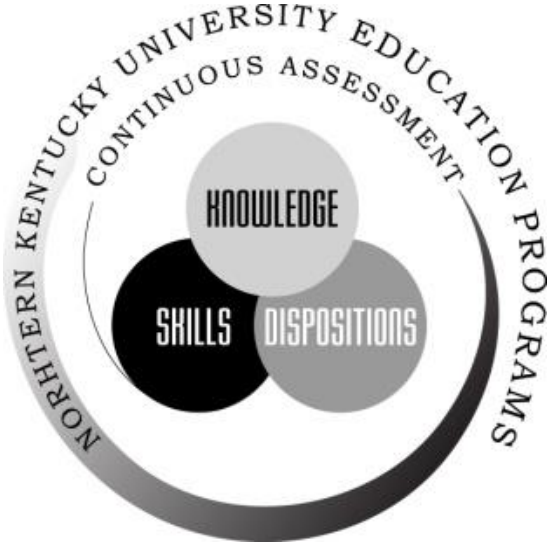
Northern Kentucky University

College of Education and Human Services



Elementary Field Experience II Handbook

EDU 392

Fall 2014

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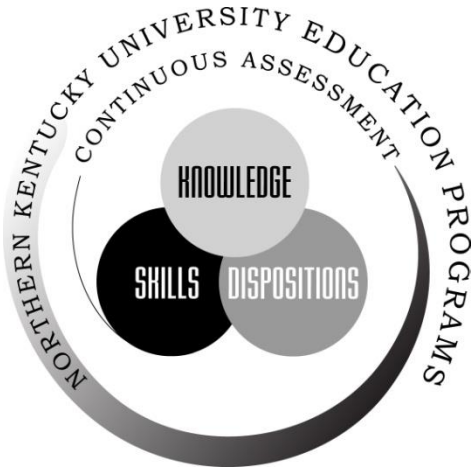
SECTION I:

CONCEPTUAL FRAMEWORK

CONCEPTUAL FRAMEWORK



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

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

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

COLLEGE GOALS: The goals of the teacher education, instructional leadership, and school counselor programs are to:

- Attract, retain, and graduate students of diverse backgrounds;
- Recruit and retain outstanding, committed, collegial, and diverse faculty and staff;
- Monitor progress of, provide feedback to, and evaluate performances of students, faculty, and staff;
- Promote faculty professional development and scholarship;
- Encourage and model practices based on high standards and expectations, as defined by professional associations;

- Demonstrate a commitment to ethical and professional standards;
- Provide diverse and inclusive teaching and learning experiences;
- Use creative and effective teaching enhanced with the application of current technology;
- Provide a variety of meaningful field and clinical experiences that include working with diverse populations;
- Seek external funding for innovative programs that enhance learning, growth, and development to meet the needs of the community;
- Engage in continuous assessment that ensures program effectiveness;
- Provide timely and accurate communication and information to internal and external constituencies;
- Engage with P-12 schools, university colleagues, community agencies, and other professional communities to achieve our mutual goals and interests.

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

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

The theory of Lev Vygotsky (Vygotsky, 1978) extends Piaget's ideas and states that interaction with other people and the real world environment is critical for learning and development of children and adults. Vygotsky emphasized using:

- Explicit instruction to promote learning;
- Collaboration and challenging tasks within a problem solving approach; and
- Group activities to internalize learning processes.

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

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

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

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

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

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

- Knowledgeable scholars (which includes content, professional, pedagogical, diversity and technical knowledge). Candidates are well-grounded in theory and equipped with a strong knowledge base to provide learning environments that value diversity, collaboration, and promote a high level of achievement and quality for all learners.

- Skilled scholars (which includes lesson and unit planning, classroom management, classroom teaching, communication, reflection, assessment, accountability for student learning, and technology skills). The effective use of pedagogical skills is essential in building a community of learners to ensure a positive impact on P-12 learning.
- Collaborative scholars (which includes the ability to collaborate with students, parents, and colleagues; interpersonal skills; dispositions; professionalism; and self-evaluation). Candidates contemplate the appropriateness and possible long-term consequences of their professional dispositions and actions on student performance and all aspects of their teaching and instruction.

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

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

At the initial level, all teacher education candidates in the College of Education and Human Services are required to complete a diversity course as part of the university's general education requirements, as well as two special education classes that focus on teaching students with disabilities. In addition, all candidates at the initial level are required to consider diverse groups of students when developing and implementing lesson and unit plans in their methods and Field Experience courses. Faculty in turn evaluate each candidate's ability to plan and work with students of diverse backgrounds. Candidates at the initial level are also required to have experiences working with diverse P-12 students during their Field Experience and clinical experience experiences. Candidates at the advanced level are required to complete a course in diversity as well as document working with P-12 students of diverse backgrounds, which include students with disabilities and Limited English Proficiency, as well as students who are racially and socio-economically diverse.
Education in a democracy requires a commitment to affirming diversity and meeting the challenges presented by a wide range of constituents and communities. The Unit prepares candidates who are equipped with knowledge, competency, and dispositions required to provide equitable educational experiences for all students within a diverse P-12 population. The Unit envisions that its candidates emerge as knowledgeable, skilled, and collaborative scholars who are effective communicators and reflective decision-makers, accountable for the learning of all students.

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

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

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

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

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

Physical Education (NASPE) standards. (Refer to the appropriate program submission for details on how each program meets its SPA standards).

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

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

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

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

Evidence / Levels	MET	NOT MET
Clock Hours Documentation	Minimum of 75 clock hours completed in Professional Semester II Total of 200 clock hours or more completed prior to clinical experience Documented participation in the following activities not completed in prior semesters: -Student Tutoring -Assist teachers - Attendance at school board and school-based council meetings Observations in schools and related agencies to include Family Resource or Youth Service Centers -Interactions with Families of Students -Participation in school-based professional learning community Documentation of required Clock Hours and Activities (**Time Logs**)	Fewer than 75 clock hours completed in Pro Sem II Fewer than 200 total clock hours completed prior to clinical experience No documented participation in required activities: -Student Tutoring -Assist teachers - Attendance at school board and school-based council meetings Observations in schools and related agencies to include Family Resource or Youth Service Centers -Interactions with Families of Students -Participation in school-based professional learning community
Resume	Up to date Follows format Control of surface features Sufficient detail	Not up to date Format not followed Errors in surface features Missing most necessary information
Teaching and Learning Context	Addressed in detail (refer to template): · School factors · Classroom factors · Student characteristics of all students worked with this semester, including diversity demographics (socio-economic, ethnic/racial, students with disabilities, gifted/talented students, limited English proficiency) · Implications for instruction · Classroom Management Control of surface features	Does not address one or more of the following: · School factors · Classroom factors · Student characteristics · Implications for instruction Errors in surface features distract the reader

Evidence / Levels	MET	NOT MET
Artifacts	Required Artifacts: · Lesson plan observed by your university supervisor · Minimum of **3 additional** artifacts developed during Professional Semester II	· No lesson plan observed by university supervisor · No documentation of required clock hours and activities · Fewer than 3 additional artifacts
Reflection	· **1 (one)** reflection for Professional Semester II that includes: 1. Detailed description of professional growth as a teacher 2. Detailed description of impact of instruction on student learning 3. Detailed description of interactions/collaboration with diverse students, including socio-economic, ethnic/racial, students with disabilities, gifted/talented students, limited English proficiency; 4. At least 3 of the 4 categories of diverse students must be specifically addressed by end of Professional Semester II (cumulative over 3 semesters) · Artifacts cited in body of reflection used as evidence and linked to KTS · All Kentucky Teacher Standards (KTS) addressed within reflection · KTS listed at end of reflection · KTS #1-9 addressed within Professional Semester II · Observations must be linked to KTS · Control of surface features	· 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 3 of the 4 diverse student categories are documented · Artifacts not cited · Kentucky Teacher Standards not addressed · KTS not listed · KTS #1-9 not addressed · Observations not linked to KTS · Errors in surface details
***Must receive <u>MET</u> in all areas to have an ACCEPTABLE Foliotek Portfolio submission**		

SECTION II:

KENTUCKY GUIDELINES

PRINCIPLES OF THE KENTUCKY PRIMARY PROGRAM:

Kentucky's primary program is that part of the elementary school program in which children are enrolled from the time they begin school until they are ready to enter the intermediate program (fourth grade). The primary program includes the following critical attributes: continuous progress; developmentally appropriate educational practices; authentic assessment; multiage and multiability classrooms; qualitative reporting methods; professional teamwork; and positive parent involvement.

