Clinical Practice Candidate/ Cooperating Teacher Handbook for Clinical Practice

BRESCIA UNIVERSITY
SCHOOL OF EDUCATION
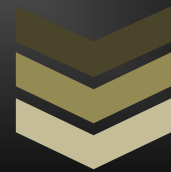
A Tradition in Educational Excellence

2015 -2016

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Preface

An ancient Chinese proverb states:

Tell me, I forget.

Show me, I remember.

Involve me, I understand.

In essence, these three simple lines embody the act of teaching. Becoming a teacher does not happen at some magical moment, but through thorough preparation and hours of hard work. Will all the study and work be worth it? As a Clinical Practice Candidate, you will find an answer to that question as you use your growing repertoire of teaching, decision-making, and human relation skills during your Clinical Practice placement.

The materials found in this handbook are designed also to assist each Cooperating Teacher and as well as each Clinical Practice Candidate during the Clinical Practice placement. This *Handbook* is divided into four parts: (1) General Guidelines; (2) Policies, Procedures, and Requirements; (3) Clinical Practice Candidate Responsibilities; and (4) Evaluation Procedures for Clinical Practice Candidates. Additionally, a set of appendices has been included.

The faculty and staff of the School of Education at Brescia University wish to thank the Cooperating Teachers for sharing their professional expertise with our Clinical Practice Candidates. If there are questions or concerns, please contact the Clinical Practice Candidate's university supervisor, the relevant Program Coordinator, or the Chair of the School of Education at Brescia University.

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Brescia University
School of Education Program

Conceptual Framework Model

Brescia University School of Education candidates are challenged

to become Professional Educators committed to

Ethics, Advocacy, Service, and Lifelong Learning.

Mission Statement

The School of Education at Brescia University has a rich history of preparing educators to meet the needs of their students and societal demands. In 1951, Brescia University began operating as a four-year, independently supported, Catholic coeducational institution sponsored by the Ursuline Sisters of Mount Saint Joseph. Today Brescia University continues its tradition of excellence by offering students opportunities to prepare for a variety of careers. In the School of Education, candidates prepare for careers in Interdisciplinary Early Childhood, Elementary, Middle School, Secondary, and Special Education.

Brescia University is committed to high standards and a value-centered education in the Ursuline tradition. Excellence in education is based on four significant emphases: the Catholic tradition, the liberal arts, career orientation, and community service. Each contributes to the School of Education's mission:

> Brescia University School of Education candidates are challenged
> to become Professional Educators committed to
> Ethics, Advocacy, Service, and Lifelong Learning

By integrating these components above into their general and professional studies, candidates develop the depth in knowledge, skills and dispositions that enables them to:

- integrate content and pedagogy acquired in their general and professional studies into effective instruction and assessment, thus bridging the gap between theory and practice;

- establish cooperative and collaborative relationships with colleagues, parents, and other partners in response to the needs of their P–12 students;

- recognize, respect, and respond appropriately to the varied elements of diversity P–12 students display;

- explore and enhance their role as advocates for equity in education;

- demonstrate commitment to maintenance of professional practice through a professional growth model of continuous monitoring and renewal of knowledge and skills; and

- incorporate values, ethics, and a commitment to service into their professional education endeavors.

PART 1 – General Guidelines

Introduction

As part of the culminating phase of professional preparation for teaching, pre-service Clinical Practice Candidates are afforded opportunities to engage in clinical practice (through practicum and student teaching) in schools with an established partnership agreement with the School of Education at Brescia University and under the collaborative supervision of certified professional practitioners (Cooperating Teachers) and University Supervisors.

Early and continuous field and clinic hour experiences were designed to scaffold a variety of opportunities for Clinical Practice Candidates to observe, analyze, implement and assess specific knowledge bases, skills, and dispositions required of the professional educator. These experiences typically focused on elements of professional practice that are considered essential to the content and/or pedagogy of the course requiring time in the field. Candidates have targeted opportunities to apply the theories and principles explored in coursework at Brescia University in active classroom settings under the guidance of classroom teachers serving as Field Supervisors. In this manner, candidates tried out many facets of the role of teacher while being "a student of the teaching profession." The challenge in Clinical Practice is to evidence the transition from being a candidate to being a professional educator.

Achieving the final goal of graduating with a baccalaureate degree and a recommendation for teacher certification requires successful completion of Clinical Practice. During this culminating experience, the Clinical Practice Candidate is challenged to evidence the transition to the Brescia educator – one who demonstrates: professionalism in daily practice; advocacy for equity in education; service through acting and leading; and continuous learning and growth through implementing, assessing, and engaging in reflective evidence-based practice. How well the Clinical Practice Candidate performs when fully engaged in the role of teacher under a variety of conditions with a diverse population of P–12 students and under collaborative supervision will, in essence, determine successful entry to the teaching profession.

Objectives of the Clinical Practice Experience

Clinical Practice Candidates begin the Clinical Practice experience with a repertoire of knowledge bases, skills, and dispositions aligned with the Kentucky Teacher Standards;

the relevant national standards of their chosen discipline(s) for content and pedagogy; the Kentucky Core Academic Standards (KCAS); and the KTIP first-year teaching evaluation assessment tools. Within a framework of collaborative supervision provided by the Cooperating Teacher and the University Supervisor, the Clinical Practice Candidate will engage in self-evaluation and will also receive targeted feedback on present level of performance on the key elements of professional educator, ethical practice, advocacy, service, and lifelong learning.

The formative assessment tool is designed to probe for specific strengths and specific areas for growth or continued refinement. Its use every two weeks by the Clinical Practice Candidate and the Cooperating Teacher is to validate performance in evidence within that specific period of time and to promote goal-setting. The daily reflection by the Clinical Practice Candidate with the resulting commentary from the University Supervisor also provides opportunities to track performance on key elements. The use of the formative assessment tool by the University Supervisor is to validate performance in evidence regarding the preparation for and implementation of a specific instructional event. The summative assessment tool indicates the final rating of the Clinical Practice Candidates' competencies and is reflective of growth and refinement achieved at the completion of the Clinical Practice experience.

The Clinical Practice Candidate will evidence the following competencies:

1. Demonstrates behaviors of a professional educator committed to ethical practice, advocacy, service and lifelong learning. (KTS 2,4,5,6)

2. Analyzes and assesses Kentucky Core Academic Standards for the grade level(s) to which they are assigned. (KTS 2,8)

3. Designs effective plans for instruction using Teacher Standards, Learner Goals and Academic Expectations, and Core Content for Assessment. (KTS 1, 2, 3, 9)

4. Evaluates current educational research and incorporates as part of the climate and culture of daily life in the classroom. (KTS 2, 3, 5, 6, 8)

5. Utilizes educational technology in an appropriate and effective manner and facilitates this ability in P–12 students. (KTS 3, 4, 5, 9)

6. Accurately assesses P–12 student performance using multiple assessment approaches (e.g., portfolios, performance based, curriculum based) and effectively communicates the results to students, parents and others. (KTS 7)

7. Accurately evaluates the success of curricular offerings by using Learning Goals and Expectations and Kentucky Core Academic Standards. (KTS 2, 7, 9)

8. Assimilates the values of a liberal arts education into a philosophy of education and life-long learning. (KTS 2, 3, 5, 6, 9)

9. Demonstrates a respect for the environment and its impact on cultures, education, economy, and health. (KTS 2, 3, 5, 6, 9)

10. Demonstrates educational leadership and actively engages in opportunities to serve. (KTS 6, 9, 10)

11. Utilizes appropriate instructional strategies such as collaborative and co-teaching models, peer tutoring, and cooperative learning. (KTS 1, 3, 4, 5, 9)

12. Creates a safe classroom climate in an environment which fosters freedom to learn and respect for the individual. (KTS 3, 5)

Roles and Responsibilities

Program Coordinators/University Supervisors

The University Supervisor is the first point of contact when questions arise regarding the clinical practice experience.

Brescia University School of Education Program Coordinators serve in the role of the University Supervisors for Clinical Practice Candidates in their respective programs unless other specific assignments have been designated. As part of the formal placement process, the name of the University Supervisor is shared with each Clinical Practice Candidate and with the Cooperating Teacher(s) the semester prior to the semester scheduled as Clinical Practice.

Responsibilities of the Program Coordinators/University Supervisors include:

1. Initiate the Clinical Practice Candidate placement(s) process and then ensure formalization of partnership agreement with involvement of the Chair of the School of Education and the administrator of each public or private school.

2. Authorize Clinical Practice Candidate absences.

3. Maintain ongoing daily dialogue of interaction with the Clinical Practice Candidate through responses to their daily reflections (submitted via technology) that promote increased depth of inquiry, analysis from other perspectives, consideration of more inclusive practice, and clear evidence of impact on P–12 student performance.

4. Plan with the Cooperating Teacher and Clinical Practice Candidate for phase-in activities and strategies for professional growth.

5. Conduct a minimum of four targeted observations of the Clinical Practice Candidate implementing planned instructional opportunities with P–12 students, and provide both written and verbal feedback for each site visit through conference and consultation with the Clinical Practice Candidate and the Cooperating Teacher. The site visits should occur every 3–4 weeks throughout the semester and are based on the length of each placement.

6. Document evaluation of strengths, areas for growth, and assess progress of the Clinical Practice Candidate through formative and summative assessments.

7. Direct Clinical Practice professional development seminars.

8. Collect and submit file materials on Clinical Practice Candidates.

9. Submit final evaluation and grades to the Registrar.

10. Assist in implementation, analysis, and revision of the Clinical Practice experiences of the School of Education Program at Brescia University based on feedback from Clinical Practice Candidate, Cooperating Teacher, and school placement administrative partners.

School Principal/ Administrator or Designee
The school principal works in conjunction with each University Supervisor and Cooperating Teacher(s). Responsibilities of each principal include:

1. Assist in the placement of a Clinical Practice Candidate with a professional practitioner who meets all EPSB and BU SOE requirements for Cooperating Teacher status and who can provide a climate in which personal and professional growth can be achieved through implementation of the co-teaching model.

2. Introduce the Clinical Practice Candidate to the facility and faculty/staff and encourage his/her professional development.

3. Offer the Clinical Practice Candidate the same orientation and assistance extended to a regular faculty member, such as explaining school-wide policies and special school programs.

4. Orient the Clinical Practice Candidate to the proper relationship with the administrative staff as a part of the prospective teacher's professional development.

5. If appropriate, conduct a KTIP-style observation and share evaluative data with the Clinical Practice Candidate.

Cooperating Teacher

Selection of the Cooperating Teacher involves consultation with the local school partner (LEA), the building administrator, and with faculty and the Chair of the Brescia University School of Education. Brescia University requires its Cooperating Teachers to have a minimum of five years teaching experience, an earned Master's Degree, and certification of successfully completing the Co-Teacher training and assessment. Completion of KTIP resource teacher training and/or teacher leader endorsement is strongly recommended, but not required. Responsibilities of the Cooperating Teacher include:

1. Introduce the Clinical Practice Candidate as a professional to the class and school.

2. Provide opportunities for the Clinical Practice Candidate to attend faculty meetings, staff development programs, parent-teacher conferences, extracurricular school activities, and (where appropriate) IEP Team meetings.

3. Inform the Clinical Practice Candidate of all safety routines and provide access to and support in maintaining school policies and facilities.

4. Plan with the Clinical Practice Candidate and University Supervisor for phase-in activities and strategies for professional growth.

