource or Youth Service Centers</li> <li>• Interactions with Families of Students</li> <li>• Participation in school-based professional learning community</li> <li>• Attendance at school board meeting</li> <li>• Attendance at school-based council meeting</li> </ul>	<p>Fewer than 75 clock hours completed in Pro Sem II  KFETS excel sheet not uploaded</p> <p>Fewer than 200 total clock hours completed prior to clinical experience</p> <p>No documented participation in required activities prior to clinical experience:</p> <ul style="list-style-type: none"> <li>• Student Tutoring</li> <li>• Assist teachers or other school personnel</li> <li>• Observations in schools</li> <li>• Observations in related agencies to include Family Resource or Youth Service Centers</li> <li>• Interactions with Families of Students</li> <li>• Participation in school-based professional learning community</li> <li>• Attendance at school board meeting</li> <li>• Attendance at school-based council meeting</li> </ul>
<p align="center"><b>*Must receive MET in each section above to have an ACCEPTABLE Foliotek submission.</b></p>		

Revised 8/16