- Be developmentally appropriate. Instruction must take into account the unique cognitive abilities of young children and allow them to generate new knowledge through meaningful activities.
- Build on students' prior knowledge and experiences. Instruction must provide for students to make use of prior knowledge in developing new concepts and understandings.
- Engage students in active inquiry, problem solving and creative expression through the use of manipulatives, authentic language experiences and the gathering and interpretation of data. Active, hands on student involvement in lessons are essential.
- Lessons should be designed to enable each student to reach his/her potential. Instruction should address the needs of the students who come from diverse racial, ethnic, and geographic backgrounds and who exhibit a wide range of academic, physical and emotional strengths. Instruction should be designed to treat both genders equitably. Provisions in the planning and implementation of each lesson should address the various learning styles.

KENTUCKY CORE ACADEMIC STANDARDS

The **Kentucky Core Academic Standards (PDF)** were adopted by the Kentucky State Board of Education in June 2010. The KCAS 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 KCAS are now the Common Core State Standards.

Kentucky Core Academic Standards (KCAS) Purpose: The Kentucky Core Academic Standards (KCAS) Grades Primary-12 help ensure that all students across the commonwealth are provided with common content and have opportunities to learn at a high level. This document provides administrators, teachers, parents, and other stakeholders in local districts with a basis for establishing and/or revising their curricula.

The instructional program should emphasize the development of students' abilities to acquire and apply knowledge and assure that appropriate accommodations are made for the diverse populations of students found within Kentucky schools. The purpose of the KCAS is to outline the minimum content required for all students before graduating from Kentucky high schools. This document specifies only the content for the required credits for high school graduation and primary, intermediate, and middle level programs leading up to these requirements. Schools and school districts are charged with identifying the content for elective courses and designing instructional programs for all areas. Schools and school districts are also responsible for coordinating curricula across grade levels and among schools within districts.

A coordinated curricular approach ensures that all students have opportunities to experience success with Kentucky's learning goals and academic expectations. It also provides for a thoughtful continuum of content and skills across grade levels while assuring coverage of all content outlined in the Program of Studies. This document contains four major sections: Introduction, Curriculum Guidelines, Required Content Areas, and Elective Programs. The minimum content for specific required credits and courses is outlined in the section titled Required Content Areas. Each subject area sub-section begins with an introduction that provides background information, followed by charts that specify the minimum content.

The content is based on Kentucky's learning goals, academic expectations, and input from professional organizations, teachers, and administrators. Learning Goal 1 (Basic Communication and Mathematics Skills) and Goal 2 (Application of Core Concepts) and are cited most often within this document and provide the basic academic skills and content for what Kentucky high school graduates should know as they exit public schools. However, the skills identified in the other goals are equally important. Goal 5 (Think and Solve Problems) and Goal 6 (Connect and Integrate Knowledge) provide students with strategies for life-long learning. Academic expectations within each of these four goals (Goals 1, 2, 5, 6) are embedded throughout the content descriptions in the Program of Studies. Although it has been decided not to assess Goal 3 (Developing Self-Sufficiency) and Goal 4 (Responsible Group Membership) on a statewide level, Kentucky Board of Education urges all educators, school boards and councils, parents, and students to give

continued emphasis to the development of responsible group membership and personal self-sufficiency.

Note: Standards in Social Studies are in the process of being revised. Until those new standards are fully developed and then recommended for adoption by the Kentucky Board of Education, those areas will continue to contain the standards that were originally included in the Program of Studies (2012).

The links below will give you just the sections on English Language Arts and mathematics.

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

These bookmarked crosswalk resources are organized by CCSS standards and present the alignment of Common Core State Standards statements to *Program of Studies* statements. These crosswalk documents include internal links for ease of mobility throughout the document. Standards strands and clusters are clearly identified. Educators may want to use these resources for curriculum planning and mapping purposes.

English Language Arts Bookmarked Crosswalk (pdf)
Mathematics Bookmarked Crosswalk (pdf)

Crosswalk - Common Core State Standards (CCSS) Comparison to Kentucky Program of Studies (2006)/Core Content for Assessment 4.1 is now available here.

Combined Curriculum Document: The Combined Curriculum Document (CCD) is a resource created by the Kentucky Department of Education to show the connection between the Academic Expectations (what students should know and be able to do as a result of their school experience), the Program of Studies-now known as Kentucky's Core Academic Standards (the minimum required content standards students shall be taught to meet the high school graduation requirements), and the Core Content for Assessment Version 4.1 (the content that is appropriate to be included on the state assessment).

NEXT GENERATION SCIENCE STANDARDS

Quality science education is based on standards that are rich in content and practice, with aligned curricula, pedagogy, assessment, and teacher preparation and development.

The NGSS are standards, or goals, that reflect what a student should know and be able to do—they do not dictate the manner or methods by which the standards are taught. The performance expectations are written in a way that expresses the concept and skills to be performed but still leaves curricular and instructional decisions to states, districts, school and teachers. The performance expectations do not dictate curriculum; rather, they are coherently developed to allow flexibility in the instruction of the standards

The Next Generation Science Standards are available at:
http://www.nextgenscience.org/next-generation-science-standards

In addition, the Kentucky Department of Education's website features resources for science teaching and learning at: http://education.ky.gov/curriculum/sci/Pages/default.aspx.

SOCIAL STUDIES CURRICULUM RESOURCES

Elementary social studies utilizes the five subdomains of social studies (historical perspective, geography, economics, government and civics, and cultures and societies) in an integrated program which focuses on a different grade-level context each year.

The Kentucky Department of Education has developed a website with resources and curriculum documents for teaching elementary social studies at:
http://education.ky.gov/curriculum/SS/Pages/SS-Curriculum-Documents-and-Resources.aspx.

KENTUCKY'S LEARNING GOALS AND ACADEMIC EXPECTATIONS

The centerpiece of Kentucky's education reform effort is its vision of what students should know and be able to do as a result of their school experience. Every aspect of the reform movement is designed to promote student attainment of these goals and to measure our progress in helping them to do so.

Assumption underlying KERA

- All students are capable of learning.
- The expectations for students are set forth as the six learning goals of KERA. These goals led to the development of the academic expectations that characterize student achievement of the goals.
- All Kentucky students are expected to achieve the goals and academic expectations.

1. Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.

1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.
1.2 Students make sense of the variety of materials they read.
1.3 Students make sense of the various things they observe.
1.4 Students make sense of the various messages to which they listen.
1.5-1.9 Students use mathematical ideas and procedures to communicate, reason, and solve problems.
1.10 Students organize information through development and use of classification rules and systems.
1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
1.13 Students make sense of ideas and communicate ideas with the visual arts.
1.14 Students make sense of ideas and communicate ideas with music.
1.15 Students make sense of and communicate ideas with movement.
1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.

2. Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.

Science

2.1 Students understand scientific ways of thinking and working and use those methods to solve real-life problems.
2.2 Students identify, analyze, and use patterns such as cycles and trends to understand past and present events and predict possible future events.

2.3 Students identify and analyze systems and the ways their components work together or affect each other.
2.4 Students use the concept of scale and scientific models to explain the organization and functioning of living and nonliving things and predict other characteristics that might be observed.
2.5 Students understand that under certain conditions nature tends to remain the same or move toward a balance.
2.6 Students understand how living and nonliving things change over time and the factors that influence the changes.

Mathematics

2.7 Students understand number concepts and use numbers appropriately and accurately.
2.8 Students understand various mathematical procedures and use them appropriately and accurately.
2.9 Students understand space and dimensionality concepts and use them appropriately and accurately.
2.10 Students understand measurement concepts and use measurements appropriately and accurately.
2.11 Students understand mathematical change concepts and use them appropriately and accurately.
2.12 Students understand mathematical structure concepts including the properties and logic of various mathematical systems.
2.13 Students understand and appropriately use statistics and probability.

Social Studies

2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.
2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.
2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.
2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.
2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.
2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.
2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.
2.21 (Incorporated into 2.16)

Arts and Humanities

2.22 Students create works of art and make presentations to convey a point of view.
2.23 Students analyze their own and others' artistic products and performances using accepted standards.
2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.
2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.
2.26 Through the arts and humanities, student recognize that although people are different, they share some common experiences and attitudes.
2.27 Students recognize and understand the similarities and differences among languages.
2.28 Students understand and communicate in a second language.

Practical Living

2.29 Students demonstrate skills that promote individual well-being and healthy family relationships.
2.30 Students evaluate consumer products and services and make effective consumer decisions.
2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
2.32 Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.
2.33 Students demonstrate the skills to evaluate and use services and resources available in their community.
2.34 Students perform physical movement skills effectively in a variety of settings.
2.35 Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives.

Vocational Studies

2.36 Students use strategies for choosing and preparing for a career.
2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.
2.38 Students demonstrate skills such as interviewing, writing resumes, and completing applications that are needed to be accepted into college or other postsecondary training or to get a job.

3. Students shall develop their abilities to become self-sufficient individuals.*

3.1 Students demonstrate positive growth in self-concept through appropriate tasks or projects.
3.2 Students demonstrate the ability to maintain a healthy lifestyle.
3.3 Students demonstrate the ability to be adaptable and flexible through appropriate tasks or projects.
3.4 Students demonstrate the ability to be resourceful and creative.
3.5 Students demonstrate self-control and self discipline.
3.6 Students demonstrate the ability to make decisions based on ethical values.
3.7 Students demonstrate the ability to learn on one's own.

4. Students shall develop their abilities to become responsible members of a family, work group, or community, including demonstrating effectiveness in community service.*

4.1 Students effectively use interpersonal skills.
4.2 Students use productive team membership skills.
4.3 Students individually demonstrate consistent, responsive, and caring behavior.
4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.
4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and world view.
4.6 Students demonstrate an open mind to alternative perspectives.

Goals 3 and 4 are included in Kentucky statute as learning goals, but they are not included in the state's academic assessment program.

5. Students shall develop their abilities to think and solve problems in school situations and in a variety of situations they will encounter in life.

5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.
5.2 Students use creative thinking skills to develop or invent novel, constructive ideas or products.
5.3 Students organize information to develop or change their understanding of a concept.
5.4 Students use a decision-making process to make informed decisions among options.
5.5 Students use problem-solving processes to develop solutions to relatively complex problems.

6. Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.

6.1 Students connect knowledge and experiences from different subject areas.
6.2 Students use what they already know to acquire new knowledge, develop new skills, or interpret new experiences.
6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.

KENTUCKY TEACHER STANDARDS FOR PREPARATION AND CERTIFICATION INITIAL LEVEL

STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE. The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.
1.1 Communicates concepts, processes, and knowledge Accurately and effectively communicates concepts, processes and/or knowledge and uses vocabulary that is clear, correct and appropriate for students.
1.2 Connects content to life experiences of student. Effectively connects most content, procedures, and activities with relevant life experiences of students.
1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning. Uses instructional strategies that are clearly appropriate for the content and processes of the lesson and make a clear contribution to student learning.
1.4 Guides students to understand content from various perspectives. Provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding.
1.5 Identifies and addresses students' misconceptions of content Identifies misconceptions related to content and addresses them during planning and instruction.

STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
2.1 Develops significant objectives aligned with standards. States learning objectives that reflect key concepts of the discipline and are aligned with local or state standards.
2.2 Uses contextual data to design instruction relevant to students. Plans and designs instruction based on contextual (i.e., student, community, and/or cultural) and pre-assessment data
2.3 Plans assessments to guide instruction and measure learning objectives Prepares assessments that measure student performance on each objective and help guide teaching.
2.4 Plans instructional strategies and activities that address learning objectives for all students. Aligns instructional strategies and activities with learning objectives for all students.
2.5 Plans instructional strategies and activities that facilitate multiple levels of learning. Plans instructional strategies that include several levels of learning that require higher order thinking

STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
3.1 Communicates high expectations. Sets significant and challenging objectives for students and verbally/nonverbally communicates confidence in students' ability to achieve these objectives.
3.2 Establishes a positive learning environment. Establishes clear standards of conduct, shows awareness of student behavior, and responds in ways that are both appropriate and respectful of students.
3.3 Values and supports student diversity and addresses individual needs Uses a variety of strategies and methods to supports student diversity by addressing individual needs.
3.4 Fosters mutual respect between teacher and students and among students. Treats all students with respect and concern and monitors student interactions to encourage students to treat each other with respect and concern.
3.5 Provides a safe environment for learning Creates a classroom environment that is both emotionally and physically safe for all students.

STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION. The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge
4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students. Uses a variety of instructional strategies that engage students throughout the lesson on tasks aligned with learning objectives.
4.2 Implements instruction based on diverse student needs and assessment data. Implements instruction based on contextual information and assessment data.
4.3 Uses time effectively. Establishes efficient procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work so that there is minimal loss of instructional time.
4.4 Uses space and materials effectively. Uses classroom space and materials effectively to facilitate student learning.
4.5 Implements and manages instruction in ways that facilitate higher order thinking. Instruction provides opportunity to promote higher-order thinking.

STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge
5.1 Uses pre-assessments. Uses a variety of pre-assessments to establish baseline knowledge and skills for all students
5.2 Uses formative assessments Uses a variety of formative assessments to determine each student's progress and guide instruction.
5.3 Uses summative assessments. Uses a variety of summative assessments to measure student achievement.
5.4 Describes, analyzes, and evaluates student performance data. Describes, analyzes, and evaluates student performance data to determine progress of individuals and identify differences in progress among student groups.
5.5 Communicates learning results to students and parents. Communicates learning results to students and parents that provide a clear and timely understanding of learning progress relative to objectives.
5.6 Allows opportunity for student self-assessment. Promotes opportunities for students to engage in accurate self-assessment of learning.

STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.
6.1 Uses available technology to design and plan instruction. Uses technology to design and plan instruction.
6.2 Uses available technology to implement instruction that facilitates student learning. Uses technology to implement instruction that facilitates student learning.
6.3 Integrates student use of available technology into instruction Integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs.
6.4 Uses available technology to assess and communicate student learning. Uses technology to assess and communicate student learning.
6.5 Demonstrates ethical and legal use of technology. Ensures that personal use and student use of technology are ethical and legal.

STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING The teacher reflects on and evaluates specific teaching/learning situations and/or programs.
7.1 Uses data to reflect on and evaluate student learning. Reflects on and accurately evaluates student learning using appropriate data.
7.2 Uses data to reflect on and evaluate instructional practice. Reflects on and accurately evaluates instructional practice using appropriate data.
7.3 Uses data to reflect on and identify areas for professional growth. Identifies areas for professional growth using appropriate data.

STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
8.1 Identifies students whose learning could be enhanced by collaboration Identifies one or more students whose learning could be enhanced by collaboration and provides an appropriate rationale
8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort. Designs a plan to enhance student learning that includes all parties in the collaborative effort
8.3 Implements planned activities that enhance student learning and engage all parties. Implements planned activities that enhance student learning and engage all parties
8.4 Analyzes data to evaluate the outcomes of collaborative efforts. Analyzes student learning data to evaluate the outcomes of collaboration and identify next steps.

STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT. The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.
9.1 Self assesses performance relative to Kentucky's Teacher Standards. Identifies priority growth areas and strengths by thoroughly and accurately assessing current performance on all the Kentucky Teacher Standards
9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues. Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues
9.3 Designs a professional growth plan that addresses identified priorities. Designs a clear, logical professional growth plan that addresses all priority areas
9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning. Shows clear evidence of professional growth and reflection relative to the identified priority areas and impact on instructional effectiveness and student learning

STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.
10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school. Identifies leadership opportunities in the school, community, or professional organizations and selects one with the potential for positive impact on learning or the professional environment and is realistic in terms of knowledge, skill, and time required.
10.2 Develops a plan for engaging in leadership activities. Develops a leadership work plan that describes the purpose, scope, and participants involved and how the impact on student learning and/or the professional environment will be assessed.
10.3 Implements a plan for engaging in leadership activities. Implements the approved leadership work plan that has a clear timeline of events/actions and a clear description of how impact will be assessed.
10.4 Analyzes data to evaluate the results of planned and executed leadership efforts. Analyzes student learning and/or other data appropriately to evaluate the results of planned and executed leadership efforts.

SECTION III

RESPONSIBILITIES AND PROFESSIONAL ETHICS

RESPONSIBILITIES OF FIELD EXPERIENCE TEAM MEMBERS

The Field Experience Student (Candidate)
Candidates enrolled in EDU 392 are expected to conduct themselves in a professional manner. This is an opportunity to practice what has been learned in university classes, but to do so within the typical school environment. Candidates are expected to be on time and prepared for all activities. They are expected to turn in assignments on the designated day, in the proper format and to the appropriate personnel. The candidates will also have the responsibility to be aware of the professional code of ethics, the development of the portfolio and the conceptual framework for programs in the College of Education and Human Services.

The University
The university professors for the methods courses taken concurrently with the Field Experience will primarily be responsible for preparing students and evaluating specific assignments. The university will also assign a Field Experience supervisor who will provide instruction early in the semester regarding effective teaching practices. The University Supervisor will be available for consultation with university students and cooperating teachers and will observe students at least part of the time as they conduct their activities in the classroom.

The Classroom Teacher (Cooperating Teacher)
Classroom teachers are eligible to serve as a cooperating teacher if they meet the following criteria: recommended by the principal as an effective teacher with accomplished instructional and classroom management strategies and commits to providing effective supervision and guidance to the pre-service teacher.

The classroom teacher (CT) will be expected to provide opportunities for the student to conduct specific lessons. The teacher will direct the student in ways to assist in the classroom when not conducting specific lessons. The classroom teacher will provide feedback to individual students and will be asked to provide evaluative information to the university regarding student attendance, participation and performance. The classroom teacher will be expected to be present while the Field Experience students (candidates) are in the classroom.

AWARENESS OF PROFESSIONAL ETHICS

Section 1: Certified personnel in the Commonwealth:

1. Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach.
2. Shall believe in the worth and dignity of each human being and in educational opportunities for all.
3. Shall strive to uphold the responsibilities of the education profession.

To Students

- Shall provide students with professional education services in a non-discriminatory manner and in consonance with accepted best practice known to the educator.
- Shall respect the constitutional rights of all students.
- Shall take reasonable measures to protect the health, safety, and emotional well-being of students.
- Shall keep in confidence information about students that has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
- Shall not knowingly make false or malicious statements about students or colleagues.
- Shall refrain from subjecting students to embarrassment or disparagement.
- Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behavior as sexual jokes, sexual remarks, sexual kidding or teasing, sexual innuendo, pressure for dates or sexual favors, inappropriate physical touching, kissing, grabbing, rape, threats of physical harm, and sexual assault.

To Parents

- Shall make reasonable effort to communicate to parents, information which should be revealed in the interest of the students.
- Shall endeavor to understand community cultures and diverse home environments of students.
- Shall not knowingly distort or misrepresent facts concerning educational issues.
- Shall distinguish between personal views and the views of the employing educational agency.
- Shall not interfere in the exercise of political and citizenship rights and responsibilities of others.
- Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities.
- Shall not accept gratuities, gifts or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantages.

To the Education Profession

- Shall exemplify behaviors that maintain the dignity and integrity of the profession.
- Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities.
- Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law.
- Shall not use coercive means or give special treatment in order to influence professional decisions.
- Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications.
- Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.

EDUCATORS' CODE OF ETHICS

NKU College of Education and Human Services

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

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

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

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

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

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

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

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

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

Article I. Procedures for Violation

1. An instructor or administrator who believes that a student has violated the education programs' Code of Ethics shall communicate with the student within ten (10) working days from the date of the discovery to schedule a meeting to discuss the violation. The appropriate department chair will be appraised of the incident within five (5) working days following the meeting if the instructor believes the violation has been substantiated. The instructor may apply one or more of the following actions should a student be deemed to be in violation of the Code of Ethics:
    a. An oral admonition or reprimand.
    b. A written admonition or reprimand.
    c. Conditional requirements for continuation in the course.
    d. A failing grade for an assignment.
    e. A failing grade in the course.
    f. Removal from the course.

    Written documentation regarding the violation and instructor's decision will be placed in the student's advising folder and copied to the appropriate department chair. In addition, the student's name, meeting date, and the instructor's name will be placed in the "Code of

Ethics" log located in the department chair's office for future reference. The instructor may report the incident concurrent with his/her investigation to the department chair or other appropriate agency.

2. If the student wishes to appeal a decision, the department chair will be contacted. The department chair will review all materials, consult with the instructor and student and attempt to resolve the problem. The department chair shall communicate with the student within ten (10) working days from the date of the notification to schedule a meeting to discuss the violation. The department chair may report the incident concurrent with his/her investigation to the Dean of Students and the University Honor Council if deemed appropriate. (Students will need to refer to the Student Handbook for procedures related to the Dean of Students and the University Honor Council.) The department chair may apply one or more of the following actions should a student be found to be in violation of the Code of Ethics:
    a. An oral admonition or reprimand.
    b. A written admonition or reprimand.
    c. Conditional requirements [i.e. counseling] for continuation in the education program.
    d. Suspension from the education program or education class for the remainder of the semester and/or year.
    e. Suspension from the education program or education class for the semester following the current semester.
    f. Suspension from the education program for one or more years.
    g. Dismissal from the education program.
3. The student may appeal the decision of the department chair through the Office of the Dean of the College of Education and Human Services to the Dispositions Committee within ten (10) working days after notification of the department chair's decision. The student will be contacted within 10 working days of receiving the referral/ appeal so the hearing can be scheduled. The Dispositions Committee will collect evidence by research and interview. The student shall have an opportunity to be heard by the panel. Insofar as possible, all parties directly involved in the process will cooperate by honoring the panel's request for such information relevant to the process and such information shall be held in strict confidence. The Dispositions Committee will review the charges and make one of three decisions: 1) confirm the department chair's decision; 2) make a different recommendation, or 3) refer the incident to the Dean of Students and the University Honor Council. The decision of the Dispositions Committee is final. The student will be notified by the office of the dean of the decision of the Dispositions Committee.
4. If the student believes that there were procedural errors or omissions in the proceedings, he/she may appeal the process to the office of the dean within 10 working days of the final decision of the Dispositions Committee.
5. The student may have additional rights and should consult the University Student Handbook for additional information.