5. Collaborate with Clinical Practice Candidate to implement Co-Teaching Strategies through effective planning. See Appendix H for Co-Teaching Strategies and Appendix I for Co-Teaching Strategy Planning Forms.

6. Increase responsibilities of the Clinical Practice Candidate until all pertinent aspects of the role and responsibilities of "teacher" are assumed and performed for a minimum of 10 consecutive instructional days.

7. Establish several times each week to engage the Clinical Practice Candidate in processing selected aspects of the clinical practice experience being encountered.

8. Document evaluation of strengths, areas for growth, and assess progress of the Clinical Practice Candidate by providing written bi-weekly formative assessments and conducting conferences where ratings are compared with Clinical Practice Candidate's self-assessment and result in a plan of action for the next two weeks.

9. Provide a written summative evaluation as a final assessment of the level of competence attained by the Clinical Practice Candidate at the end of the placement.

10. Evaluate the Clinical Practice Candidate's Clinical Practice Portfolio by providing a rating of each section with written commentary.

11. Confer with the University Supervisor and make recommendation regarding the Clinical Practice Candidate's performance and final evaluation of PASS/FAIL.

Clinical Practice Candidate

The Clinical Practice Candidate is a representative of Brescia University and is expected to display the "Brescia difference" in disposition and actions. Clinical Practice, as the culminating experience, requires a singular focus (extra-curricular activities and social life should not interfere with Clinical Practice responsibilities, and employment is not recommended while in Clinical Practice). The responsibilities of a Clinical Practice Candidate include:

1. Demonstrate proficiency in the content for required subject matter presented during the placement.

2. Demonstrate proficiency in pedagogy through implementation of evidence-based practice.

3. Engage in interaction with all populations involved in the total operation of the school (faculty, staff, volunteers, parents).

4. Collaborate with the Cooperating Teacher in planning and implementing the Co-Teaching process.

5. Accept constructive feedback on areas for growth and development in a professional manner.

6. Work effectively within the educational philosophy of the cooperating school.

7. Recognize and address individual differences in the classroom.

8. Dress appropriately and in accordance with acceptable attire for the school (e.g., avoids T-shirts, sweatpants, low-cut tops, midriff baring, and similar unprofessional attire).

9. Maintain a Clinical Practice Portfolio evidencing level of performance on each of the 10 Kentucky Teacher Standards.

10. Attend Brescia University clinical practice seminars.

11. Submit all required evaluations and materials according to due dates.

12. Obtain approval from the University Supervisor for any absence, notify the Cooperating Teacher and the school, and provide access to plans and materials needed to provide uninterrupted instruction.

Suggestions for Phasing in Clinical Practice Candidates

The phase-in of each Clinical Practice Candidate should begin immediately. We recommend that the first week be spent becoming familiar with school policies, students, classroom management and routines, and, most importantly, collaboration in planning. In the following weeks, the Clinical Practice Candidate more actively participates in planning and implementation of Co-Teaching Strategies. The on-going mentoring by the Cooperating Teacher supports the Clinical Practice Candidate in acquiring the skills needed to successfully assume the full responsibility of the professional educator during the solo weeks. For further descriptions of this process, see Appendix F.

PART II - Policies, Procedures, and Requirements

Introduction

All teacher preparation programs are subjected to careful scrutiny by state and federal agencies. Brescia University's School of Education programs maintain high standards and requirements for prospective educators. By maintaining these rigorous standards, the School of Education Program has been granted accreditation credentials by the Kentucky Education Professional Standards Board (EPSB) and by the Southern Association of Colleges and Schools Commission on Colleges (SACS COC).

Criteria for Admission to Clinical Practice

1. The candidate must have been accepted into the School of Education no later than the semester prior to application for admission to Clinical Practice.

2. The candidate must have completed a minimum of 90 semester hours of university course work by the date of the application.

3. By the application deadline, the candidate must have completed two semesters of university course work at Brescia University. (Exception: In certain cases, post-graduates seeking certification only may have less than two full semesters of remaining course work.)

4. Prior to admission to Clinical Practice, Brescia Teacher Candidates must complete 200 hours of field hours defined as participation or involvement with students or clients in educational settings (or – in pre-identified courses – in service settings).

5. By the application deadline, the candidate must have a cumulative GPA of 2.75 out of a possible 4.00 on all university work attempted, on all professional courses attempted, and in the teaching major or academic emphasis area, or 3.0 GPA on the last thirty hours of credit completed. The candidate must also maintain at least this minimum 2.750 GPA until beginning Clinical Practice. Failure to maintain the minimum GPA will result in removal of permission for Clinical Practice.

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6. Each candidate must have the recommendation of the advisor(s) within his/her certification area(s). As a demonstration of adequate content knowledge and skills, the candidate must also have the recommendation of the advisor in his/her major field or academic emphasis area.

7. Candidates seeking certification only and who have already obtained a baccalaureate or advanced degree in their academic content area and have obtained passing scores on the relevant PRAXIS II Specialty Exams shall be regarded as having demonstrated content knowledge in their fields adequate for Clinical Practice. *[TEAC May 28, 2003]*

8. Teacher Candidates must take their licensure exam or their PRAXIS II specialty exam(s) and the relevant Principles of Learning and Teaching exams prior to being admitted to Clinical Practice. *[TEAC November 9, 2005]*

9. The candidate must prepare and present a professional portfolio to external evaluators and to members of the TEAC, and receive positive evaluations on it, receiving a minimum 3 of 4 points for each of the Kentucky Teacher Standards to demonstrate competence. The portfolio will be submitted on Taskstream. *[TEAC March 6, 2013]*

10. Each candidate must have completed or be in the process of completing the curriculum course and/or methods course(s) required for certification.

11. Each candidate must have a completed Brescia University Health Form on file in the School of Education office. This form must be completed and submitted at the time of application and must include a properly completed TB test.

12. At least 75% of the course work for the teaching major must be completed, or be in progress, at the time of filing for admission to Clinical Practice. The required number of courses is determined from the candidates

13. Prior to the actual Clinical Practice semester, all work, including professional courses must be completed.

14. The candidate must have received a clear, extensive (within six months of Clinical Practice) Federal, State Police, and local law enforcement agencies background check. This should be obtained by going to the Central Office of the school district where Clinical Practice will be held. The candidate is responsible for the cost of this background check. A copy must accompany the application for Admission to Clinical Practice.

General Policy Statements

The following policy statements govern the Clinical Practice Candidate placement and activities in which Clinical Practice Candidates engage:

1. All Clinical Practice Candidates will follow the calendar of the school district to which they are assigned and not the Brescia University calendar (summer professional development days, early classroom setting up, registration, back to school night/picnic).

2. Clinical Practice Candidates may not receive monetary compensation for any classroom instruction or for performing any other duties that are part of the normal school day responsibilities.

3. **<u>The Clinical Practice Candidate may not serve as a substitute teacher</u>**. If for any reason the Cooperating Teacher should be absent, the Clinical Practice Candidate is permitted to assume teaching responsibilities <u>only</u> if a certified teacher is present in the classroom and has been assigned responsibility for that classroom.

4. The Clinical Practice Candidate is permitted to assist with extra-curricular activities or nonteaching assignments such as bus duty, playground supervision, field trips, or other activities deemed appropriate by the principal and/or the Cooperating Teacher. The Clinical Practice Candidate may not serve as a substitute for any extra-curricular activities; rather, the Cooperating Teacher can expect the Clinical Practice Candidate's assistance when appropriate.

5. The number of weeks for Clinical Practice, in keeping with minimum regulatory requirements, is as follows:

   - IECE (preschool)   16 weeks (*8 weeks in a preschool setting, plus 8 weeks in a kindergarten setting*)
   - Elementary P–5   14 weeks (7 *weeks in a K–2 setting, plus 7 weeks in a 3–5 setting*)
   - Middle School 5–9   14 weeks (*7 weeks in content area 1, plus 7 weeks in content area 2)*
   - Secondary 8–12   14 weeks in a single placement
   - Art P–12   14 weeks (*7 weeks Elementary or Middle plus 7 weeks in Secondary*)
   - Spanish P–12   14 weeks (*7 weeks Elementary or Middle, plus*

7 weeks in Secondary)

- Special Education   18 weeks (*9 weeks "regular" education plus 9 weeks in special education)*

6. All Clinical Practice Candidates are expected to attend scheduled seminars. These are held in the evenings 4:00–5:00 p.m. on a day designated by the university supervisor.

7. Clinical Practice Candidates are **strongly urged** to join the Kentucky Education Association Student Program or National Education Association, which provides liability insurance, and other professional organizations such as the Council for Exceptional Children, within one's discipline.

8. Clinical Practice Candidates are strongly encouraged to participate in the Education Professional Standards Board sponsored "Teacher Survey" as well as Brescia University's School of Education graduate survey following the completion of their Clinical Practice assignment.

9. From time to time, Clinical Practice Candidates may request a placement closer to their home, especially when such a placement would be financially beneficial to the candidate and possibly facilitate future employment near the Clinical Practice Candidate's home. When such a placement is more than a 40–mile round trip from Brescia University, it becomes an "unusually distant placement." The School of Education can support travel for University Supervisors up to 40 miles per round trip visit. Clinical Practice Candidates who have requested a placement outside the Owensboro area that is unusually distant will be asked to pay mileage costs above the 40 miles per round trip.

10. A Clinical Practice placement **may be terminated at any time** due to lack of responsibility, unprofessional behavior, and/or lack of competence in one's discipline. The decision to terminate a Clinical Practice placement is a result of consultation among the Cooperating Teacher, the Brescia University Supervisor, Brescia University School of Education Chair, and the Clinical Practice Candidate.

Absences/Attendance

The Clinical Practice Candidate has the same responsibility for good attendance and punctuality as that of a regularly employed teacher. Occasionally, circumstances may arise (such as illness, accident, or blocked roads) that may delay or prevent the arrival of a Clinical Practice Candidate at school. **In such a case, the Clinical Practice Candidate must notify the Cooperating Teacher, the cooperating school office, and the Brescia University Supervisor immediately.** The Clinical Practice Candidate should check with the Cooperating Teacher for any special procedures he/she may

want the Clinical Practice Candidate to follow regarding the reporting of an absence. **Failure to notify the required individuals properly will be judged as negligence.**

Absences due to conflicting obligations must be anticipated in advance of the actual absence, and the Clinical Practice Candidate must obtain permission from the cooperating school and Brescia University. For such an absence, the Clinical Practice Candidate is expected to plan in advance with the Cooperating Teacher. **Lesson plans and all needed materials must be available to the Cooperating Teacher <u>regardless</u> of the reason for the Clinical Practice Candidate's absence.** If plans and required materials are not left at the cooperating school, it is the Clinical Practice Candidate's responsibility to deliver them or arrange to have them delivered.

Absences in excess of two days must be made up.

Accountability

Clinical Practice Candidates are held accountable for P–12 student behavior when conducting any educational activity whether or not the Cooperating Teacher is in the classroom. **Since Clinical Practice Candidates have the same liability status as their Cooperating Teachers, they must assume complete responsibility for their actions in the classroom at all times**.

