

# Alice Lloyd College

## Student Teaching Handbook

Fall 2007

## Professional code of ethics for Kentucky school certified personnel

RELATES TO: KRS 161.028, 161.040, 161.120

STATUTORY AUTHORITY: KRS 161.028, 161.030

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028 requires that the Education Professional Standards Board develop a professional code of ethics. This administrative regulation establishes the code of ethics for Kentucky school certified personnel and establishes that violation of the code of ethics may be grounds for revocation or suspension of Kentucky certification for professional school personnel by the Education Professional Standards Board.

### 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, including the following obligations to students, to parents, and to the education profession:

#### (a) To students:

1. Shall provide students with professional education services in a nondiscriminatory manner and in consonance with accepted best practice known to the educator;
2. Shall respect the constitutional rights of all students;
3. Shall take reasonable measures to protect the health, safety, and emotional well-being of students;
4. Shall not use professional relationships or authority with students for personal advantage;
5. Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;
6. Shall not knowingly make false or malicious statements about students or colleagues;
7. Shall refrain from subjecting students to embarrassment or disparagement; and
8. 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 behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats of physical harm; and sexual assault.

## (b) To parents:

1. Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student;
2. Shall endeavor to understand community cultures and diverse home environments of students;
3. Shall not knowingly distort or misrepresent facts concerning educational issues;
4. Shall distinguish between personal views and the views of the employing educational agency;
5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others;
6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities; and
7. 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 advantage.

## (c) To the education profession:

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

*Section 2. Violation of this administrative regulation may result in cause to initiate proceedings for revocation or suspension of Kentucky certification as provided in KRS 161.120 and 704 KAR 20:585. (21 Ky.R. 2344; eff. 5-4-95; recodified from 704 KAR 20:680, 7-2-2002.)*

## **History of Alice Lloyd College**

Alice Lloyd College, founded in 1923, has a long-standing tradition in preparing teachers for service in the mountains. The College provided teacher preparation and certification programs until 1958, when teachers were no longer certified to teach with only two years of preparation. With the emergence of the new requirements for certification, the College focused on liberal arts, pre-professional program, designed to prepare students for transfer to a four year degree granting institution. The College successfully completed transition to four-year status in 1982, offering several majors leading to certification in all grade levels. Many recent graduates have joined those of the past to provide educational opportunities for the youth of the mountains.

Mrs. Alice Lloyd, founder of the College, felt strongly that mountain people should be educated for mountain leadership. This philosophy became known as Leadership Education, as evidence by the College's history in providing professional and pre-professional preparation for hundreds of past and present leaders of the Appalachian Mountains. Educators, physicians, lawyers, agriculturists, accountants, and many other professionals in the area received their initial higher education at Alice Lloyd College. It remains a primary objective of the College to prepare teachers for the region who are professional, dedicated, and committed to the teaching profession.

**Mission of the Institution:**

**The mission of Alice Lloyd College is to educate mountain people for positions of leadership and service to the mountains by:**

- **Making an Alice Lloyd College education available to qualified mountain students regardless of their financial situation**
- **Offering a high quality academic program, emphasizing the liberal arts**
- **Promoting the work ethic through a self-help student work program in which all full-time students participate**
- **Providing an atmosphere in which Christian values are maintained, encouraging high personal standards and development of character**
- **Serving the community and region through appropriate outreach programs that utilize mountain people helping mountain people**
- **Assisting deserving students in obtaining advanced study beyond their program at Alice Lloyd College**
- **Producing leaders for Appalachia who possess high moral and ethical values, an attitude of self-reliance, a sense of purpose, and a spirit of service to others.**

**Mission statement for the Teacher Education Program:**

- **The mission of the Alice Lloyd College Teacher Education Program is to educate teacher candidates for positions of leadership in which they demonstrate character, capability, and service.**

## **Introduction**

Student teaching is a collaborative effort between the schools, cooperating teachers, college supervisors, teacher candidates and teacher preparation institution. The goal of student teaching is to allow the teacher candidate opportunities to express individuality and encourage the development of his/her individual teaching style. Student teaching is the culminating experience for the student teacher before embarking on a fulfilling career of improving learning for all students.

The cooperating teacher is the key person in the daily guidance of the teacher candidate's activities and ongoing evaluation. The cooperating teacher works with the

teacher candidate in planning lessons and in the selection of activities. This planning and selection process is determined by analysis of assessments and evaluations.

The teacher candidate is actively engaged with the cooperating teacher in the process of analyzing student work. The analysis will guide the teacher candidate in the decision making process concerning the skills, strategies and further instruction needed for improved student learning. The teacher candidate is the direct link of communication for the college supervisor and cooperating teacher.

The college supervisor is involved in defining and communicating the purposes and expectations to be fulfilled by the teacher candidate and the cooperating teacher, phasing the teacher candidate into the classroom's ongoing instructional activity, and evaluating the teacher candidate's performance. An important role for the supervisor is to support the teacher candidate and aid in keeping channels of communication open between the cooperating teacher and the teacher candidate. The college supervisor assists the teacher candidate to overcome barriers that might hinder his/her potential to be a teacher.

Mutual understanding, respect and open communication are key factors in having a successful Teacher Education Program. It is, therefore, the intent of the Alice Lloyd College Teacher Education Program to strive for all stakeholders' involvement in this endeavor.