PROFESSIONAL BEHAVIOR

When teaching in the schools, candidates are expected to dress and act professionally. Candidates must model appropriate language usage, spelling mechanics, and handwriting in the classroom. It is imperative that candidates are always on time and prepared. Necessary materials and lessons plans must be ready before coming to the classroom. Your time in the classroom is your opportunity to continue to observe and interact with students. It is not appropriate to prepare materials in the classroom or do other homework.

Candidates are never to publicly critique cooperating teachers. Students should be aware that they are representing Northern Kentucky University and are a guest in the host school.

LIABILITY ISSUES

Candidates are expected to follow the cooperating teacher's discipline policy. Communicate with the classroom teacher about appropriate behavior management strategies.

Candidates are not to be left without the supervision of a certified employee of the school system. Communicate with your University Supervisor if you are left without supervision.

SECTION IV:

COURSE OVERVIEW

COURSE DESCRIPTION
(EDU 392: ELEMENTARY FIELD EXPERIENCE II)

EDU 392 gives prospective teachers (candidates) the opportunity to practice teaching specific subjects in the elementary grades. Candidates will design, teach, and assess lesson plans using strategies learned in their all previous course work, current method courses (mathematics, science, as social studies), and assessment course. They will have an opportunity to collaborate with fellow pre-service teachers, cooperating teachers, and other educational professionals to design and implement instruction in an effective manner.

EDU 392 consists of teaching experiences in a local elementary school, participation and observation activities in a local elementary school, and on-campus meetings. During the participation/observation and teaching phases of the semester, the students will be involved in designated schools' classrooms for an assigned three-hour block each Monday and Wednesday.

At least once during each week, the candidate will be directly engaged in teaching the elementary students, either an entire lesson or a portion of one, either prepared by the candidate or the cooperating teacher. When not directly teaching planned lessons or implementing other course requirements, the candidates will engage in numerous classroom experiences such as but not limited to: assisting the classroom teacher, working with small groups of students, tutoring individuals, and/or following the classroom teacher's directions to work with the whole class.

In some classes, elementary students may go to the computer lab, art, music, physical education or library during this time. Field Experience candidates should make arrangements to accompany students to these classes and assist the teachers. Field Experience candidates should also make arrangements during the cooperating teacher's planning time and at other times when the candidate is not directly engaged in teaching or related projects, to observe a variety of teachers in the cooperating school, so as to be exposed to a range of teaching styles and student groups.

OBJECTIVES

Upon completion of Elementary Field Experience II the candidate should be able to successfully:

- Describe the climate in the classroom and evaluate the various preventive and remedial management procedures.
- Describe and implement the techniques a classroom teacher uses to create a positive, productive classroom environment and manage students.
- Describe and implement the strategies a classroom teacher uses to teach various subjects.
- Communicate and collaborate with peers, cooperating teachers, university professors, and other school personnel.
- Identify students' prior knowledge and instructional needs in math, science, and social studies and develop learner objectives/learning targets and design activities based on the results.
- Select appropriate instructional materials (including technology) for meeting the identified individual and group needs of primary school students.
- Develop and implement methods for including exceptional and gifted/talented students into the regular classroom setting.
- Integrate subjects when appropriate to help students comprehend the connections within and across subjects.
- Apply activities and assessments to real life settings.
- Develop unit plans for identified topics and design lesson plans according to a designated format that accurately reflects current recommended practices in teaching.
- Implement a variety of lesson plans in an effective manner to facilitate learning.
- Assess students before, during and after instruction both formally and informally to determine the effects of instruction and plan for the next phase of instruction.
- Reflect on his/her teaching and determine strengths and weaknesses and appropriate modifications of lessons taught.

SUGGESTIONS FOR SUCCESSFUL TEACHING EXPERIENCES

- Be positive. Your attitude is a big factor in the success of your Field Experience.
- Be cooperative with team members and other Field Experience personnel.
- Enter class thoroughly prepared.
- Expect to have some personal failings and inadequacies. To recognize them and deal with them in a constructive and rational manner is a sign of a healthy ego.
- Be positive in verbal and written comments to children.
- Discuss acceptable behavior or standards in the class with the children and develop a cooperative procedure for class management.
- Maintain a child-centered classroom.
- Be sure children learn something new. Lessons should address new concepts or they might expand, enrich or review what children have previously been taught.
- Stimulate thinking by using carefully stated questions that aim at a higher level of thinking. Use effective questioning techniques when asking students to respond to questions.
- Reinforce learning by using specific and appropriate praise. In responding to students' responses to questions, amplify, restate, or repeat the students' answers, as well as give specific academic praise when applicable.
- Students should not be taken out of the classroom, building, or off school grounds without the permission of the Cooperating Teacher and/or principal.
- Communication with the University Supervisor, Cooperating Teacher and partner is essential for a successful classroom experience.
- Enjoy every minute of your time guiding children. Teaching is a very rewarding profession for people who enjoy helping children learn.

SUGGESTED ACTIVITIES FOR THE FIRST WEEK

Keep notes about the following information in your binder, for use as a reference.

I. Gather necessary information from CT (at his/her convenience):

1. Introduce yourself. Exchange phone numbers, e-mails; find the best way to reach your teacher in case of an emergency. Check to make sure teaching times listed in the Field Experience schedule are okay for everyone.
2. Get a list of students in your Field Experience classroom (and a copy of a seating chart if available).
3. Make a note of class schedules
   Art, music, P.E., library, technology/computers
   Students' daily schedules (arrival, lunch, recess, subjects, dismissal)
   Monthly/Yearly schedules for the district
   Important Dates (Professional Development, Parent-Teacher Conferences, Meetings, Holidays, etc.)

II. Pertinent information about the class as a whole and about individual students:

1. Physical restrictions and food allergies
2. Reading and math skills (what have they learned and what are they learning)
3. Special needs: IEP's, gifted/talented, ELL's, concerns about culture, religion, gender balance, and any other diverse needs of the group
4. Visit any other teachers who collaborate with the CT for the special needs of the students, and ask for input

III. Pertinent information about the school curriculum in math, social studies, and science:

1. School's curriculum guides, or curriculum maps (if not available on the school's website)
2. Textbooks/Kits, trade books; ask to copy pages from the teacher's guide that you might need for developing lessons
3. Discuss topics for the units to be taught by candidates

IV. Pertinent information about technology:

1. Available computers in the classroom; how many with Internet
2. Use of computers in the classroom (students' use, software available)
3. Available computer lab (available for whole group instruction, scheduling)
4. What are the students learning in their specials for computers
5. Visit the technology facility – get to know the technology coordinator

V. Pertinent information about the library:

1. Make a copy of the reading list (books these students plan to read this semester)
2. Include your own books to this list, especially books related to math, social studies and science
3. Use the existing as well as the additional books as you plan your lessons/units
4. Find out how to check out books for your students from the school library
5. Visit the library – get to know the librarian

VI. Pertinent information about professional development:

1. Find out the Professional Development schedule for the teachers in the building
2. Find out if you can participate in any event that interests you and participate in those events
3. Find out if you can participate in team/grade level meetings, faculty meetings, site-based council meetings, school board meetings, or any other school-wide meetings (such as PTA or PTSO).
4. Find out how you can assist in organized events, such as science fairs, book fairs, parent-teacher conferences, etc.