Child Abuse

The Brescia Clinical Practice Candidates must be aware of the school district's policy in regard to the role the teacher is expected to play. They must also be aware of the requirements of the Kentucky statutes**:** *"Any person who knows or has reasonable cause to believe that a child is abused shall immediately make an oral or written report to the Cabinet, a law enforcement agency, or a county attorney."* **(KRS 620.030)**

Confidentiality

Information obtained from a conversation with a student, personal records, performance in class, parent/teacher conferences, or discussions with cooperating teachers must be kept confidential at all times. Discussing any such personally identifiable information publicly is unethical and puts the Clinical Practice Candidate's professionalism as an educator in serious question.

Corporal Punishment

Under no circumstances is a Clinical Practice Candidate to administer any form of corporal punishment to P–12 students or to serve as a witness when any full-time teacher administers such punishment.

Fees

Upon registration for Clinical Practice, Clinical Practice Candidates will be charged a weekly fee, designated by the university. The total fee amount will vary for candidates, according to the candidate's discipline and number of Clinical Practice placements.

Personal Conduct

Developing and maintaining **conduct of an ethical nature** is important to all Clinical Practice Candidates (see Appendix C, *Code of Ethics for Kentucky School Personnel*). Refusing to engage in negative conversation about another colleague, administrator, P–12 student, or parent may at times be difficult; however, ethical practices demand such restraint on the part of all professionals at all times**. Such a commitment to ethical practices is of extreme importance in social gathering areas such as the teachers' lounge.**

Remember that each Clinical Practice Candidate's behavior is on continuous display, whether in school, out in the community, or on web-based postings.

School Policies

All Clinical Practice Candidates **must follow the cooperating school's policies** as they apply to certified employees. Such policies may **include arrival and departure times, confidentiality, dress codes, E-mail policies, use of equipment or supplies, parking policies, or use of the teachers' lounge.** These are just a few of the many policies a school may enforce. Clinical Practice Candidates should check such policies with their Cooperating Teachers early in the placement. **Failure to comply with school policies and expectations of Brescia University could result in termination of the Clinical Practice placement.**

PART III – Clinical Practice Candidate's Responsibilities

(This section is written explicitly **to the Clinical Practice Candidate**.)

Introduction
Clinical Practice Candidates have very demanding responsibilities. Planning meaningful lessons; collecting and organizing supplemental materials; creating attractive, meaningful bulletin boards that enhance lessons; and scheduling special classroom visitors and/or field trips takes time. ***Your first responsibility is to the school and classroom to which you are assigned.*** You are advised **not to work at a part-time job while completing Clinical Practice nor over-extend yourself** in social organizations. As a prospective educator, you are responsible for providing P–12 students with the **best** **possible educational experiences.**

Attendance at Clinical Practice Seminars
In conjunction with Clinical Practice, the University Supervisors have also arranged **a number of professional development seminars for all Clinical Practice Candidates**. Each seminar meeting usually provides opportunities for you to share highlights and concerns, ask questions, or seek additional or clarifying information from the University Supervisor(s). Scheduled topics may include, but may not be limited to discussion of ethics, resumé writing, job interviews, the Internship (KTIP), placement files and CA-1 forms, and other concerns identified by seminar participants.

Kentucky Education Association/National Education Association
You are urged to become a member of the Brescia chapter of **KEA/NEA**. Membership in this professional organization provides numerous benefits, including a million-dollar liability insurance policy.

Teaching Schedule
You should prepare and share a teaching schedule with your University Supervisor **no later than the end of the second week**. If the schedule should change, share the change with the University Supervisor.

Observations
Clinical Practice Candidates often spend a significant portion of the first week of their placement observing. Such observation affords you opportunities to become familiar with the Cooperating Teacher, P-12students, school policies, and special schedules and procedures.

It is also recommended that you spend some time during **your final week** in the placement observing other teachers' classrooms. **At least one observation** conducted during this last week should be placed in your Clinical Practice Portfolio. Suggested

data to be included in this observation are described in the guidelines provided in Appendix G.

Lesson Plan Development

Clinical Practice Candidates who are still in the process of learning to teach should expect to spend **significantly greater amounts of time planning than do experienced teachers.** Remember, an effective lesson plan should be detailed enough that another teacher could teach directly from it. Lessons should be planned at least one week in advance and submitted for review and comment (or as designated by your Cooperating Teacher or University Supervisor). Remember to check Appendix D for lesson plan formats.

Clinical Practice Portfolio

The Clinical Practice portfolio is a compilation of your experiences during your Clinical Practice placement and allows you to evidence your growth toward and mastery of **Kentucky's Teacher Standards** (February 2008).

 Suggested contents and arrangement of the portfolio are described below:

   A. <u>General Organizational Content</u>: A title page, a copy of your data sheet and schedule, a list and/or portrait of *your P-12* students [*first names only*], and table of contents.
   B. <u>School Policies and Procedures</u>: Items such as seating charts, discipline forms, directions for substitute teachers, emergency procedures, school policies or handbook.
   C. <u>Philosophy</u>: Include your current philosophy of education *(yes, it may have grown a bit over these past weeks)* as well as the cooperating school's philosophy.
   D. <u>Teacher Standard I: Knowledge of Content</u>: Evidence of this standard might include index of compiled materials, cooperating teacher resources, evaluation of content presentation – in short – any item that can help demonstrate your content knowledge and/or your readiness to deliver content information to the students.
   E. <u>Standard II: Designs/Plans Instruction</u>: Include daily and (if appropriate) weekly lesson plans. Implementation of Co-Teaching Strategies is required.
   F. <u>Standard III: Creates/Maintains Learning Climates</u>: Items include classroom rules, lesson modifications made for learners with diverse needs, behavior plans, bulletin boards, job charts, etc.
   G. <u>Standard IV: Implements/Manages Instruction</u>: Include critiques and written feedback from the cooperating teacher, copies of the formative evaluations, materials you have developed, student assignments and work samples. Implementation of Co-Teaching Strategies is required. Reference the video.
   H. <u>Standard V: Assesses and Communicates Learning Results</u>: Include items such as grade sheets (name removed), graded student work samples, IEP monitoring (if appropriate), and other evidence of evaluations of student progress. Prepare

two or more charts or graphic representations of student progress or learning as measured by your assessments.

I. Teacher Standard VI: Demonstrates Implementation of Technology: Include any internet resources, your web page, computer-designed or enhanced student materials, student assignments utilizing the computer, and others.

J. Standard VII: Reflects/Evaluates Teaching/Learning: Include the video critique, your daily journals, observations, lesson refinements/extensions *(based on student performance)*, and other self-evaluations.

K. Standard VIII: Collaborates with Colleagues/Parents/ Others: Include descriptions of formal or informal meetings with teachers, administrators, and parents for the purpose of improving instruction, student learning, or student behaviors. Evidence of purposeful Co-Teaching Strategies through collaborative planning in relation to one or more students or group(s) of students is required.

L. Standard IX: Engages in Professional Development: Include your Professional Growth Plan (PGP) Self-Assessment and PGP, agendas from professional development or faculty meetings, conference programs, abstracts of professional readings, as well as plans for professional development opportunities.

M. Standard X: Leadership Within School/Community/Profession: Provide evidence of your leadership within the school, community, and education profession to improve student learning and well-being.

Kentucky's Interdisciplinary Early Childhood Educator Standards

A. <u>Standard I: Designs/Plans Instruction:</u> The Interdisciplinary Early Childhood Education (IECE) educator designs and plans experiences and instruction that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities. Implementation of Co-Teaching Strategies is required.

B. <u>Standard II: Creates/Maintains Environments:</u> The IECE educator creates and maintains learning environments in a variety of settings that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities.

C. <u>Standard III: Implements Instruction:</u> The IECE educator introduces, implements, and facilitates experiences and instruction that support development and learning for infants, toddlers, preschool children, and kindergarten children, including those with disabilities. Implementation of Co-Teaching Strategies is required.

D. <u>Standard IV: Assesses & Communicates Learning Results:</u> The IECE educator, in collaboration with others, assesses the development and ongoing learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities, and communicates the results with partners, including families.

E. <u>Standard V: Reflects/Evaluates Professional Practices:</u> The IECE educator reflects on and evaluates professional practices that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities.

F. <u>Standard VI: Collaborates with Colleagues/Families/Others:</u> The IECE educator collaborates and consults with team members, including colleagues, families, primary caregivers, agency personnel, and other service personnel to design and implement experiences and Co-Teaching strategies that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities. Evidence of purposeful Co-Teaching Strategies through collaborative planning in relation to one or more students or group(s) of students is required.

G. <u>Standard VII: Engages in Professional Development:</u> The IECE educator engages in self-evaluation of professional practices and implements a professional development plan to improve his/her performance.

H. <u>Standard VIII: Supports Families:</u> The IECE educator supports families through family-centered services that promote independence and self-determination.

I. <u>Standard IX: Demonstrates Implementation of Technology:</u> The IECE educator uses technology to support instruction, access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, families, and community agencies; and conduct research.

NOTE: It will help the reader of your portfolio if you were to prepare a title page for each section which restates the Teacher Standard and gives a list of the content in that particular section. An electronic version would suffice.

Evaluation of Clinical Practice Portfolio

Your Clinical Practice Portfolio will follow the basic format of your Admission to Clinical Practice portfolio; if you wish, you could reuse that basic framework. Materials should be added to the portfolio throughout your Clinical Practice experience. The portfolio should also be available to be examined by the University Supervisor during every observation. During the final week of your placement, complete the portfolio and submit it to your Cooperating Teacher for evaluation (form Edu #25). At the completion of each placement, retrieve your portfolio from the Cooperating Teacher and submit it to your University Supervisor for his or her evaluation (form Edu #29). You may retrieve your portfolio once the University Supervisor has completed the evaluation. Unclaimed portfolios are kept in the School of Education office for one year.

Instructional Unit Planning

Clinical Practice Candidates are expected to develop and teach at least <u>one</u> long-term integrated unit per placement. Units should be detailed and include pre- and post-assessment and instruction designed for a minimum of one week. In classrooms where this is not possible, discuss alternatives with your Cooperating Teacher and University Supervisor. Components of a unit plan include the following, based on the KTIP Teacher Performance Assessment framework:

1. <u>Title of Unit</u>

2. <u>Learning Context and Implications</u>: Based on the contextual information you have prepared about your school and your students, identify two to three implications and/or a rationale for teaching this unit. Also, provide an overview of available technology that could be used to enhance your instruction and student learning.

3. <u>Key Concepts/Big Ideas/Essential Question Focus</u>: Identify the content focus concepts (essential questions/big ideas) and skills you plan to develop in this unit. Kentucky's Core Academic Standards lists specific knowledge and skills that all P–12 students should know and be able to demonstrate. Describe how your unit will contribute to what Kentucky expects all P–12 students to know and be able to do.

4. <u>Statement of Objectives for the Unit</u>: Develop three to six learning outcomes/ objectives that will be the focus of your instruction in this unit. Write these as performance statements/behavioral objectives.

5. <u>Kentucky Core Academic Standards to be Addressed</u>: Identify the Kentucky Core Academic Standard elements that will be the focus of instruction for your unit. The Kentucky Core Academic Standard document can be accessed on the KDE web site http://www.education.ky.gov/; it provides a list for different grade levels and seven content areas.

a. After selecting the content (topic, knowledge, skills) for the instructional unit, write a description of the unit.

b. The description must include the length of the unit (number of days/class periods), the objectives, a plan for accomplishing the objectives, a plan for accommodating individual differences, and any additional adjustments made.

c. Describe the Co-Teaching strategies, learning strategies, and activities that you believe will best enable all P–12 students in your class to achieve your learning outcomes.

d. Describe your assessment plan:
   i. Pre-assessment activity(ies), including P–12 students' entry levels and information from which you will be able to measure student gains.
   ii. Formative assessments you will use to monitor and guide instruction and P–12 student learning.
   iii. Summative assessments to determine P–12 student gains in knowledge and skills.
   iv. Provisions for P–12 student self-assessment.
   v. Provisions for assessment accommodations.