## Course Syllabus

**Course Number and Title:** Educ. 410, 411, 412, and Student Teaching Seminar (P-5), (5-9), (8-12), and (P-12)

**Instructor:** Education Department Faculty

**Prerequisites:** Must have completed 107 semester hours of college credits and have met all other prescribed A.L.C. requirements for student teaching.

### **410 Student Teaching and Seminar-Elementary (P-5)**

#### **12 credit hours**

Students will observe and teach under the direction of classroom cooperating teacher(s) and a campus supervising instructor. Teaching experience will be divided between two non-adjacent age levels in grades P-5. Student teachers will meet with their cooperating and campus supervisors on a regular basis to discuss their experiences. Regularly scheduled seminars will be conducted during the semester. This is the capstone course for the Elementary Education (P-5) major. Prereq: Admission to Student Teaching. (Fall and Spring).

### **411 Student Teaching and Seminar**

#### **Middle School (5-9)**

#### **12 credit hours**

Students will observe and teach under the direction of classroom cooperating teachers and a campus supervising instructor. Teaching experience will be students' areas of concentration. Student Teachers will meet with their cooperating and campus supervisors on a regular basis to discuss their experiences. Regularly scheduled seminars will be conducted during the semester. This is a capstone course for Middle School Education (5-9) major. Prereq: Admission to Student Teaching. (Fall and Spring).

### **412 Student Teaching and Seminar (8-12)**

#### **12 credit hours**

Students will observe and teach under the direction of classroom cooperating teachers and a campus supervising instructor. Teaching experience will be provided in students' major subject fields. Student teachers will meet with their cooperating and campus supervisors on a regular basis to discuss their experiences. Regularly scheduled seminars will be conducted during the semester. This is the capstone course for the Education major in the following areas: Biological Sciences (8-12), Earth and Space Science (8-12), English (8-12), Mathematics (8-12) and Social Studies (8-12). Prereq: Admission to Student Teaching. (Fall and Spring).

**413 Student Teaching and Seminar-Physical Education (P-12)**  
**12 credit hours**

Students will observe and teach under the direction of classroom cooperating teachers and a campus supervising instructor. Student teachers will meet with their cooperating and campus supervisor on a regular basis to discuss their experiences. Regularly scheduled seminars will be conducted during the semesters. This is a capstone course for the Physical Education (P-12) major. Prereq: Admission to Student Teaching. (Fall and Spring).

**Criteria for Admission to Student Teaching:**

Students will be admitted to student teaching after the following criteria have been evidenced and approved by his/her Educational Advisor.

- 1) Completed an application for admission to student teaching.
- 2) Attained a 2.50 grade point average for all college course work.
- 3) All other requirements for graduation must be met prior to student teaching.
- 4) Been admitted to the Teacher Education Program a minimum of one full semester before applying for admission to student teaching.
- 5) Submitted a working portfolio (TWS by the end of the semester prior to student teaching) demonstrating proficiency in professional courses and fieldwork.
- 6) Displayed moral, ethical, and social behavior commensurate with competence.
- 7) Presented a valid physical examination, (including a current tuberculin test) which indicates no apparent limitations.
- 8) Submitted the summary fieldwork affidavit showing his/her field experiences meet each course requirement. The specific grade level requirements vary from one certification program to another. It is the student's responsibility to see that his or her clinical experiences meet each required standard.
- 9) Presented satisfactory scores on the Praxis II Exams.
- 10) Received a satisfactory background check from the proper authorities (KSP/FBI) as required for public school employees.

**Course Objectives:**

Upon completion of the course, the teacher candidate will be able to:

1. Teach the grades and subjects for which he/she seeks certification;
2. Recognize developmental characteristics of pupils and adapt teaching and behavior management strategies accordingly;
3. Demonstrate competence in using teaching/learning methodologies which are proven effective for the age/stage of the learners whom he/she is teaching;
4. Plan for instruction, implement the plans, and evaluate the learning outcomes;
5. Prepare and appropriately organize the classroom for instruction of the subjects(s) being taught and to meet the needs of the learners;
6. Perform self-evaluations and accept evaluation of others for ongoing professional growth and improvement as a professional;
7. Conduct effective parent-teacher conferences;
8. relate professionally with all school personnel within one's building, including auxiliary personnel (i.e. principal, faculty, secretary, librarians, special education personnel, counselors, tutors, nurse, custodians, food service personnel);
9. Recognize the importance of learning and observing the policies and procedures of the school, school system, and the state department of education;
10. Demonstrate knowledge of Core Content, Program of Studies, Academic Expectations, Teachers Standards, and Kentucky Teacher Internship Program.
11. Present a Teacher Performance Assessment in accordance with the Kentucky New Teacher Standards.