CO-TEACHING MODELS

Co-teaching has been defined in a number of ways. Some consider any arrangement with two adults assigned to a classroom to be co-teaching, even when one of the individuals is a paraprofessional or parent volunteer. A more accurate and useful definition of co-teaching includes these elements:

Co-teaching is a service delivery mechanism. Co-teaching exists as a means for providing the specially designed instruction to which students with disabilities are entitled while ensuring access to general curriculum in the least restrictive environment with the provision of supplementary aids and services.

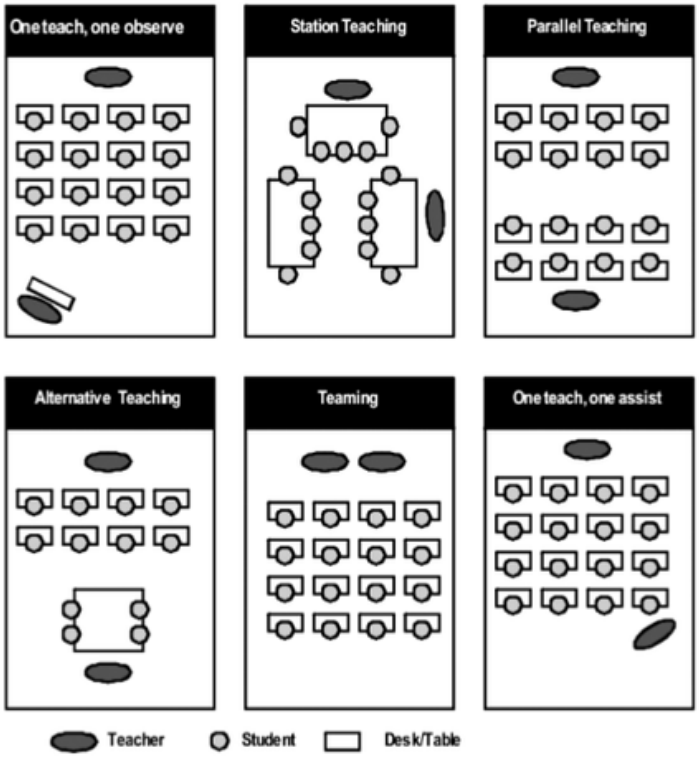
Two or more professionals with equivalent licensure and employment status are the participants in co-teaching.

Co-teaching is based on parity. When paraprofessionals or other adults assist in classrooms, the contribution is valuable, but it is appropriately considered support rather than co-teaching. Co-teachers share instructional responsibility and accountability for a single group of students for whom they both have ownership. Both educators contribute to instruction as part of co-teaching.

Perhaps the most significant re-conceptualization critical for co-teaching is the notion of a two-teacher classroom--rather than a one-teacher classroom with "help" available from the other teacher. Co-teaching occurs primarily in a shared classroom or workspace.

Although instructional reasons sometimes exist for physically separating students and teachers, co-teaching usually involves multiple activities occurring in one place. Of course, this implies that co-taught classes tend to be highly interactive places with high levels of student engagement.

Co-teachers' specific level of participation may vary based on their skills and the instructional needs of the student group. Especially in middle and high school when special educators are co-teaching in subjects in which they have had limited professional preparation, their skill and comfort for contributing to initial instruction may take time to develop. In such situations, care must be taken to by co-teachers to outline roles and responsibilities so that both professionals do have meaningful roles.



SECTION V

ASSIGNMENTS AND EVALUATION

PROFESSIONALISM

Professional behavior is a very important aspect of teaching. It is expected that you think of yourself as a professional and a collaborative member of this learning community. Self-responsibility, a positive attitude, and dispositions that demonstrate respect for learners, parents, peers, and professors with whom you interact during this course are expected and highly valued. In this class, professionalism is measured by the following indicators: attendance and timeliness, weekly self-evaluations, your Cooperating Teacher's (CT) midterm and final evaluations, your CT's assessment of your dispositions, your University Supervisor's assessment of your dispositions. For further information and examples of behaviors that can indicate professionalism, see the College of Education and Human Services code of ethics and dispositions form.

ATTENDANCE

For the duration of the semester, students will report to their assigned Field Experience sites on Mondays and Wednesdays for a continuous block of three hours. On the first day at the assigned placement, students should establish the exact arrival time in cooperation with their classroom teacher and notify the university instructor by email of the arrival time and the Cooperating Teacher's email address. Students are expected to be in their classrooms for the entire three hours. Upon arriving at the school, students must sign in on the log sheet in the school office and proceed directly to their assigned classroom. Students whose signatures do not appear on the sign-in log will be considered absent for that day. If the assigned class will not be in regular session (i.e., field trip), the Field Experience student should make arrangements to either participate in the activity or observe another class in the building; however, notify the university instructor of the change in arrangements. Students are not required to report to their Field Experience sites if the university or the school is not in session. All attendance records must be accurately maintained. Falsification of Field Experience records, including attendance records, is considered a serious violation of the Code of Ethics and will be dealt with accordingly.

It is your professional responsibility to be prompt and present every day of Field Experience that your school and NKU are in session. In the case of the observance of a religious holiday or a medical or family emergency, you must notify your Cooperating Teacher and University Supervisor in advance. In cases where you know in advance that you will be absent from Field Experience, you must request permission from your Cooperating Teacher in advance for the absence. Failure to notify the people named above in advance is a violation of the Code of Ethics. You are required to reschedule and fulfill missing field experience sessions for up to two sessions. *In cases where you are absent for more than two sessions, you will be unable to make up these sessions and will receive a failing grade*.

ASSIGNMENT DESCRIPTIONS

All assignments must meet the instructor's satisfaction to receive a passing grade in the class.

Initial Evaluation: By the end of your fourth week in your placement, you will self-assess your dispositions and professional behavior. Your cooperating teacher will also assess your performance and progress. Both you and your cooperating teacher will sign these forms. You will submit the first of these to your university supervisor. See the course syllabus for the due dates.

Teaching and Learning Context: Write a new Teaching and Learning Context describing your Field Experience placement from Professional Semester II. (A form for this available in the Forms section of this Handbook and is posted on Blackboard.) It is important that you have an introduction and conclusion to this narrative. Address as many of the following criteria as possible:

- School and district factors: description of the district (rural, urban, middle class, etc.), diversity, percentage on free/reduced lunch, school report card data, relevant data about achievement gap groups.
- Classroom factors: physical features of the classrooms, availability of technology, extent of parental involvement in the classroom, grouping patterns, scheduling.
- Student Characteristics: ages, gender breakdown, race/ethnicity, special needs, developmental levels, gap group representations, learning styles, students' skills and prior learning.
- Implications for Instruction: list two or three ways the above factors impact planning and implementing instruction.
- Classroom Management: in light of your contextual description, describe your expectations for classroom discipline and behavior management, classroom rules, and other processes you observed that promote a classroom environment conducive to student learning.

Teaching Experiences: Students are expected to plan, teach, and assess one lesson each week, specifically focused on the areas of mathematics, science, and social studies based on the Kentucky Core Academic Standards. Each of the three content areas (science, mathematics, and social studies) must be taught during the semester.

- During the initial month, the candidate should teach portions of lessons developed by the cooperating teacher.
- By the end of September, the candidate should teach entire lessons which may be developed independently by the candidate, independently by the cooperating teacher, or by the candidate in conjunction with the cooperating teacher.
- The candidate will develop and teach three KTIP lessons in one of the following content areas (mathematics, social studies, or science). These lessons will be submitted to and observed by the university supervisor (1) and cooperating teacher (2).