6. <u>Levels and Categories of P–12 Student Performance Expected</u>: Identify the levels or categories of performance you wish your P–12 students to reach as a result of instruction in this unit of study. You may use the schema or descriptors of your choosing, but you should indicate the different kinds of learning (e.g., thinking skills, taxonomies) you expect from your students.

7. <u>Communication with P–12 Students, Parents/Caregivers, Colleagues</u>: Describe several ways in which you plan to provide feedback throughout the Unit, how you will provide information to P–12 students, parents/caregivers, and colleagues prior to instruction, including pre-assessment, during instruction, and after the post-assessment.

Assessment of Student Learning

Equally important to the development of effective lesson plans is the development of **effective instructional assessment**. Insure that all assessments apply to the content, lesson objectives, and P–12 student needs. Ask about special school procedures for testing and grading. Use multiple assessment sources such as classroom observation, daily work, behavior patterns, and products from cooperative groups.

Record Keeping

Teachers maintain voluminous records; you should expect to learn the school's current record management system. It is suggested, once you begin carrying a significant portion of the instructional load, that you select at least <u>three</u> separate indications of student achievement each week to demonstrate analysis of student achievement through charting.

Digitally Video-Recorded Lesson and Critique

One of the most effective ways to improve teaching performance is to watch oneself teaching a lesson. You are required to digitally video-record and critique at least one classroom lesson using components of the Kentucky Teacher Internship Program (KTIP) observation form (Appendix K) to guide and record your critique. You are also encouraged to summarize your conclusions in paragraph format and attach that summary to the modified KTIP form. The digital recording is also shared with and evaluated by the Cooperating Teacher and discussed with the Clinical Practice Candidate. It is also shared with the University Supervisor and discussed. **Include the video observation form and summary in your Clinical Practice portfolio.**

Please note that **permission must be obtained to digitally video-record**. Check with your Cooperating Teacher and/or building principal to determine whether such permission has already been obtained and is on file. If needed, a permission form, modified from that used within the KTIP process, is included in Appendix J for your use and/or reference.

PART IV – Evaluation of Clinical Practice Candidates

Introduction

Professional educators are always under some form of performance evaluation system. The majority of the observations and evaluations are formative and should help the Clinical Practice Candidate become the best possible classroom teacher. The Cooperating Teacher and University Supervisor will periodically observe and evaluate the Clinical Practice Candidate throughout the placement.

Cooperating Teachers will confer frequently with their Clinical Practice Candidates about their teaching and planning skills. The Clinical Practice Candidate should feel free to ask questions about what the Cooperating Teacher observed and how improvements may be made. ***Remember, if no feedback is offered to the Clinical Practice Candidate, it is the Clinical Practice Candidate's responsibility to initiate a dialogue****.*

University Supervisor's Observations, Evaluations, and Conferences

University Supervisors will observe and evaluate their Clinical Practice Candidates a <u>minimum of four (4) times</u> per fourteen-week placement (two-seven week placements) and a <u>minimum of six (6) times</u> per eighteen-week placement (two-nine week placements). The variability and flexibility so common to most education settings would recommend that most University Supervisor visits be scheduled enough in advance to permit the Clinical Practice Candidate to notify the University Supervisor should some unforeseen event interfere with a planned observation. However, it is possible that <u>some</u> observations may be unannounced. While the University Supervisor might expect the Clinical Practice Candidate to be following the schedule she/he submitted, all concerned may need to be flexible.

Classroom observations range from 30 minutes to an hour or more. Following each observation and evaluation, the Clinical Practice Candidate and University Supervisor confer. If the immediate conference is impossible to hold, the Clinical Practice Candidate and University Supervisor should arrange a meeting to discuss the results of the evaluation within 24 hours. Each evaluation will become a permanent part of the Clinical Practice Candidate's file.

Cooperating Teacher's Evaluations

Cooperating Teachers are expected to routinely evaluate their Clinical Practice Candidate's progress. A formative evaluation (Edu #12) is to be completed at the close of the first two weeks and every two weeks thereafter; a final evaluation (Edu #14 and Edu #15) should be prepared during the final week of Clinical Practice placement. The final evaluation is to be mailed to the School of Education at Brescia University along with the evaluation form for the Clinical Practice Portfolio.

No grade will be given for the Clinical Practice placement until all paperwork is completed by the University Supervisor and Cooperating Teacher(s) and materials are returned to the cooperating school and the Sister Sharon Sullivan Curriculum Resource Center (CRC).

<u>**Culminating Checklist**</u>

1. Submit Clinical Practice Portfolio to Cooperating Teacher during final week.	
2. Return <u>all</u> materials borrowed from the Sister Sharon Sullivan CRC.	
3. Return all teacher manuals, books, and supplies borrowed from the Cooperating Teacher and/or cooperating school's library.	
4. Retrieve Clinical Practice Portfolio from Cooperating Teacher and submit it to the University Supervisor.	
5. Write thank you notes to individuals who were helpful.	
6. Check with your Cooperating Teacher to make sure the final evaluation has been sent to your University Supervisor.	
7. Complete and submit CA–1 form to the Registrar.	
8. Establish a credential file (recommended).	
9. Log on and complete the New Teacher Survey from the Kentucky EPSB	

✄ Blessings on your future endeavors as a teacher and shaper of youth! ✄

Appendices and Forms

Clinical Practice Handbook

APPENDIX A: KENTUCKY TEACHER STANDARDS K–12

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.

Initial Level Performance
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 contributes 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 student to understand content from various perspectives.
Regularly 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.
Usually identifies misconceptions related to content and addresses them during planning and instruction.

STANDARD 2: The Teacher Designs/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.

Entry Level Performance
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.
Proper 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/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.

Entry Level Performance
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 support 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.

Entry Level Performance
Creates a classroom environment that is both emotionally and physically safe for all students.

STANDARD 4: The Teacher Implements/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.

Entry Level Performance
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.

Entry Level Performance
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 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.

Entry Level Performance
6.1. Uses technology to design and plan instruction.
Uses technology to design and plan instruction.
6.2. Uses technology to implement instruction that facilitates student learning.
Uses technology to implement instruction that facilitates student learning.
6.3. Integrates student use of technology into instruction.
Integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs.
6.4. Uses 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: Reflect On and Evaluates Teaching and Learning: The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

Entry Level Performance
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 identify areas for professional growth.
Identifies areas for professional growth using appropriate data.

STANDARD 8: Collaboration 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.

Entry Level Performance
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 & 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.

Entry Level Performance
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 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.

Entry Level Performance
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

Entry Level Performance
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.

APPENDIX B: KENTUCKY INTERDISCIPLINARY EARLY CHILDHOOD EDUCATION STANDARDS

STANDARD 1: Designs/Plans Instruction: The IECE educator designs/plans experiences and instruction that supports the development and learning of infants, preschool children, and kindergarten children, including those with disabilities.

Performance Criteria
1.1 Designs developmentally appropriate, comprehensive curriculum and instruction aligned with Kentucky Learner Goals.
1.2 Selects developmentally and individually appropriate strategies and resources to provide activity=based learning experiences.
1.3 Adapts and individualizes curriculum and instruction plans for all children, including those with special needs and disabilities.
1.4 Plans for the effective involvement of team members including assistants, staff, and volunteers across learning environments.
1.5 Incorporates knowledge of multiple disciplines and strategies from team members.
1.6 Incorporates family strengths and resources, priorities, and concerns to plan experiences and instruction (e.g., lesson plans, IFSPs, IEPs, and transition plans).

STANDARD 2: Creates/Maintains Environments: The IECE educator creates and maintains learning environments in a variety of settings that support the development and learning of infants, toddlers, preschool children, and kindergarten children.

Performance Criteria
2.1 Creates the physical, social, and temporal environment to engage children and maximize learning aligned with Kentucky Learner Goals.
2.2 Creates and maintains developmentally and individually appropriate activity-based learning environments.
2.3 Maintains a healthy and safe environment.
2.4 Provides developmentally and individually appropriate indoor and outdoor environments.
2.5 Creates environments that recognize and value diversity as a strength in children and families.
2.6 Adapts environments to support children with special needs and disabilities.
2.7 Creates, evaluates, and selects technology, materials, and media to enhance the learning environment.
2.8 Facilitates positive interaction between children and adults.
2.9 Uses positive guidance techniques to foster children's self-regulation.
2.10 Uses responsive techniques to nurture appropriate social interaction and social competence.
2.11 Functions within legal, ethical, and professional guidelines.
2.12 Applies adult learning principles in supervising and training adults.

Standard 3: Implements Instruction: The IECE educator introduces, implements, and facilitates experiences and instruction that support development and learning for infants, toddlers, preschool children, and kindergarten children, including those with disabilities.

Performance Criteria
3.1 Facilitates children's acquisition and integration of behavior, skills, and concepts to support learning aligned with Kentucky Learner Goals.
3.2 Implements developmentally appropriate individual and group activities in indoor and outdoor environments.
3.3 Encourages children's active involvement in a variety of structured and unstructured learning activities.
3.4 Uses instructional strategies that meet the unique needs of each child.
3.5 Implements family-centered activities that reflect the family's resources, priorities, and concerns.
3.6 Provides learning experiences that support and expand the cultural knowledge and behavior of each child.
3.7 Provides guidance, learning cues, and positive feedback to children.
3.8 Manages antecedent and subsequent conditions to foster self—management behaviors.

Standard 4: Assesses & Communicates Learning Results: The IECE educator, in collaboration with others, assesses the development and ongoing learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities, and communicates the results with partners, including families.

Performance Criteria
4.1 Uses developmentally appropriate and authentic assessments to determine child needs, to plan individualized learning experiences, and to develop and implements IFSPs and IEPs.
4.2 Selects, creates, adapts, and uses multiple modes and methods of assessments which are sensitive to the unique cultural and learning needs of the child.
4.3 Actively involves families and other team members in the assessment process.
4.4 Systematically collects, organizes, and records ongoing assessment data to monitor child progress.
4.5 Monitors, summarizes, and evaluates the acquisition of child and family outcomes as outlines in the IEP or IFSP.
4.6 Effectively communicates assessment results and ongoing child progress with families and other team members in everyday language, including native language and communicative mode.

Standard 5: Reflects/Evaluates Professional Practices: The IECE educator reflects on and evaluates professional practices that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities.

Performance Criteria
5.1 Engages in ongoing self-reflection to improve professional practices.
5.2 Communicates strengths and areas for growth in professional practices as a result of self-reflection
5.3 Applies professional ethics, practices and legal mandates in early childhood settings.
5.4 Reflects upon, evaluates, and modifies involvement of team members including assistants, staff, and volunteers across learning environments.
5.5 Participates in program evaluation efforts to improve child learning and development.
5.6 Identifies the professional development needs of assistants, staff and volunteers and provides support to improve each person's performance.

Standard 6: Collaborates with Colleagues/Families/Others: The IECE educator collaborates and consults with team members including colleagues, families, primary caregivers, agency personnel, and other service personnel to design and implement experiences and instruction that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities.