## **Roles and Responsibilities**

### **Director of Student Teaching**

- Initiates and implements the application/screening process for student teaching
- Arranges placement of student teachers in area schools
- Assigns college supervisors to visit and evaluate teacher candidate
- Provide seminars that consist of 1 day (6 hours) of professional development and expectations near the beginning of the student teaching experience. Twenty-six hours of mini-training sessions/activities are performed during the teaching semester. Two or more sessions may be electronically transmitted and are considered part of the twenty-six hours.
- Evaluates assigned student teachers using a modified version of Teacher Performance Assessment. Teacher Internship Program
- Monitors the evaluation and assessment of teacher candidate
- Collects information from students and cooperating teachers for purposes of improving the student teacher program
- Coordinates a collaborative effort with the Alice Lloyd College Teacher Education faculty, cooperating teachers and student teachers to collect lesson/unit plans and evaluations (TPA) and analyze data for program improvements.
- Serves as a liaison between college and area schools

## **Roles and Responsibilities**

### **College Supervisor**

- Assist and train in a one day (6 hours) professional development teacher candidate introductory workshop for Teacher Performance Assessment
- Observes, evaluates, and conference with teacher candidate and cooperating teachers (1 observations/ 3 evaluations- one of which is a video)
- Reviews and assesses teacher candidates' lesson plans
- Identifies strengths and weaknesses
- Is sensitive to the needs and concerns of student teachers and cooperating teachers
- Serves as a liaison between director of student teaching, teacher candidate, and cooperating teachers
- Evaluates teacher candidate according to the Modified Teacher Performance Assessment
- Assist in the development of a professional growth plan
- Determines assigned teacher candidates' grades
- Monitor days teacher candidate teaches by communicating with the cooperating teacher
- Collect cooperating teachers' midterm and final evaluations

## **Roles and Responsibilities**

### **School Principal**

- Works with the director of student teaching to arrange appropriate placement for teacher candidate
- Models instructional leadership, management, facilitation, supervision, and organization
- Assists teacher candidate in understanding the administrative organization of schools/districts and the political and social climate of the school and the community
- Help define the roles of school faculty and personnel

#### **Criteria for selecting Cooperating Teachers for Teacher Candidates:**

- Certification- The placement of cooperating teachers who supervise student teachers is regulated by 16 KAR 5:040. As per this regulation, each cooperating teacher shall have the following: (a) a valid Kentucky teaching certificate for each grade and subject taught, (b) attained Rank 2 certification, (c) at least four years of teaching experience, and (d) taught in the present school system at least one year immediately prior to being assigned a student teacher. In addition, each cooperating teacher who supervises a student teacher must teach in an accredited school and must be employed by a public school district or accredited private or parochial school and cannot be an independent provider.
- Principal input (based on teacher evaluations)
- Diverse Population (Principal information)

Consideration will also be given to the following items in determining placement of Teacher Candidate:

- Professional Development of cooperating teacher documented on the school report card and principal information
  - Open response questions
  - Writing Portfolio Development
  - On demand writing (Transactive writing)
  - Prior cooperating teacher experience documented by (kyepsb.net/certification link) database and principal input
  - KEA member and or other professional organizations involving the learned community ([www.kea.org](http://www.kea.org))
    - Special Teacher Awards (documentation source principal)
    - Highly Skilled Educators (documentation source principal)
    - National Certification (documentation source principal)

## **Roles and Responsibilities**

### **Cooperating Teacher**

- Acquaints the teacher candidate with the school, staff, class, teachers, and community
- Orients the teacher candidate to classroom rules, organization, and management
- Provides desk or work place, instructional materials and textbooks, resources, supplies, and equipment
- Assists teacher candidate through a timeline of when they assume full responsibility of class and when classroom teacher resumes full responsibility of class.
- Guides lesson planning and development
- Examines and critiques teacher candidate's plans for instruction and evaluation (must provide evidence to college supervisor)
- Models multiple instructional and assessment strategies through student teacher observations, record keeping and rubric and holistic scoring of student teachers.
- Acquaints the teacher candidate with routine instructional and management tasks
- Provides encouragement, support, and adequate feedback opportunities
- Encourages personal and professional growth and assist with the development of a professional growth plan
- Completes final evaluation

## **Roles and Responsibilities**

### **Teacher Candidate**

- Medical examination
- Criminal records check
- Locates school, community, and college resources
- Meets the cooperating teacher prior to the beginning of the student teaching experience
- Becomes familiar with when the school day begins and ends (the cooperating teacher's hours) and the school calendar
- Reviews the curriculum to be covered during the semester
- Designs timeline with cooperating teacher for assuming responsibilities (copy and give to college supervisor), P5 student teachers change grade levels at approximately thirty-five days
- Learns administrative regulations and routine of school
- Implements the Modified Teacher Performance Assessment
- Meet members of the school administration, faculty, and staff
- Learn names of students
- Observes student interactions with cooperating teacher

- Gradually assumes classroom responsibilities as indicated on the timeline
- Plan collaboratively for instruction with cooperating teacher
- The Modified Teacher Performance Assessment lesson plan will be used for evaluations
- Email lesson plan to college supervisor three days prior to the evaluation date
- Utilizes a variety of instructional materials and strategies
- Implements procedures for classroom management
- Determines the students' developmental levels and needs (must show evidence)
- Participates in the evaluation and documentation of student progress
- Becomes involved in the total school program by participating in parent teacher organization meetings, faculty meetings, professional development, and conferences
- Conference with the cooperating teacher and college supervisor on a regular basis
- KEASP Membership
- Develop a professional growth plan based on feedback from college supervisor and cooperating teacher
- Electronic transmitted seminar activities are to be completed and transmitted to the college supervisor

## **GENERAL INFORMATION**

### **Transportation**

Teacher candidates are responsible for their own transportation.