- The candidate MUST create the lesson plan that is being observed.
- The candidate will complete a reflection based on this lesson using the template provided on Blackboard.
- The candidate will schedule a meeting with his or her University Supervisor to conference about the observed lesson. The candidate will come to this meeting having completed the 'Reflective Teaching Process Form' (see below).

· Through the beginning of the last month, the candidate should continue to teach entire lessons which may be developed independently by the candidate, independently by the cooperating teacher, or by the candidate in conjunction with the cooperating teacher.

Portfolio: Students must receive a grade of "Met" on their professional portfolio in order to receive a passing grade for EDU 392. You will submit the various components of the portfolio on Foliotek. Portfolios will be evaluated based upon the criteria established by the College of Education and Human Services. Final portfolio evaluations will take place during final exam week.

The College of Education and Human Services will use the following criteria for grades in undergraduate courses:

P. Acceptable: Understanding of terms and concepts thoroughly demonstrated; ideas clearly and thoughtfully presented; activities effectively completed; competence clearly demonstrated in performance and knowledge areas; appropriate English usage and spelling.

F. Unacceptable: Not acceptable for undergraduate credit.

SECTION VI

THE TEACHING PORTFOLIO

ELECTRONIC PORTFOLIO DEVELOPMENT

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

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

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

The New Teacher Standards have become the basic framework for the development of Northern Kentucky University student portfolios. These standards seem best for providing the candidates with a way to organize their teaching accomplishments. A continuous review of the standards further strengthens the candidates in the skills and practices necessary to fulfill the requirements of an accomplished teacher.

All education majors expecting to obtain certification will be required to develop an acceptable portfolio. Candidates will be expected to organize their portfolios according to the format provided them at one of the seminars during the Admission Semester. Transfer candidates will be expected to attend all of the seminars pertaining to portfolio development that starts with the second seminar. Candidates must receive an acceptable portfolio evaluation before continuing to Clinical experience. The University Supervisor will evaluate the candidate's portfolio by appointment during final exam week. If a portfolio is deemed as unacceptable, the candidate will be given a reasonable time limit to make revisions needed. Portfolio must meet the following requirements stated in the rubrics at the end of this handbook.

HINTS FOR DEVELOPING AN EFFECTIVE TEACHING PORTFOLIO

The teaching portfolio documents your teaching practices. Carefully select samples that represent your ideas and practices. Also keep in mind that quality is more important than quantity. Your portfolio should be attractive and easy to review. At the beginning of the reflection, cite the benchmarks that were chosen for that standard. The first paragraph should indicate how the artifact supports the standard(s); also, connect the artifact to the performance criteria that you list below the reflection. A second paragraph must be written explaining the manner in which this artifact impacts student learning following are examples of artifacts that may guide the design of your portfolio around Kentucky's Teacher Standards.

Introduction

- Title page
- Table of Contents
- Statement of Ownership
- Curriculum Contract
- Resume
- Code of Ethics
- Philosophy
- Field & Clinical Experiences
- Divider Page for New Teacher Standards

Standard I: Demonstrates Applied Content Knowledge

- Science content knowledge report
- Journal reflections on helping students master content
- Evidence of strategies in teaching concepts in developmentally appropriate manner
- Samples of student work showing understanding of content
- Lesson plans/samples from interdisciplinary unit demonstrating how concept was taught
- Student transcript

Standard II: Designs and Plans Instruction

- Plans to enhance student attitudes/motivation
- Student interest/attitude inventory
- Strategies for individualizing instruction
- Pictures with descriptions of bulletin boards and learning centers
- Lesson plan units for a variety of subject areas/grade levels
- Information on how to accommodate diversity
- Interdisciplinary unit plan/web

Standard III: Creates and Maintains Learning Climate

- Classroom management plan with reflection
- Map of classroom layout
- Observation evaluations
- List of classroom routines/rules with reflection
- Written critique/videotapes of teaching events
- Evidence of curriculum materials you developed

Standard IV: Implements and Manages Instruction

- Classroom management plan with reflection
- Map of classroom layout
- Observation evaluations
- List of classroom routines/rules with reflection
- Written critique/videotapes of teaching events
- Evidence of curriculum materials you developed

Standard V: Assess and Communicates Learning Results

- Diagnostic Interviews and Anecdotal Records
- Samples of student work with your feedback
- Sample tests/performance tasks/open-ended response questions
- Scoring rubrics, observations, and other samples of evaluation instruments
- Graded student work with sample from different levels of the rubric
- Samples of student self-assessment/peer assessment
- Reports to parents about student progress

Standard VI: Demonstrates the Implementation of Technology

- Evidence of K-12 students' use of technology
- Applications (Power Points, Excel, Inspiration/Kidspiration)
- Internet activities (web quest, applets, etc.)
- Digital still & video cameras
- Calculators, CBLs
- Assistive Devices

Standard VII: Reflects On and Evaluates Teaching and Learning

- Written critique of videotaped lesson
- Self-evaluation from lessons
- Reflective Journal Entries
- Analysis of Unit

Standard VIII: Collaborates with Colleagues/Parents/Others

- Parent conferences with narrative
- Correspondence with supervisors
- Experiences of team teaching
- Collaboration with colleagues and others
- Math & Science Day
- Interaction with family resource center
- Field Trips

Standard IX: Evaluates Teaching and Implements Professional Development

- Summaries of seminars/professional meetings attended
- Evidence of membership in professional organizations
- Explanation of participation in school or district professional development activities with supporting evidence
- Notes/reflections on observations of other classrooms
- Personal growth activities such as extra-curricular activities or curriculum development
- Professional growth plan (PGP) for the near future

Standard X: Provides Leadership within School/Community/Profession

- <To be completed in Clinical experience>

SECTION VII:

TEACHING AND LEARNING CONTEXT

KTIP LESSON PLAN

TEACHING AND LEARNING CONTEXT

Name:

Semester: Year: Field Experience: EDU 392

School:

Grade: Content Area:

District:

County:

School Demographics

School Enrollment:

% Minority:

% Free or reduced lunch:

% English language learners:

% Special education:

Type of School (rural, urban, suburban):

Diverse (yes or no):

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

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

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

Implications for Instruction: Explain two or three ways the factors above might impact planning and implementation of instruction. You should attempt to address as many of the following criteria as possible:

- School and district factors: description of the district (rural, urban, middle class, etc.), diversity, percentage on free/reduced lunch, school report card data, relevant data about achievement gap groups.
- Classroom factors: physical features of the classrooms, availability of technology, extent of parental involvement in the classroom, grouping patterns, scheduling.

- Student Characteristics: ages, gender breakdown, race/ethnicity, special needs, developmental levels, gap group representations, learning styles, students' skills and prior learning.
- Implications for Instruction: describe two or three ways the above factors impact planning and implementing instruction.
- Classroom Management: in light of your contextual description, describe your expectations for classroom discipline and behavior management, classroom rules, and other processes you observed that promote a classroom environment conducive to student learning.

KTIP Lesson Plan

Intern Name: **Date:**

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

Unit Title: **Lesson Title:**

Lesson Alignment to Unit (if applicable)

Respond to the following items:

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

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

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

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

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

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

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

Lesson Analysis and Reflection

Completed AFTER teaching the lesson

Analyze and evaluate your lesson within two days of teaching it.

1. Explain how you determined the levels of student performance on your objective(s). Attach rubrics or criteria used in this determination.