Performance Criteria
6.1 Participates as an effective team member and demonstrates appropriate interpersonal skills to support collaboration in early childhood settings.
6.2 Seeks and encourages the participation of families as partners in promoting the child's development, sharing information, making decisions, and implementing and evaluating program plans for the child.
6.3 Consults and collaborates with team members to promote the child's development, share information, make decisions, implement, and evaluate program plans for the child.
6.4 Seeks advice and collaborates with community members and agencies to provide resources, promote child development, and increase learning in early childhood settings.
6.5 Articulates the individual outcomes and unique needs for each child to assistants, staff, and volunteers.
6.6 Provides ongoing constructive feedback to team members about professional practices.
6.7 Collaborates with families and other team members to support successful transition to next setting.

Standard 7: Engages in Professional Development: The IECE educator engages in self-evaluation of professional practices and implements a professional development plan to improve his/her performance.

Performance Criteria
7.1 Engages in ongoing critical analysis and reflective thinking to assess one's own performance and identify areas for growth.
7.2 Develops a professional growth plan.
7.3 Documents professional growth and performance.
7.4 Demonstrates professional growth through identification with and active participation in professional

organizations.
7.5 Critically reviews and applies research and recommended practices.
7.6 Seeks support and expertise of others to improve professional practice.
7.7 Acquires and integrates information from a variety of resources to expand personal knowledge of child development, interdisciplinary practices, diversity, and family-centered services.

Standard 8: Supports Families: The IECE educator supports families through family-centered services that promote independence and self-determination.

Performance Criteria
8.1 Assists families in articulating resources, priorities, and concerns.
8.2 Demonstrates sensitivity to characteristics of each child's family and community and shows respect for cultural preferences and socioeconomic influences.
8.3 Implements a continuum of family-centered services which support child development.
8.4 Informs families of program objectives, procedures, and legal rights.
8.5 Applies adult learning principles to parent education activities.
8.6 Promotes family participation in adult education opportunities and school and community activities.
8.7 Demonstrates knowledge of family structure, style, and stages of family and adult development.
8.8 Communicates with families and other team members in everyday language including their native language and communicative mode, using interpreters if appropriate.

Standard 9: Demonstrates Implementation of Technology: The IECE educator uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, families, and community agencies, and conduct research.

Performance Criteria
9.1 Operates a multimedia computer and peripherals to install and use a variety of software.
9.2 Uses terminology related to computers and technology appropriately in written and verbal communication
9.3 Demonstrates knowledge of the use of technology in business, industry, and society.
9.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations
9.5 Creates multimedia presentations using scanners, digital cameras, and video cameras.
9.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.
9.7 Uses computers and other technology such as interactive instruction, audio/.video conferencing, and other distance-learning applications to enhance professional productivity and support instruction
9.8 Requests and uses appropriate assistive and adaptive devices for children with special needs.
9.9 Designs lessons that use technology to address diverse needs and learning styles of children
9.10 Practices equitable and legal use of computers and technology in professional activities.
9.11 Facilitates the lifelong learning of self and others through the use of technology
9.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation.
9.13 Applies research-based instructional practices that use computers and other technology.
9.14 Uses computers and other technology for individual, small group, and large group learning activities.
9.15 Uses technology to support multiple assessments of children's learning.
9.16 Instructs and supervises children in the ethical and legal use of technology.

STANDARD 10: 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.

Performance Criteria
10.1. Identify leadership opportunities that enhance student learning and/or professional environment of the school.
10.2 Develop a plan for engaging in leadership activities.
10.3. Implement a plan for engaging in leadership activities.
10.4.Analyze data to evaluate the results of planned and executed leadership efforts

APPENDIX C: Welcoming Your Clinical Practice Candidate

☐ Arrange to meet with your Clinical Practice Candidate before the official start of the experience. Spend time learning about one another as people, not just as educators.

☐ Introduce the Clinical Practice Candidate to other faculty members, support personnel and administrators.

☐ Tour the school...staff work areas, the lounge, adult restrooms, etc.

☐ Post the Clinical Practice Candidate's name *(Mr./Ms. Smith)* along with your name near the classroom door.

☐ Send a note to families to let them know you will have a Clinical Practice Candidate co-teaching with you.

☐ Provide a desk *(preferably not a student-size desk)* or designate a work area for the Clinical Practice Candidate with supplies and copies of necessary manuals, textbooks, the current read-aloud book, etc.

☐ Provide a picture of the class or individual students to help the Clinical Practice Candidate learn names more quickly.

☐ Review items in the faculty handbook that directly affect the Clinical Practice Candidate: the contractual day, issues related to school security, etc.

☐ Share that "bit of information" that matters: *"There is a 'Peanut Free' table in the cafeteria"* or *"Staff members never park in Lot A."*

☐ Explain any staff activities or special events the Clinical Practice Candidate could choose to participate in or attend.

☐ Discuss classroom rules and expectations for student behavior as well as acceptable rewards and consequences. Review the student handbook.

☐ Assemble a binder with useful information including class lists, daily schedules, classroom rules, discipline referral forms, etc.

☐ On a desk-top calendar or planner, mark important dates for faculty meetings, your week for hall duty, school-wide music programs, etc.

☐ Start a file with your favorite tried-and-true activities and good teaching ideas. Encourage your candidate to add to it throughout the experience.

☐ Leave an inspirational quote or article related to teaching on the candidate's desk that might spark an interesting discussion.

☐ Gestures of kindness, no matter how small, have a positive impact.

☐ If your Clinical Practice Candidate will start later in the school year, send an email or letter from the class a few weeks before to share information about current units, upcoming special events, etc.

Component I: Classroom Teaching Task A-1: Teaching and Learning Context
Complete once prior to Cycle 1 observations to describe your teaching and learning context. If the teaching environment changes significantly, e.g., new school, change in classroom placement configuration, change in grade or courses taught, you will need to complete this form again.

Intern Name:	Date:

Content Areas:	Grade Level(s):	Daily average number of students taught:

School Instructional Goals:

Analyze major school instructional goals, and briefly describe your anticipated contribution. Work with your resource teacher, colleagues, principal, or other school personnel to help identify these goals.

(Multiple sources of data should include faculty meeting notes, Comprehensive School Improvement Plan, School-Based Decision Making Council minutes, continuous assessment data, content literacy plans, and other sources of data— e.g., Program Review process being developed.)

Resource/Assistance
Develop (conduct) an inventory of available resources and assistance. (Possible examples: technology, parent involvement, supplies, and human resources available to you.

Describe how you will utilize resources to implement school and instructional goals:

Critical Student Characteristics or Attributes

a.   Using appropriate student achievement and demographic data, identify and describe the characteristics of your students that will require differentiated instruction to meet their diverse needs. (In developing your response, you may need to examine characteristics such as differences in culture, language, and learning styles as well as differences in developmental levels and achievement levels.

b.   Based on the diversities you've described in *a* above develop a profile for three specific students in your class(es) that you teach during your school day. **See KTIP Completed Tasks Examples for a sample.**

One student struggling to meet lesson objectives or targets:

One student meeting lesson objectives or targets:

One student exceeding lesson objectives or targets:

Your committee members will review and evaluate your performance on this task using STANDARD 1: The teacher demonstrates content knowledge and STANDARD 2: The teacher designs and plans instruction.
Component I: Classroom Teaching
Task A-2: Lesson Plan

Lesson Alignment to Unit

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 Task A-1 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:**	**Strategy/Activity:**
Objective/target:	**Assessment description:** **Assessment Accommodations:**	**Strategy/Activity:** **Activity Adaptions:** **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 describe the who, what, when, and where of the instructional strategies and activities.)		

Component I: Classroom Teaching
Task C: Lesson Analysis and Reflection
To ensure that your lesson analysis and reflection inform instruction, this task must be completed **no later than two days after each observed lesson.**
1. Explain how you determined the levels of student performance on your objective(s) learning targets. Refer to rubrics or criteria used in this determination. (What was effective? What was not effective? What would you keep? What would you change?)
2. For each lesson objective/learning target, sort the student performance into three categories: a) Below criteria_____# of students b) Meeting criteria_____# of students c) Exceeding criteria_____# of students
3. For each category, describe the students' strengths **and** learning needs: a) Below criteria b) Meeting criteria c) Exceeding criteria
4.Reflect on the following: a) How effective was your instruction based on analysis of student performance identified in number 2 above? b) What new professional learning and resources could help you increase your instructional effectiveness? c) Describe patterns in student performance. How will these patterns be used in planning and instruction?
5. For each category of students, how will you differentiate instruction? a) Below criteria b) Meeting criteria c) Exceeding criteria

6. Describe how you communicate continuous progress with students and parents/caregivers (other than school grade reporting).

Indicate which of the following Co-Teaching Strategies (see p 41) is/are used during this lesson and explain how this was implemented and why this is appropriate.

Strategy _____

Implementation:

Co-Teaching Strategies and Examples

Strategy	Definition/Example
One Teach, One Observe	One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors. ***Example:*** One teacher can observe students for their understanding of directions while the other leads.
One Teach, One Assist	An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. ***Example***: While one teacher has the instructional lead, the person assisting can be the "voice" for the students when they don't understand or are having difficulties.
Station Teaching	The co-teaching pair divides the instructional content into parts. Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations. ***Example:*** One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.
Parallel Teaching	Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio. ***Example***: Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.
Supplemental Teaching	This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated. ***Example***: One teacher may work with students who need re-teaching of a concept while the other teacher works with the rest of the students on enrichment.
Alternative (Differentiated)	Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different. ***Example***: One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story.
Team Teaching	Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions. ***Example:*** Both instructors can share the reading of a story or text so that the students are hearing two voices.

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

APPENDIX E: Co-Teaching Lesson Planning Sheet

Co-Teaching Lesson Planning Sheet   Date/Time of planning session _____

Date(s) of lesson _____

Goal(s) for this planning session:

Strategy/ies to be used: Observe   Assist   Station   Parallel   Supplemental
Alternative/Differentiated   Team

Clinical Practice Candidate: _____ _____

Cooperating Teacher: _____

Standard(s) for lesson:

Roles/Responsibilities:

Space (classroom set-up) considerations:

Materials necessary and who will be responsible:

Tips to remember:

- Bring ideas for modifications and accommodations.
- Bring ideas for enrichment activities.
- When planning together work on what you'll be co-teaching.
- Focus on communication; planning/teaming takes time.
- Divvy up the work.

- Don't use co-planning time to plan what you're doing on your own for the lesson.
- Outline questions to be used for parallel, station, etc.
- Discuss a variety of assessment strategies.
- Have an attitude that we're both teaching!