### **College Courses and Jobs**

Taking course work or working a full-time job during the student teaching experience is discouraged. Taking one course or working limited hours will be permitted with permission of the Academic Dean.

### **Seminars**

Cooperating school personnel are notified in advance of the commitment to attend seminars. A tentative schedule of seminars are announced to student teachers at the beginning of the semester. Attendance at all seminars is expected; however, professional participation is encouraged and *may* constitute an excused absence. In the event of an excused absence, seminar presentations/materials are to be the responsibility of the teacher candidate and college supervisor for appropriate make-up work.

### **Professional Dress and Grooming**

Teacher candidate's dress and grooming should reflect personal care and professionalism (adapt clothing to the teaching situation).

### **Substitute**

Teacher candidates may NOT substitute for other teachers in the building during the student teaching semester. In all situations, school policies should be observed in hiring a

recognized substitute teacher to assist the teacher candidate when the cooperating teacher is absent.

### **Corporal Punishment**

A teacher candidate is NOT to administer corporal punishment nor serve as a witness to corporal punishment.

### **Time Requirement**

A teacher candidate must have a minimum of fourteen weeks of student teaching (70 days). \*Note: see Alice Lloyd College Teacher Education Program Procedure for Early Release

### **Work Stoppage/Strike**

In the event of any work stoppage in the school district, both the Director of Teacher Education and the Director of Field Experiences will determine the appropriate action. A student may not join actively with those bringing about the work stoppage and may not be assigned to teach classes for a teacher involved in such work stoppage.

### **Attendance/Absence Policy**

Teacher candidates follow the calendar of the particular school district to which they have been assigned.

The teacher candidate is expected to follow the arrival and dismissal time established by the school district for its regular faculty. The teacher candidate is expected to be in regular attendance every day. **In case of personal illness or a death in the immediate family, the teacher candidate is required to contact the cooperating teacher by 6:30 A.M. of the day of absence. The college supervisor must be notified by 8:00 A.M. of the day of absence by the student teacher.** The teacher candidate may not be excused from his/her assignment without official college approval. Should absence from the classroom be deemed excessive or extend beyond five days in succession, the Director of Field Experiences, in consultation with the Director of Teacher Education, the college supervisor, cooperating teacher, school principal, and the teacher candidate, may extend or terminate the student teaching experience. **Absence from student teaching without proper advance notification to the cooperating teacher may result in termination of the student teaching experience.**

### **Alice Lloyd College Teacher Education Program Procedure for Early Release**

If a student teacher has the opportunity to be hired in a teaching position before the end of Alice Lloyd College's semester, in which they are actually student teaching, the following criteria must be met:

- A minimum of sixty (60) days must be completed per EPSB regulation.
- The principal/school based council must interview the prospective candidate.
- The principal must submit a written statement to the Teacher Education Division Chair at Alice Lloyd College stating that the student teacher is hired in that school, based on successful completion of his/her student teaching assignment.

- The student teacher must submit to the division chair a copy of his/her signed contract with the hiring school agency.
- The student teacher must have a written recommendation from his/her assigned supervisor from the teacher education program at Alice Lloyd College.

### **Stipend for Cooperating Teachers**

The cooperating teacher will receive a stipend for services performed. The amount of the stipend will depend upon the number of weeks the student teacher is assigned to the cooperating teacher.

### **Lesson Plan Format**

The accepted format is the Kentucky Teacher Pilot Project lesson plan. Even though the school may use a different format the teacher candidates are expected to use this lesson plan format for their evaluations.

## ***KTIP LESSON PLAN FORMAT***

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Age/Grade Level: \_\_\_\_\_

# of Students: \_\_\_\_\_ # of IEP Students: \_\_\_\_\_ # of GSSP Students \_\_\_\_\_ # of LEP Students: \_\_\_\_\_

Subject: \_\_\_\_\_ Major Content: \_\_\_\_\_ Lesson Length: \_\_\_\_\_

Unit Title: \_\_\_\_\_ Lesson Number and Title: \_\_\_\_\_

### **Context**

- Explain how this lesson relates to the unit of study or your broad goals for teaching about the topic.
- Describe the students' prior knowledge or the focus of the previous lesson.
- Describe generally any critical student characteristics or attributes that will affect student learning (other than what you described in the Teaching and Learning Context).

### **Objectives**

- State what students will be able to do as a result of this lesson. Objectives must be student-centered and observable/measurable.

### **Connections**

- Connect your goals and objectives to appropriate Kentucky Core Content, Program of Studies and Academic Expectations. Use no more than two or three connections, and if not obvious, explain how the objectives are related to the Core Content, and Academic Expectations.

### **Resources, media and technology**

- List the specific materials and equipment needed for the lesson. Attach copies of printed materials to be used with the students.
- If appropriate, list technology resources for the lesson including hardware, software, and Internet URLs, and be sure to cite the sources used to develop this lesson. (If you or your committee feels the technology observed in the lessons does not fairly represent your use of technology, provide additional documentation. See Standard IX.)