2. Sort the students' performances into three categories and determine what number of students met the criteria in each category:

Below criteria _____ # of students
Meeting criteria _____ # of students

- Exceeding criteria _____ # of students
-

3. Select one student in each category and describe the student's strengths and learning needs, if any.

Below criteria:

Meeting criteria:

Exceeding criteria:

4. Reflect on the following:

· What does the analysis of your students' performances tell you about the effectiveness of your instruction in meeting your students' needs?

· Describe any patterns or trends in your students' performances. How could these patterns or trends be used in planning and instruction?

· What knowledge, skills, and/or resources could help you increase your instructional effectiveness?

5. For each category of students, how will you differentiate or adapt to move them forward?

· Below criteria

· Meeting criteria

· Exceeding criteria

6. Describe how you have reported or plan to communicate learning results to students and parents.

SECTION VIII:

EVALUATION FORMS

ELEMENTARY FIELD EXPERIENCE II
FORMAL LESSON EVALUATION (EDU 392)

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

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

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

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

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

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

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

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

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

ELEMENTARY FIELD EXPERIENCE II
FORMAL LESSON EVALUATION (EDU 392)

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

_____ _____
Observer's Signature Field Experience Student's Signature

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

STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS

STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT

STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION

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

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

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

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

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

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

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

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

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

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

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

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

DISPOSITIONS AND PROFESSIONAL BEHAVIORS CHECKLIST

NKU Field Experience/ Student Teacher Course _____ **NKU Student's Name** _____

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

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

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

A7. Is open to constructive criticism • Open to other ideas and approaches • Asks for feedback after instruction • Adapts suggestions into instruction when appropriate • Responds maturely to criticism	1	2	3	4	5	6	7	N
B. Perception of Others	**1**	**2**	**3**	**4**	**5**	**6**	**7**	
B1. Views all students as able to succeed • Is willing to find ways to help all students achieve success • Finds work/materials on different ability levels • Teaches with a variety of approaches so that all students make progress	1	2	3	4	5	6	7	N
B2. Collaborates positively with others • Works well with others (instructional assistants, P-12 teachers and administrators, and NKU professors and peers)	1	2	3	4	5	6	7	N
B3. Shows respect for others • Consistently treats others in a respectful manner • Works towards an equitable resolution if conflicts arise	1	2	3	4	5	6	7	N
B4. Respects cultural diversity and individual differences • Consistently responds to the needs of all students in an appropriate way. • Seeks to infuse other cultural perspectives into lessons • Accepts input from others, regardless of their backgrounds	1	2	3	4	5	6	7	N
C. Perception of Purpose	**1**	**2**	**3**	**4**	**5**	**6**	**7**	
C1. Understands the long term goals of teaching and learning • Focuses on the development of lifelong learning • Demonstrates how lessons build on each other and where student learning is headed. • Establishes challenging, yet attainable goals for all students	1	2	3	4	5	6	7	N
C2 Creates a climate that promotes fairness and equity • Demonstrates equality in instruction, participation, and involvement • Establishes clear rules and consequences and consistently applies them	1	2	3	4	5	6	7	N
C3. Committed to ongoing professional development • Actively develops own content and pedagogy knowledge	1	2	3	4	5	6	7	N
C4. Demonstrates commitment to developing the "whole" student • Helps P-12 students meet their social, emotional, physical, and cognitive needs • Shows understanding that the student must have basic needs met before learning can occur	1	2	3	4	5	6	7	N

D. Frame of Reference	1	2	3	4	5	6	7	
D1. Primary focus on student learning • Modifies lessons as they progress • Maintains the focus on student success rather than lesson completion	1	2	3	4	5	6	7	N
D2. Reflects on one's performance • Consistently reflects to refine teaching and learning • Able to communicate when a lesson did or did not work well	1	2	3	4	5	6	7	N
D3. Modifies instruction to increase student learning • Demonstrates modifications to instruction based on student outcomes	1	2	3	4	5	6	7	N
D4. Builds and maintains positive professional relationships with students • Develops and maintains student rapport • Creates a safe environment where the student positively responds to the teacher • Consistently maintains professional boundaries	1	2	3	4	5	6	7	N
D5. Builds and maintains positive professional relationships with colleagues • Develops and maintains a professional relationship with the P-12 and university staff, instructors, and peers	1	2	3	4	5	6	7	N
Comments on any of the above performance criteria:								

_____ Student Signature

_____ US or CT Signature

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

NKU COLLEGE OF EDUCATION AND HUMAN SERVICES – PRE-SERVICE PROGRAM
INITIAL DISPOSITIONS & PROFESSIONAL BEHAVIORS ASSESSMENT

TEACHING CANDIDATE: _____

COOPERATING TEACHER: _____

Your responses to the attributes and indicators below are solicited in order for the university to make an informed decision about this student's progress towards readiness to advance to the next level of professional Field Experience (in most cases, clinical experience). Students are expected to score a "2" at the time of this mid-term evaluation. Please include additional comments explaining other scores.

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

3	2	1	N
Ready for Clinical Experience	Making Acceptable Progress Towards Clinical Experience	Making Unsatisfactory Progress Towards Clinical Experience	Not Observed

Teaching Candidate Rating	Dispositions and Professional Behaviors	Cooperating Teacher Rating
	A2. Is dependable/punctual (on time; prepared; follows through and prompt communication)	
	A5. Has a professional appearance w/in school guidelines (appears well groomed; professional attire sets candidate apart from students; wears clothing consistent with teaching duties)	
	B1. Views all students as able to succeed (willing to find ways to help all students achieve success; finds work/materials on different ability levels; teaches with a variety of approaches so that all students make progress)	
	C2. Creates a climate that promotes fairness and equity (demonstrates equality in instruction, participation, and involvement; establishes clear rules and consequences and consistently applies them)	
	D4. Builds and maintains positive professional relationships with students (develops and maintains student rapport; creates a safe environment where students positively respond to the teacher; consistently maintains professional boundaries)	
Candidate Signature:		
Cooperating Teacher Signature		

Comments:

FIELD EXPERIENCE ACTIVITY & TIME LOG

Name: _____

Cooperating Teacher: _____

School: _____

Grade: _____ **Content Area:** _____

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

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

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

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

✓	Date(s)	Activity	Description
		Engagement with elementary, middle, AND secondary students This activity should be completed in EDU 104. Students who have not taken EDU 104 must document observation at all three education levels.	
		Attendance at a school board meeting. This activity should be completed in EDU 305. Students who have not taken EDU 305 must document attendance at a school board meeting.	
		Attendance at a school-based council meeting. This activity should be completed in EDU 305. Students who have not taken EDU 305 must document attendance at a school-based council meeting.	
		Student tutoring Examples: • Working with individual students or small groups of students • Helping students develop their knowledge/skill in a content area • Skill development may include physical skills in PE, art, or music (e.g., kicking, throwing, painting, playing an instrument)	
		Assisting teachers Examples: • Planning lessons • Co-teaching • Grading papers • Preparing class materials • Assisting on field trips	
		Observations in schools and related agencies including Family Resource or Youth Service Centers This activity should be completed in EDU 104. Students who have not taken EDU 104 must document observations in schools and family resource or youth service centers.	
		Interactions with families of students Examples: • Family fun night • PTO/PTA meetings • Student events that parents attend (music, athletics, etc.) • Parent-Teacher Conferences • IEP meetings with permission	
		Participation in school-based professional learning communities Examples: • Participation in grade-level or content-specific PLC's and/or team meetings • Discussions with CT about addressing Kentucky Teacher Standards (e.g., technology, assessment) that are appropriate for one's content area	

EDU 392 Field Experience Time Log

Teaching Candidate: _____

Cooperating Teacher: _____

School: _____

Grade: _____ Content Area: _____

Semester: _____ Year: _____

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

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

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

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

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