Length of weeks in placement			Indicates approximate proportion of time CPC is responsible for instruction	CT = Cooperating Teacher CPC = Clinical Practice Candidate US = University Supervisor	
7	8–9	14–16			
1	1	1–2	one-to-one/small group/tutorial sessions Co-Teaching strategies such as One Teach, One Observe; One Teach, One Assist; Station Teaching	Participative observation; collaborative planning, become familiar with student records/case histories, classroom policies, school routine; help prepare instructional material; become familiar with and begin to analyze CPC's lesson plan(s) [LP] for <u>next</u> week; perhaps first visit from US	
2	2	3–4	Assume responsibility for topic or class and/or more 1-to-1, small group Increase implementation of Co-Teaching Strategies	Participate in collaborative planning for instruction; plan for Co-Teaching strategies, attendance, lunch count, recording grades; prepare for increased teaching load, discuss unit; CT and CPC collaborate to prepare LP for next week for topic or class; CT completes 2-week evaluation of CPC	
3	3	5–6	Increase teaching load, more small group and large group instruction, continue keeping attendance and performance records and other paper work; *continue to implement Co-Teaching Strategies such as Parallel; Supplemental; Alternative; Team* *NOTE:* get ideas for target behavior *[special ed]*	Continue collaborative planning with CT jointly preparing LP; bulletin board, learning center; read professional article(s); CT completes next 2-week evaluation of CPC; second visit from US	
	4	6–7	Increase teaching load with small and large groups, consult with CT regarding the direction of proposed integrated unit, charting student learning, integrating technology applications; continue Co-Teaching Strategies as applicable NOTE: Begin to verify (collect baseline for) target behavior for classroom/behavior management plan *[special ed]*	Continue collaborative planning with CT incorporating Co-Teaching strategies where appropriate; seek to participate in parent-teacher conference, PLC or content meeting, faculty meeting, professional development opportunities. CT completes mid-term evaluation	
4	5	8–9	Increase teaching load with small and large groups, consult with CT regarding the direction of proposed integrated unit, charting student learning, integrating technology applications; propose the implementation of Co-Teaching Strategies to CT during planning NOTE: Begin to verify (collect baseline for) target behavior for classroom/behavior management plan *[special ed]*		Take more of a lead in collaborative planning; third visit from US
	6	10	Increase teaching load, continue collaborative planning with CT, assume **some** supervision of aide(s), interact with other adults who have direct contact with your P▬12 students; take lead role in collaborative planning by identifying students' needs and implementation a Co-Teaching Strategy to address needs NOTE: Complete baseline for management plan *[special ed]*		
5	7	11	"Solo" week (responsibility for full day of instruction each day), confer daily with CT; CT completes 2-week evaluation, "solo" includes responsibility for all routine paper work; direct CT in Co-Teaching Strategies; continue to lead collaborative planning NOTE: Begin implementation of management plan *[special ed]*		
6	8	12	Second "solo" week, collaborative planning with CT. Plan for one or two "other site" observations for your final week, Complete videotape analysis. NOTE: Continue implementing management plan, Development of IEP *[special ed]*		Fourth visit from US

7	9	13–14	Final week, decrease instructional time for transition from CPC back to CT, complete any outstanding requirements, submit portfolio to CT; CT and US complete final evaluations NOTE: Complete management plan and IEP *[special ed]*,	Conduct other observations and give portfolio to US after CT evaluates it

APPENDIX G: Guidelines for Observations: All Clinical Practice Candidates

I.   General Observation

1.   What is the subject being taught? What are the stated or implied goals?
2.   How does the teacher motivate the student(s)? How is the lesson opened?
3.   What materials and equipment are used?
4.   How are P–12 student responses reinforced?
5.   Is there evidence of good teacher-pupil relationships?
     a. If so, describe the relationship
     b. If not, what do you perceive as hindering the relationship?
6.   Eavesdrop on some student-to-student conversation and tune into the topics of talk. Record some examples of what is said.
7.   What attempts are made by the teacher to initiate the materials being presented from the student's instructional level and interest point? If you perceive no attempt at this by the teacher, what might the reason be?
8.   How does the teacher close class?
9.   Describe the physical atmosphere in the classroom (comfort, color schemes, noise, temperature, lighting, furniture organization, bulletin boards, etc.)
     a. Does this atmosphere reinforce, encourage, or detract from the teacher's approach? Explain.
     b. Does the atmosphere encourage, reinforce, or detract from the students' reactions? Explain.
     c. Does the atmosphere encourage, reinforce, or detract from the particular goal of the lesson? Explain.
10. From your observations of this teaching situation, select one aspect which impressed you enough to consider incorporating in your own teaching. Identify one aspect you would reject and explain why.

II. Observation – Non-Verbal Behavior

1.   Where does the teacher spend most of the time in the class (behind the desk, walking among students, pacing, etc.)? Does the teacher's physical position vary with the kind of message she/he is sending? Explain.
2.   Specify the facial and body gestures.
3.   Does the teacher express affection or concern for the students through physical contact with them?
4.   Where does the teacher direct his/her eyes?
5.   Does the teacher's dress and grooming reinforce or detract from the teacher's verbal message? Explain why or why not.
6.   From your observation of the teacher, identify what you feel are the non-verbal messages being sent.
7.   What attitude is conveyed by the non-verbal behavior of students as they enter the room?

8.	Check if students do the following:

____	fidget	____	respond without raising hands
____	slouch	____	make eye contact with the teacher
____	watch clock	____	avoid eye contact with the teacher
____	nod, sleep	____	work on homework from other class
____	raise hands		
____	attentively listen		
____	passively listen		

9.	What are the three most common behaviors, and why do these particular three occur? Use the above list.

III.	General Observation – Overview (Culmination of Clinical Practice)

1.	What are you aware of now that you failed to see happening in the beginning of your Clinical Practice experience in terms of:
	a.	your cooperating teacher?
	b.	your students?
	c.	materials used?
2.	Describe any supplemental materials (a game, a bulletin board, a work book, a film, etc.) that you would use again in your classroom from any of the following subjects:
	a.	Reading
	b.	Math
	c.	Science/Social Studies
	d.	Handwriting/Spelling
	e.	Your Choice
3.	Which student(s) showed a great deal of progress during your experience? Explain. Which student(s) showed little progress? Explain.
4.	What is one suggestion/idea you would leave with your cooperating teacher?
5.	What is one aspect of your cooperating teacher's style that you would incorporate in your own teaching? Why? What one aspect would you reject? Why?
6.	From this experience, are there any age levels and instructional areas that you have found you prefer to teach? Any you do not prefer to teach? Why?

APPENDIX H: Items to Clarify With Your Prospective Cooperating Teacher
Check off and date each the items below as you discuss it with your Cooperating Teacher (CT) during your first meetings. Feel free to add others as appropriate.

	Share completed "Clinical Practice Candidate Personal Data Form" (Appendix E)
	Determine appropriate attire
	Determine expected arrival and departure times, extra duties and sign in/sign out requirements
	Obtain daily schedule (share with University Supervisor)
	Learn expectations of supervisors for cafeteria, recess, computer lab, etc.
	Acquire knowledge of fire, tornado, earthquake drill instructions, bomb or personal safety threat precautions
	Learn procedures/routines for attendance, lunch count, transitions, etc.
	Acquire information about access to office equipment and training on use
	Acquire information about ordering of supplies (requisition system)
	Inquire about access to information RE students with special health concerns
	Inquire about access to information RE students receiving special education and related services
	Inquire about access to information RE students with ESL services
	Learn requirements for use of special services areas- media center/library, computer lab, art, music, resource, etc.
	Receive training on use of technology, e.g., classroom computers, computer lab, email, Smartboards, assistive technology
	Learn how to use manuals and resources for adopted instructional content or assessment
	Inquire about access to CT Planning book, school computer, student instructional management input programs/software, etc.
	Learn Administration's expectations for lesson planning
	Determine expectations for Clinical Practice Candidate's planning for: a) providing direct instruction through use of collaborative co-teaching or b) providing independently under supervised observation approaches
	Learn the behavioral management policy and philosophy of the school and CT
	Learn the school-wide and classroom rules and positive behavior support systems that have been established

	Understand special school policies (e.g., handbook for teachers, for students)
	Determine how best to collaborate and communicate with Special Services providers
	Identify special community/school events where participation is expected
	Seek permission to attend Staff/Faculty meetings
	Identify staff parking
	Determine expectations for extracurricular activities
	Determine expectations for interactions with paraprofessional and building staff
	Determine expectations for interactions with parents
	Determine expectations for interactions with volunteers and other school visitors (e.g. D.A.R.E, JA, etc.)
	Determine expectations for interactions with site-based management
	Determine expectations for interactions with building-based teams

Clinical Practice Candidate: _____

Cooperating Teacher: _____

Location: _____

Additional Questions/Notes

EDU #10: Clinical Practice Candidate Placement and Cooperating Teacher Information

Clinical Practice Candidate Information

Name _____ Date _____
         (last)   (first)   (m.i.)

Local Address _____
               Street   City   State Zip

Home Address _____
               Street   City   State Zip

Telephone (_____)_____Date of Birth _____/_____/_____Gender _____

E-mail Address_____ Social Security Number_____

Anticipated Area(s) of Certification _____

Cooperating Teacher *(information also needed for KY Vouchers)*

Name _____ SS# _____
         (last)   (first)   (m.i.)

Years of Teaching Experience _____Years at Present School _____

Highest Degree Obtained ___KTIP Resource Teacher Training _____ Yes _____ No

Co-Teaching Training _____ Yes _____No

Certification Area(s) _____

Beginning and Ending Dates of Supervision _____

Number of Weeks of Supervision _____University Supervisor _____

School _____ School District _____

School Address _____
              Street   City   State Zip

Principal _____ Telephone (_____)_____

RETURN FORM TO:
  School of Education
  Brescia University
  717 Frederica Street
  Owensboro KY 42301   ***Revised 2013***

Name _____

Residence during Clinical Practice _____

Phone (_____)_____Cell (_____) _____ Date of Birth _____/_____/_____

Home address _____

Single _____ Married _____ # of Children _____ Email _____

Area(s) of Certification _____

IECE ___ Elementary ___ Middle School ___ Secondary ___ Special Education ___

Projected date of graduation _____

Name of person(s) to be notified in case of emergency:

(1)_____ Relationship_____

Telephone: Work_____   Home _____

(2)_____ Relationship_____

Telephone: Work_____   Home_____

BACKGROUND INFORMATION

Extra-curricular activities in Elementary and High School:
_____
_____
_____

Extra-curricular activities in College: _____
_____
_____

Hobbies/Special Skills/Area of Interest (Sunday School/CCD, tutoring, camping experience, Scouting, other):
_____
_____
_____

BRESCIA UNIVERSITY
SCHOOL OF EDUCATION
CLINICAL PRACTICE FORMATIVE EVALUATION
_____ **COOPERATING TEACHER FORM**   _____**CLINICAL PRACTICE CANDIDATE FORM**

Please utilize this instrument approximately every two weeks to assess/self-assess expected candidate performance during this clinical experience. Establish a conference time and arrive prepared to share ratings and comments. Supportive details in comments section should clearly indicate reinforcement for areas of strength being demonstrated, as well as, areas where effort toward growth and development needs to be focused. The expected outcome of this process is consensus on a clear plan of action for the next two week assessment period**.**

        The goal is to improve specific areas of candidate's performance and positively impact learning of all students.