### **Procedures**

- Describe the strategies and activities you will use to involve students and accomplish your objectives including how you will trigger prior knowledge and how you will adapt strategies to meet individual student needs and the diversity in your classroom.

### **Assessment Plan**

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

**Objective/Assessment Plan Organizer (Sample)**

<b>Learner Objective Number</b>	<b>Type of Assessment</b>	<b>Description of Assessment</b>	<b>Adaptations and/or Accommodations</b>
Objective 1	Formative	Open Response	Extra time for 2 IEP students



## STANDARD IV: THE TEACHER ASSESSES & 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.

<u>Cycle 1 Source(s) of Evidence</u>	<u>Cycle 2 Source(s) of Evidence</u>	<u>Cycle 3 Source(s) of Evidence</u>
Task A: Lesson Plan Task C: Lesson Results and Evaluation Contextual information	Task A: Lesson Plan for video taped lesson Task C: Lesson Results and Evaluation Contextual information	Task C: Lesson Results and Evaluation Task G: Unit Learning Objectives and Assessment Plan Task I: Unit Learning/Results Analysis

## STANDARD V: REFLECTS ON AND EVALUATES TEACHING AND LEARNING

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

<u>Cycle 1 Source(s) of Evidence</u>	<u>Cycle 2 Source(s) of Evidence</u>	<u>Cycle 3 Source(s) of Evidence</u>
Task C: Lesson Analysis and Evaluation Post-observation Conference	Task C: Lesson Analysis and Evaluation Post-Observation Conference	Task C: Lesson Analysis and Evaluation Task J: Unit Teaching and Learning Reflection and Evaluation

## STANDARD VI: 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.

<u>Cycle 1 Source(s) of Evidence</u>	<u>Cycle 2 Source(s) of Evidence</u>	<u>Cycle 3 Source(s) of Evidence</u>
Task D: Collaboration Project Identification Contextual Information	Task D: Collaboration Project Work Plan Progress Report	Task D: Collaboration Project Work Plan Results and Evaluation

## STANDARDS VII: EVALUATES TEACHING & 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.

<u>Cycle 1 Source(s) of Evidence</u>	<u>Cycle 2 Source(s) of Evidence</u>	<u>Cycle 3 Source(s) of Evidence</u>
Task E: Self Assessment and Professional Growth Plan	Task E: Professional Growth Plan Progress Report	Task E: Professional Growth Plan Results and Evaluation

### **STANDARD VIII: 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.

<u>Cycle 1 Source(s) of Evidence</u> Task A: Lesson Plan Task B: Classroom Observation	<u>Cycle 2 Source(s) of Evidence</u> Task A: Lesson Plan Task B: Classroom Observation	<u>Cycle 3 Source(s) of Evidence</u> Task A: Lesson Plan Task B: Videotaped Lesson From unit Task H: Unit Instructional Strategies and activities Task G: Unit Learning Objectives and Assessment Plan
--	--	--

### **STANDARD IX: 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.

<u>Cycle 1 Source(s) of Evidence</u> Task A: Lesson Plan Task B: Classroom Observation Post-observation Conference Technology documentation	<u>Cycle 2 Source(s) of Evidence</u> Task A: Lesson Plan Task B: Classroom Observation Post-observation Conference Technology documentation	<u>Cycle 3 Source(s) of Evidence</u> Task A: Lesson Plan for videotaped lesson Task B: Videotaped Lesson from Unit Task H: Unit Instructional Strategies and Activities
---	---	--

### **STANDARD X: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/EDUCATION**

The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

<u>Cycle 1 Source(s) of Evidence</u> Task F: Identified Leadership ideas	<u>Cycle 2 Source(s) of Evidence</u> Task F: Leadership Work Plan/Progress Report	<u>Cycle 3 Source(s) of Evidence</u> Task F: Leadership Work Plan Results and Evaluation
---	--	---

### HOLISTIC SCORING OF STANDARDS

Satisfactory Performance on the Standard				Making Progress Toward Standard				Not Making Progress Toward Standard			
Cycle1	3+	3	3-	Cycle1	2+	2	2-	Cycle1	1+	1	1-
Cycle 2	3+	3	3-	Cycle 2	2+	2	2-	Cycle 2	1+	1	1-
Cycle 3	3+	3	3-	Cycle 3	2+	2	2-	Cycle 3	1+	1	1-

### CONVERSION TABLE FOR LETTER GRADE

A	B	C	D	F
+3-----3	3-----2+	2-----2-	1+	1
100%-90%	89% -80%	79% - 70%	69% - 60%	59% - 0%

Letter grades assigned for each task of student teacher assignments will be given a value in alignment with values given for GPA as expressed on Page 51 of the ALC Catalog (2004-2006). The mean of these values will be found and the letter grade that corresponds to the value of the mean will be the letter grade given for student teaching. If the mean has one decimal place of 5 or more then the mean will be increased to the next whole number. If the mean has one decimal place of 4 or less then the mean will remain the whole number of the mean.