        Rating Scale: 1 = Beginning; 2 = Developing; 3 = Accomplished; 4 = Exemplary

Clinical Practice Candidate:

_____

	Rating	Comments
Professional Attitude/Dispositions		
a. Appropriate Attire/Neatness/Cleanliness		
b. Poise/Self-Control		
c. Punctuality/Dependability/Initiative		
d. Collaboration		
Designs/Plans and Implements/Manages Instruction		
a. Preplanned/Prepared		
b. Aligned with Kentucky's Core Academic Standards		
c. Planned for learning and cultural diversity		
d. Formative & Summative Assessments		
e. Multiple levels & higher order thinking tasks		
f. Integrates technology to address diverse student needs		
g. Connections with real-life situations		
h. Inter-disciplinary connections		
i. Engages students at all levels		
Knowledge of Content		
a. Communicates accurate knowledge of content		
b. Oral/Written expression		
c. Summarizes, reviews, assesses		
d. Uses community/student/other resources		
e. Identifies (students'/own) misconceptions		
f. Guides student understanding from various perspectives		
Learning Climate/Classroom Management		
a. Voice/Diction		

b. Vitality/Enthusiasm		
c. Facilitates mutual respect		
d. Communicates high expectations		
e. Positive classroom management/Fosters self-control		
f. Creative/Flexible use of time, space, materials		
Assessment		
a. Uses multiple assessments/data sources		
b. Uses/Analyzes assessment to improve instruction		
c. Communicates assessment results to students		
d. Promotes self-assessment		
Reflection/Professional Development		
a. Reflects on teaching		
b. Plans and implements changes based on reflection		
c. Accepts critical comment/Supervision		

COMMENTS:

Areas of strength:

Areas of growth:

School/Agency _____**Grade/Subject**_____ **System/City**
_____

Signature_____**Date**
_____

BRESCIA UNIVERSITY   *ED*
SCHOOL OF EDUCATION
CLINICAL PRACTICE FORMATIVE EVALUATION
 _____ **University Supervisor**

Please rate your teacher candidate on the following grading scale and share the results with that teacher candidate as soon as possible
.

Rating Scale: 1 = Beginning; 2 = Developing; 3 = Accomplished; 4 = Exemplary

Teacher Candidate:
_____Grade_____
___
Agency/School_____System/City_____Subject__
_____
Cooperating Teacher_____
Time_____

	Rating	Comments
Professional Attitude/Dispositions		
e. Appropriate Attire/Neatness/Cleanliness		

Clinical Practice Handbook

f. Poise/Self-Control		
g. Punctuality/Dependability/Initiative		
h. Collaboration		
Designs/Plans and Implements/Manages Instruction		
j. Preplanned/Prepared		
k. Aligned with Kentucky's Core Academic Standards		
l. Planned for learning and cultural diversity		
m. Formative & Summative Assessments		
n. Multiple levels & higher order thinking tasks		
o. Integrate technology to address diverse student needs		
p. Connections with real-life situations		
q. Inter-disciplinary connections		
r. Engages students at all levels		
Knowledge of Content		
g. Communicates accurate knowledge of content		
h. Oral/Written expression		
i. Summarizes, reviews, assesses		
j. Uses community/student/other resources		
k. Identifies (students'/own) misconceptions		
l. Guides student understanding from various perspectives		
Learning Climate/Classroom Management		
g. Voice/Diction		
h. Vitality/Enthusiasm		
i. Facilitates mutual respect		
j. Communicates high expectations		
k. Positive classroom management/Fosters self-control		
l. Creative/Flexible use of time, space, materials		
Assessment		
e. Uses multiple assessments/data sources		
f. Uses/Analyzes assessment to improve instruction		
g. Communicates assessment results to students		
h. Promotes self-assessment		
Reflection/Professional Development		
d. Reflects on teaching		
e. Plans and implements changes based on reflection		
f. Accepts critical comment/Supervision		

COMMENTS:

Areas of strength:

Areas of growth:

Signature_____**Date** _____

EDU #14

BRESCIA UNIVERSITY
SCHOOL OF EDUCATION
CLINICAL PRACTICE: FINAL EVALUATION
COOPERATING TEACHER
Please rate your Clinical Practice Candidate on the following rating scale at the completion of Clinical Practice.
(Rating Scale: 1 = Beginning; 2 = Developing; 3 = Accomplished; 4 = Exemplary)

Clinical Practice Candidate: _____ *Date*
_____

	Final Rating	Comments
Professional Attitude/Dispositions		
a. Appropriate Attire/Neatness/Cleanliness		
b. Poise/Self-Control		
c. Punctuality/Dependability/Initiative		
d. Collaboration		
Designs/Plans and Implements/Manages Instruction		
a. Preplanned/Prepared		
b. Aligned with Kentucky's Core Academic Standards		
c. Planned for learning and cultural diversity		
d. Formative & Summative Assessments		
e. Multiple levels & higher order thinking tasks		
f. Integration of multimedia and electronic technologies		
g. Connections with real-life situations		
h. Inter-disciplinary connections		
i. Engages students at all levels		
Knowledge of Content		
a. Communicates accurate knowledge of content		
b. Oral/Written expression		
c. Summarizes, reviews, assesses		
d. Uses community/student/other resources		
e. Identifies (students'/own) misconceptions		
f. Guides student understanding from various perspectives		
Learning Climate/Classroom Management		
a. Voice/Diction		
b. Vitality/Enthusiasm		
c. Facilitates mutual respect		

d.	Communicates high expectations		
e.	Positive classroom management/Fosters self-control		
f.	Creative/Flexible use of time, space, materials		
Assessment			
a.	Uses multiple assessments/data sources		
b.	Uses/Analyzes assessment to improve instruction		
c.	Communicates assessment results to students		
d.	Promotes self-assessment		
Reflection/Professional Development			
a.	Reflects on teaching		
b.	Plans and implements changes based on reflection		
c.	Accepts critical comment/Supervision		

Subject(s)/Grade Taught: _____ **Dates: Began**
_____ **Ended** _____

System/City/_____**Evaluation:**

Passed _____ **Failed** _____

School/Agency_____
_____
Signature, Cooperating Teacher

_____

BRESCIA UNIVERSITY
SCHOOL OF EDUCATION

CLINICAL PRACTICE FINAL EVALUATION NARRATIVE

Clinical Practice Candidate_____ Date
_____

Please provide a detailed appraisal of your Clinical Practice Candidate's performance over the past several weeks. This evaluation should include strengths and areas for growth and will become part of their permanent record in Brescia's School of Education. If possible, please use this form for your word processed narrative evaluation. Your evaluation must be signed and dated. If you cannot use this form, please attach whatever you develop and be certain to sign and date both papers; including the identifying information at the bottom of this form.

_____
_____
Cooperating Teacher

Please submit Final Evaluation forms
EDU #14, #15, and EDU #25A the
Clinical Practice Portfolio

_____   _____
Evaluation form in the provided envelope   Date
and mail to:

Chair,

_____   _____
School of Education   School
Brescia University
717 Frederica Street

_____   _____
Owensboro KY 42301   City/State/Zip

NOTE: Before transmitting all three evaluation forms (EDU #14, #15, & #25A) via candidate or mail, please check that each evaluation has been signed and dated and a recommendation of PASS/FAIL is indicated.

EDU #30: Portfolio Kentucky Teacher Standards Rubric

I. KNOWLEDGE OF CONTENT – The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.	
(1) communicates concepts, processes, and knowledge; (2) connects content to life experiences of student; (3) strategies are appropriate for content and contribute to student learning; (4) guides students to understand content from various perspectives; (5) identifies and addresses students' misconceptions	Evidence of 2 to 5 criteria (for score of 2 to 4)
II. DESIGNS/PLANS INSTRUCTION – The designs/plans instruction and learning climates 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	
(1develops significant objectives aligned with standards; (2) uses contextual data to design instruction relevant to students; (3) plans assessments to guide instruction and measure learning objectives; (4) plans instructional strategies and activities that address learning objectives for all students; (5) plans instructional strategies and activities that facilitate multiple levels of learning	Evidence of 2 to 5 criteria (for score of 2 to 4)
III.CREATES/MAINTAINS LEARNING CLIMATES – The teacher creates a learning climate that supports the development of student abilities to use . . .	
(1) communicates high expectations; (2) establishes a positive learning environment; (3) values and supports student diversity and addresses individual needs; (4) fosters mutual respect between teacher and students and among students; (5) provides a safe environment for learning;	Evidence of 2 to 5 criteria (for score of 2 to 4)
IV. IMPLEMENTS/MANAGES INSTRUCTION – The teacher introduces/implements/ manages instruction that develops student abilities to use . . .	
(1)uses a variety of instructional strategies that align with learning objectives and actively engage students; (2) implements instruction based on diverse student needs and assessment data; (3) uses time effectively; (4) uses space and materials effectively; (5) implements and manages instruction in ways that facilitate higher order thinking	Evidence of 2 to 5 criteria (for score of 2 to 4)
V. ASSESSES AND COMMUNICATES LEARNING RESULTS – The teacher assesses learning and communicates results to students and others with respect to student abilities to use . . .	
(1) uses pre-assessments; (2) uses formative assessments; (3) uses summative assessments; (4) describes, analyzes, and evaluates student performance data; (5) communicates learning results to students and parents; (6) allows opportunity for student self-assessment	Evidence of 2 to 6 criteria (for score of 2 to 4)
VI. DEMONSTRATES 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.	
(1) regularly uses technology to design and plan instruction; (2) uses technology to implement instruction and facilitate student learning; (3) integrates student use of technology into instruction; (4) uses technology to assess and communicate student learning; (5) demonstrates ethical and legal use of technology	Evidence of 2 to 5 criteria (for score of 2 to 4)

VII. REFLECTS/EVALUATES TEACHING/LEARNING – The teacher reflects on and evaluates specific teaching/ learning situations and/or programs.	
(1)uses data to reflect on and evaluate student learning; (2) uses data to reflect on and evaluate instructional practice; (3) uses data to identify areas of professional growth	Evidence of 1 to 3 criteria (for score of 2 to 4)
VIII. 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 . . .	
(1) identifies students whose learning could be enhanced by collaboration; (2) designs a plan to enhance student learning that includes all parties in the collaborative effort; (3) implements planned activities that enhance student learning and engage all parties; (4) analyzes data to evaluate the outcomes of collaborative	Evidence of 2 to 4 criteria (for score of 2 to 4)
IX. ENGAGES IN 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.	
(1) self assesses performance relative to Kentucky's Teacher Standards; (2) identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues; (3) designs a professional growth plan that addresses identified priorities; (4) show evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning	Evidence of 2 to 4 criteria (for score of 2 to 4)
X. 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.	
(1)identifies leadership opportunities that enhance student learning and/or professional environment; (2) develops a plan for engaging in leadership activities;(3) implements a plan for engaging in leadership activities; (4) analyzes data to evaluate the results of planned and executed leadership efforts	Evidence of 2 to 4 criteria (for score of 2 to 4)
PLEASE NOTE: Brescia encourages candidates to think *NOT* in terms of "how many entries do I have?" but in terms of "what is the quality of my entries?" We remind them that often two or three exhibits are sufficient.	

EDU #33 PROFESSIONAL CODE OF ETHICS FOR KENTUCKY SCHOOL CERTIFIED PERSONNEL

[as developed by the Education Professional Standards Board]

16 KAR 1:020

In 1990, the General Assembly of the Commonwealth of Kentucky enacted landmark legislation for education reform throughout the state. As the Kentucky Education Reform Act is implemented across the state, the Education Professional Standards Board calls Kentucky's educators to reaffirm their commitment to the highest ethical standards. In recognizing the magnitude of our responsibility to learners to society, we offer this Code of Ethics which reflects and promotes the aspirations of our profession.

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:

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.

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.

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 16 KAR 1:030. (21 Ky.R. 2344; eff. 5-4-95.)

Signature of Student/Candidate   _____
Date_____

EDU #34: Permission to Digitally Video-Record

**BRESCIA UNIVERSITY
SCHOOL OF EDUCATION
CLINICAL PRACTICE**

I hereby give permission for my child, _____, to participate in a class that is digitally recorded on video. I understand the recording will be created as part of the Brescia University Clinical Practice Experience. The sole purpose of the recording is in the professional development and assessment of the Clinical Practice Candidate listed below. All rules of confidentiality apply.