**Example:**

Teacher Performance Assessment (TPA)	A	4 points
Portfolio	A	4 points
Seminar Attendance and Participation	B	3 points
Reflective Journal	B	3 points
Cooperative Teacher Midterm Evaluation	A	4 points
Cooperative Teacher Final Evaluation	A	4 points
Total Points		22 points
Mean of Points		3.6 ~ 4
Grade for Student Teaching	A	

<b>Table 1. Revised Benchmark Indicators for Kentucky's Ten Teaching Standards</b>			
<b>Standard</b>	<b>Benchmark Indicators</b>	<b>Rating</b>	<b>Comments</b>
<p><b>Standard I</b></p> <p>Designs and Plans Instruction</p>	<ul style="list-style-type: none"> <li>▪ Develops significant objectives aligned with standards</li> <li>▪ Uses student, community and cultural data to design instruction</li> <li>▪ Plans assessments that guide instruction and measure expected results</li> <li>▪ Plans instructional strategies and activities that address learning outcomes</li> <li>▪ Plans instructional strategies that facilitate higher order thinking</li> </ul>		
<p><b>Standard II</b></p> <p>Creates &amp; Maintains Learning Climate</p>	<ul style="list-style-type: none"> <li>▪ Communicates high expectations</li> <li>▪ Employs proactive behavior management techniques</li> <li>▪ Supports student diversity and addresses individual needs</li> <li>▪ Fosters mutual respect among students, school professionals and other adults in the school community</li> <li>▪ Provides a safe environment for learning</li> </ul>		
<p><b>Standard III</b></p> <p>Implements and Manages Instruction</p>	<ul style="list-style-type: none"> <li>▪ Uses a variety of strategies that engage students in active learning that addresses learning outcomes</li> <li>▪ Adapts instruction in response to circumstances and student needs</li> <li>▪ Uses time and grouping of students effectively</li> <li>▪ Uses space and materials effectively</li> </ul>		
<p><b>Standard IV</b></p> <p>Assesses &amp; Communicates Learning Results</p>	<ul style="list-style-type: none"> <li>▪ Uses multiple forms of assessment that are aligned with and appropriate for learning outcomes</li> <li>▪ Uses assessment to design instruction, guide learning, and measure learning progress</li> <li>▪ Analyzes and effectively communicates learning results to students and parents</li> <li>▪ Adapts assessments to student needs and unique teaching and learning situations</li> </ul>		
<p><b>Standard V</b></p> <p>Reflects on &amp; Evaluates Teaching &amp; Learning</p>	<ul style="list-style-type: none"> <li>▪ Conducts a reflective analysis that focuses on student learning</li> <li>▪ Describes implications of analysis for improving instructional practice</li> <li>▪ Describes implications of analysis for advancing student learning</li> <li>▪ Describes implications of analysis for professional development needs</li> </ul>		

		<b><u>Rating</u></b>	<b><u>Comments</u></b>
<p align="center"><b>Standard VI</b></p> <p>Collaborates with Colleagues/Parents/ Others</p>	<ul style="list-style-type: none"> <li>▪ Identifies situations where collaboration can best enhance learning</li> <li>▪ Designs and implements a sound and productive plan to engage all parties in the collaborative effort</li> <li>▪ Actively engages parents, professionals and the student in activities that enhance learning</li> <li>▪ Analyzes and evaluates the results of collaborative efforts</li> </ul>		
<p align="center"><b>Standard VII</b></p> <p>Evaluates Teaching &amp; Implements Professional Development</p>	<ul style="list-style-type: none"> <li>▪ Self assesses performance relative to Kentucky's teaching standards</li> <li>▪ Identifies priorities for professional development based on student performance and feedback from colleagues and others</li> <li>▪ Designs a professional development plan for addressing identified priorities</li> <li>▪ Shows evidence of Professional Development relative to identified priority areas</li> </ul>		
<p align="center"><b>Standard VIII</b></p> <p>Demonstrates Applied Content Knowledge</p>	<ul style="list-style-type: none"> <li>▪ Communicates concepts, processes and knowledge accurately and effectively</li> <li>▪ Connects content to relevant life experiences of students</li> <li>▪ Demonstrates a variety of appropriate instructional strategies</li> <li>▪ Identifies and addresses students' misconceptions of content</li> </ul>		
<p align="center"><b>Standard IX</b></p> <p>Demonstrates Implementation of Technology</p>	<ul style="list-style-type: none"> <li>▪ Uses multiple applications of technology for instruction, learning and assessment</li> <li>▪ Selects appropriate technology application for teaching/learning situation</li> <li>▪ Integrates student use of technology into planned instructional activities</li> <li>▪ Uses technology to enhance learning for students with special learning needs</li> </ul>		
<p align="center"><b>Standard X</b></p> <p>Demonstrates Professional Leadership</p>	<ul style="list-style-type: none"> <li>▪ Identifies leadership opportunities that enhance learning and/or professional environment of the school</li> <li>▪ Develops a plan for engaging in leadership activities</li> <li>▪ Implements a plan for engaging in leadership activities</li> <li>▪ Reflects on and evaluates the results of planned and executed leadership efforts</li> </ul>		

# APPENDICES

### TEACHER CANDIDATE AGREEMENT

I, the undersigned, hereby signify my intention of satisfying the student teaching requirement for an eligibility certificate in the State of Kentucky during the \_\_\_\_\_ school year at Alice Lloyd College.

I understand that the Director of Field Experiences in the Teacher Education Program will secure a school and a cooperating teacher for me to make possible the completion of the requirement. In signifying my intention to complete the student teaching semester, I enter into a three-way agreement as follows:

(A) With Alice Lloyd College, I agree to comply with the regulations of the Teacher Education Program concerning this activity as outlined in the Student Teaching Handbook. I understand that I am required to complete sixteen weeks in my student teaching assignment, that I am obligated to be present for each scheduled seminar on campus, that I am to perform my duties and responsibilities in an ethical and lawful manner, and that I am obligated to perform instructional and non-instructional tasks as suggested by the college supervisor and recommended by the cooperating teacher.

(B) With the district in which my cooperating school is located, I agree to observe the requirements of the district with regard to courses of study, acceptable hours of attendance, giving examinations, assigning grades, and attending faculty meetings and other school functions normally associated with teacher responsibilities and duties.

(C) With the cooperating school, I agree to observe the specific requirement of my particular school and to cooperate with the administration, cooperating teacher, instructional supervisors, and other personnel in every way possible.

I understand that I am responsible for reporting to my student teaching assignment every day that my school is in session. I also understand that I am not free to make private arrangements concerning any absence from my teaching assignment, either with an individual cooperating teacher or with a principal. Any such absences are to be approved first by the college supervisor. In case I am unable to report to my assignment at any time due to illness, impassable roads, or serious emergency, it is my responsibility to notify my cooperating teacher, my school, and my college supervisor.

In affirmation of my understanding of and commitment to comply with the above, I hereby give my signature.

Date \_\_\_\_\_ Signature \_\_\_\_\_

***THIS FORM MUST BE COMPLETED AND RETURNED TO THE DIRECTOR OF STUDENT TEACHING BEFORE STUDENT TEACHING BEGINS.***

**ALICE LLOYD COLLEGE**  
**Cooperating Teacher Information Form**

Name \_\_\_\_\_ Date \_\_\_\_\_  
 Home Address \_\_\_\_\_ Home Phone \_\_\_\_\_  
 Social Security Number \_\_\_\_\_ E-mail \_\_\_\_\_  
 School \_\_\_\_\_ County \_\_\_\_\_  
 Grade level/subject \_\_\_\_\_

In order to comply with Kentucky State Board of Education guidelines, please provide the following information for our files.

1.

<u>Kind of Certificate</u>	<u>Certificate Number</u>	<u>Expiration Date</u>	<u>Subject/Area of certification</u>
_____	_____	_____	_____
_____	_____	_____	_____

2. Master's Degree of Fifth Year Program:

College Attended \_\_\_\_\_

Area of Study \_\_\_\_\_

Year Work Completed \_\_\_\_\_

3. Total number of years teaching experience: \_\_\_\_\_  
 (Must have a minimum of 4 years to supervise student teachers)

4. Number of years taught at current school: \_\_\_\_\_

5. Have you ever received KTIP training? \_\_\_\_\_ yes \_\_\_\_\_ no

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Signature of Cooperating Teacher

*\*Mandatory for the Education Professional Standards Board*

## STUDENT WORK GUIDELINES FOR TEACHER CANDIDATES

Student work is an integral part of the academic curriculum at Alice Lloyd College, and student teachers are expected to continue their activities in the student work program while they are completing their student teaching. Students have the option of continuing the student work requirement off-campus in the school, where they have been assigned for student teaching, if that fits best with the particular student's schedule.

It is mandatory that student teachers perform their student work assignments under someone other than their supervising teachers. This means someone other than the supervising teacher would be responsible for student work obligations and student work duties. There must be a clear distinction between work-study and student teaching assignments. Student work performed by the student teacher should be clearly different responsibilities from those that the student is expected to perform as a student teacher. If part of the supervising teacher's duties include supervising the school lunchroom, the student teacher should not receive student work credit for doing the same thing. If something such as selling refreshments at a school/community activity is not a regular assignment and considered part of the supervising teacher's routine duties, the student teacher could receive student work credit for doing this.

Some recognized activities for student work might include working with school clubs such as 4-H, FBLA, FHA, FFA and the like; assisting with athletic teams; extra assignments within the school such as hall duty before and after school, or playground duty before and after school; special after school activities such as tutoring, plays, musical performances, or art shows. All work performed must meet ALC guidelines in terms of student insurance coverage and general policies such as that requiring that all assigned work must be for non-profit organizations and must not be connected with any political or religious organization as is required by federal student work guidelines. Alice Lloyd's Director of the Student Work Program must approve all student work assignments.

In accordance with federal guidelines students receive minimum wage, and checks are issued through the ALC Business Office. It is the student's responsibility to see to it that checks are signed when they are issued. Earned wages are used to pay school tuition.

## EVALUATION OF STUDENT WORKER

Students will be evaluated at the end of the each semester. A student work evaluation will be sent to each supervisor. The supervisor should discuss the evaluation with the student. Following the evaluation conference, the supervisor and the student must sign the evaluation. The student work evaluation should then be returned to the ALC Work-Study Office. This evaluation will become a part of the student's permanent record and placement file.

PLEASE NOTE: The student work evaluation is in addition to the evaluation of the student's teaching assignment. These are two separate and distinct evaluations. Any question concerning the student work program should be addressed to the Director of the Work-Study Program or the college supervisor.

### SUGGESTIONS FOR THE STUDENT WORKER

Students choosing to work off-campus need to do the following:

- Have your student work assignment approved by the Director of the Student Work program;
- Provide a copy of the Student Work Handbook for the off-campus supervisor. (Make sure the supervisor is aware of the ALC work-study requirements and regulations)
- Keep track of all student work hours and bring time cards to the Student Work Office every Monday ( make certain time-cards are signed, both by you and your supervisor)
- make sure required time (ten hours per week in most cases) has been completed; if time is lacking, make arrangements to make up the needed amount of work time
- when school is not in session, make arrangements to fulfill the student work commitment, either in the school or some other acceptable place; and
- report to the Business Office to sign your checks.

**161.042 Status of student teachers – Responsibility to administrative staff and supervising teachers – Professional competency requirement for supervising teachers.**

- 1) The Education Professional Standards Board shall provide through administrative regulation for the utilization of the common school for the preparation of teacher education students from the colleges and universities.
- 2) Within the provisions established by the Education Professional Standards Board, local boards of education are authorized to enter into cooperative agreements, including financial arrangements, with colleges and universities for the purpose of providing professional laboratory experiences and student teaching experiences for students preparing for the education profession.
- 3) The Education Professional Standards Board shall promulgate administrative regulations defining the professional requirements and general duties of a supervising teacher and requirements for a local school district and school to be used for this purpose.
- 4) A student teacher who is jointly assigned under agreement by a teacher education institution and a local board of education shall have the same legal status and protection as a certified teacher employed within the school district and shall be responsible to the administrative staff of the school district and the supervising teacher whom he or she is assigned. All student teachers shall be subject to the state and national criminal records checks required of certified hires under provisions of KRS 160.380.
- 5) Teacher education students, other than student teachers, may be permitted through cooperative agreements between the local school district and the teacher education institution, to engage in supplementary instructional activities with pupils under the direction and supervision of the professional administrative and teaching staff of the school district. Teacher education students shall not be subject to the records checks required under KRS 160.380 or 161.148

*Effective: June 21, 2004*

## TEACHER EDUCATION PROGRAM

ALICE LLOYD COLLEGE  
 Department of Education  
 Cooperating Teacher Evaluation Form  
 (to be completed by the student teacher)

Cooperating Teacher \_\_\_\_\_

Semester and Year \_\_\_\_\_ Grade and Subject \_\_\_\_\_

School \_\_\_\_\_ Student Teacher \_\_\_\_\_

Please indicate the level of assistance you received from your cooperating teacher using the following code: M-much; S-some; L-little; N-none; NA-not applicable.

- \_\_\_\_\_ 1. Oriented you to total school environment.
- \_\_\_\_\_ 2. Created an atmosphere of acceptance, friendliness, and belonging.
- \_\_\_\_\_ 3. Clarified student teacher responsibilities.
- \_\_\_\_\_ 4. Demonstrated effective teaching methods.
- \_\_\_\_\_ 5. Used cooperative planning in contributing to the teaching-learning situation.
- \_\_\_\_\_ 6. Assisted in selecting and using basic instructional materials.
- \_\_\_\_\_ 7. Assisted in obtaining and using new and supplementary instructional materials.
- \_\_\_\_\_ 8. Assisted in achieving realistic teaching experiences.
- \_\_\_\_\_ 9. Assisted in setting up levels of achievement appropriate to your development.
- \_\_\_\_\_ 10. Encouraged continued professional growth through participation in professional organization(s).
- \_\_\_\_\_ 11. Encouraged self-evaluation.
- \_\_\_\_\_ 12. Encouraged initiative and creativity.
- \_\_\_\_\_ 13. Assisted in development of techniques for classroom management.
- \_\_\_\_\_ 14. Provided constructive criticism whenever necessary.

### Student Teacher Evaluation of College Supervisor

Name of Supervisor(s): \_\_\_\_\_

Did your Supervisor:

- Yes  No 1. Demonstrate interest, enthusiasm, and a professional attitude toward teaching?
- Yes  No 2. Conference with you regarding your teaching performance and professional development?
- Yes  No 3. Give constructive, specific feedback about your teaching performance?
- Yes  No 4. Encourage self-evaluation of teaching skills and support efforts to build self-confidence?
- Yes  No 5. Refer you to appropriate resources, materials, etc. where appropriate?
- Yes  No 6. Provide suggestions for using alternative teaching methods when appropriate?
- Yes  No 7. Facilitate communication between you and the cooperating teacher, when needed?

Comments:

The **MOST** valuable aspects of my student teaching experience were:

The **LEAST** valuable aspects of my student teaching experience were:

Comments:

## Permission to Videotape

I hereby give permission for my child, \_\_\_\_\_  
to participate in a class that is recorded on videotape. I understand the videotape will be  
created as part of the Teacher Education Program and will be used for professional  
development and assessment for licensing purposes of the teacher listed below.

\_\_\_\_\_  
Name of the Teacher

I understand the videotape will become property of the student teacher and I give consent  
for this videotape to be viewed by the members of the Teacher Education Committee and  
the Director of the Teacher Education Program for the purposes stated above.

Name of Parent/Guardian \_\_\_\_\_

Signature of Parent/Guardian \_\_\_\_\_

Date \_\_\_\_\_