_____
Name of Clinical Practice Candidate

_____
Parent Signature   Date

**Digital Video
Recording Observation**

I understand the digital video recording will be viewed only by the
Clinical Practice Candidate, his/her University Supervisor and
the Cooperating Teacher, and that it will become the property of
the Brescia University School of Education. All rules of
confidentiality apply.

Name of
Parent/Guardian_____

Signature of
Parent/Guardian_____

Date_____

EDU #35: Digital Video Observation Form

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.		
Demonstrated	**Partially**	**Not Demonstrated**
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	Accurately communicates concepts, processes and knowledge BUT omits some important ideas, uses vocabulary inappropriate for students OR overlooks student misconceptions	Inaccurately and ineffectively communicates concepts, processes and knowledge
1.1 comments:		
1.2　Connects content to life experiences of students		
Effectively connects MOST content, procedures, and activities with relevant life experiences of students	Connects SOME content, procedures, and activities with relevant life experiences of students	RARELY or NEVER connects content, procedures, and activities with relevant life experiences
1.2 comments:		
1.3　Demonstrates instructional strategies that are appropriate for content and contribute to student learning		
Demonstrates instructional strategies that are CLEARLY appropriate for the content and processes of the lesson AND make a CLEAR contribution to student learning	Demonstrates instructional strategies that are SOMEWHAT appropriate for the content and processes of the lesson AND make SOME contribution to student learning	Demonstrates instructional strategies that are RARELY or NEVER appropriate for the content and processes of the lesson OR make NO contribution to student learning
1.3 comments:		
1.4　Guides students to understand content from various perspectives		
REGULARLY provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding	SOMETIMES provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding	RARELY or NEVER provides opportunities and guidance for students to . . .
1.4 comments:		

Standard 2: 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.		
Demonstrated	**Partially**	**Not Demonstrated**
2.1　Communicates high expectations		
Sets significant and challenging outcomes for students AND verbally/nonverbally communicates confidence in students' abilities to achieve these outcomes	Sets significant and challenging outcomes for students BUT does not communicate confidence in students' abilities to achieve these outcomes	Does not set significant and challenging outcomes for students AND does not communicate confidence in students' . . .
2.1 comments:		
2.2　Establishes a positive learning environment		
Establishes clear standards of conduct, shows awareness of student behavior, AND	Makes efforts to establish standards of conduct, and monitor and respond to student	Does not establish clear expectations for student conduct, AND does not effectively

responds in ways that are both appropriate and respectful of students	behaviors, BUT efforts are ineffective and/or inappropriate	monitor behavior, AND does not appropriately respond to behavior

2.2 comments:

2.3	Values and supports student diversity and addresses individual needs	
Consistently supports student diversity and addresses individual needs using a VARIETY of strategies and methods	Inconsistently supports student diversity and addresses individual needs OR uses a LIMITED repertoire of strategies and methods	Makes LITTLE or NO attempt to respond to student diversity and individual needs – tends to use a "one size fits all" approach

2.3 comments:

2.4	Fosters mutual respect between teacher and students and among students	
Consistently treats all students with respect and concern AND monitors student interactions to encourage students to treat each other with respect and concern	Inconsistently treats all students with respect and concern OR does not monitor students	Does not treat all students with respect and concern AND does not monitor students

2.5	Provides a safe environment for learning	
Creates a classroom environment that is BOTH emotionally and physically safe for all students	Creates a classroom environment that is physically safe for all students BUT is inconsistent in ensuring a safe emotional environment for all students	Fails to create an emotionally AND physically safe environment for students

2.4 and 2.5 comments:

Standard 3: 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.		
Demonstrated	**Partially**	**Not Demonstrated**
3.1 Uses a variety of instructional strategies that engage students in active learning aligned with learning outcomes		
Uses a variety of instructional strategies that engage students throughout the lesson on tasks aligned with learning outcomes	Uses a variety of instructional strategies that engage students throughout the lesson on tasks BUT are not aligned with learning outcomes OR tasks are aligned with learning outcomes BUT do not keep students engaged	Uses instructional strategies that do not engage students AND are not aligned with learning outcomes

3.1 comments:

3.2	Implements planned instruction based on diverse student needs and assessment data	
Implements planned instruction based on diverse student needs and assessment data AND adapts instruction to unanticipated circumstances if needed	Implements planned instruction based on diverse student needs and assessment data BUT does not adapt instruction to unanticipated circumstances	Does not base instruction on diverse student needs and assessment data AND does not adapt instruction to unanticipated circumstances

3.2 comments:

3.3	Uses time effectively	
Establishes EFFICIENT procedures for	Establishes SOMEWHAT efficient procedures	Fails to establish consistent 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	for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work that vary in their effectiveness so there is SOME UNNECESSARY loss of instructional time	performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work resulting in significant loss of instructional time
3.4 Uses space and materials effectively		
Uses classroom space AND materials effectively to facilitate student learning	Uses classroom space but not materials to effectively facilitate student learning OR uses materials but not classroom space to effectively facilitate student learning	Fails to effectively use classroom space AND materials to facilitate student learning
3.3 and 3.4 comments:		
3.5 Implements and manages instruction in ways that facilitate higher order thinking		
MOST instruction includes higher order thinking	SOME instruction includes higher order thinking	LITTLE or NO instruction includes higher order thinking
3.5 comments:		

Adapted from KTIP/TPA Intern Performance Record – Standards 1, 2, 3

Clinical Practice Candidate:_____   Date:_____

Observer/Evaluator Name:_____

Brescia University

Special Education Clinical Practice Handbook Supplement

Developed Fall 1993

Revised Fall 2004

Revised Fall 2014

Revised Fall 2015

Assignments for the Special Education Clinical Practice Candidate

1. Prepare *and implement* at least one behavior management plan. Don't forget to gather and record the data. This plan may be for an individual or a group, for a "social" or academic behavior.
2. Participate in the collection of information for and the preparation of or annual review of an IEP for at least one selected student. This IEP should reflect an awareness of the student's PLOP at the time of your student teaching and project objectives for the following year. The IEP itself should be developed on the appropriate district forms, or should be typed following the format prescribed in the district form. Also prepare projected monitoring forms/method for your IEP.

3. Participate in the "IEP objective monitoring" activities implemented by your cooperating teacher. If possible include copies or samples of one or more of these monitoring methods.

4. If appropriate, participate in accommodated state wide assessment.

5. Abstract two journal articles from a special education journal (e.g., *Exceptional Children* or *Learning Disabilities: Research and Practice* or *Journal of Special Education*). One of these articles could be from a "magazine" (e.g., *Teaching Exceptional Children* or *Exceptional Parent*). These two articles should focus on some aspect of academic or social interventions, and/or parent/teacher or teacher/teacher relationships.

6. Develop and maintain a formal portfolio which includes clearly identified sections based upon Kentucky's *Teacher Standards* and Brescia Student Teaching Requirements:

    a) a title page, copy of your data sheet and schedule form, a list and/or portrait of "your" students *[first names only]*, and a table of contents;

    b) philosophy *[yours & the school's]* of education;

Evidence of meeting:

    c) **TS 1,** Knowledge of Content" – include your index of materials and resources, materials from your CT, any resources you used for your unit, your journal abstracts, and any other resource;

    d) **TS 2,** "Designs/Plans Instruction" – include daily and weekly lesson plans;

e) **TS 3,** "Creates/Maintains Learning Climates" – include behavior/ classroom management plan(s), bulletin boards, job charts, etc.;

f) **TS 4,** "Implements/Manages Instruction" – include copies of your evaluations, materials you have developed, student work samples;;

g) **TS 5, "**Assesses and Communicates Learning Results" – here include the IEP *[and supporting documentation, e.g., observations, assessments, sample(s) of existing IEP objective monitoring form(s), proposed monitoring form(s) for your IEP], also include other evidence of your evaluations of student progress;*;

h) **TS 6,** Demonstrates Implementation of Technology" – include any student products incorporating technology *[e.g., PowerPoint, Web Pages]*, any of your own similar products or enhanced student materials, and/or written statement alluding to other evidence of your own mastery of uses of technology;

i) **TS 7,** "Reflects/Evaluates Teaching/Learning" – include your daily journals, your observations, and your evaluation of your teaching tape;

j) **TS 8,** "Collaborates with Colleagues/Parents/Others" – include summaries of or responses to parent conferences, ARC, and other meetings;

k) **TS 9,** "Engages in Professional Development" – include your abstracts, and summaries of or responses to faculty meetings, in-services, trainings, and state or national conferences;

l) **TS 10**, Provides Leadership in School/Community/Education" –

XXXXXXXXXXXXXXXXXXXXXX

It will help the reader of your portfolio if you would prepare a "title page" for each section which restates the New Teacher Standard, and gives an "annotated" list of the content which will be found in that particular section. Going to all this trouble now will make your Internship portfolio a breeze.

Effective Instruction

Your supervisor and cooperating teacher will be evaluating your growth in effective instruction. The quality of effective instruction is more than "one person's opinion"; evidence exists to support the value, the "MAGIC", of employing the following "effective instruction variables":

❖ **Maintain** **Quality Time on Task -** INVOLVE students immediately; begin each lesson with a brief, focused **DAILY REVIEW,** to alert the students to the **relevant** information from previous lessons; help your students develop their metacognitive awareness and **EXPLICITLY** state the relationship between the previous and current lessons

❖ **Attend** **to Curricular Content and Lesson Presentation** - Inform students of the purpose of the lesson and target those parts of the lesson which are most important; presentation formats will vary, but the "SCREAM" list will help you evaluate your presentation:

 ✓ **Structure.** Provide overview and review new information, follow your objective, move from the concrete to the abstract, be sure students understand sequence and purpose of your presentation.

 ✓ **Clarity.** Avoid digression; use examples that make sense to the students and enhance the concept; give instances and non-instances; use language that is specific, consistent and direct.

 ✓ **Redundancy.** Include enough predictable **and** varied repetition to allow students to gain familiarity with new concepts, to reinforce new learning, and to permit students to move through the levels of learning and practice and test their understanding.

 ✓ **Enthusiasm.** Students pay more attention, show more interest, apply themselves better, and learn more when the teacher is obviously (and genuinely) enthusiastic. Faked enthusiasm won't cut it.

✓ **Appropriate Pace.** Adjust your pace to the students' signals – too fast, you lose them; too slow, you bore them.

✓ **Maximize Engagement.** Students learn best when they are directly engaged with the teacher and the task. Ask lots of direct, related questions; choose questions that check understanding, require active thinking and reasoning, and provide opportunities for application. Be sure to use (and train students to take advantage of) appropriate wait time.

❖ **Govern** **Your Question Asking -** Vary the level of your questions, target variety of students, provide corrective feedback, give specific academic praise.

❖ **Involve** **Students in Guided and Independent Practice**:

✓ **Guided Practice** - give students an opportunity to practice applying the new information while receiving corrective feedback; this gives you an opportunity to check comprehension and, if necessary, re-instruct.

✓ **Independent Practice -** following guided practice, the students should have the opportunity to demonstrate competence by using the new information in some activity that requires direct application. This gives students a chance to master the skill, procedure, or information and to develop fluency.

❖ **Conduct** **Frequent Formative Evaluations** - at least twice a week, teachers should acquire a product of student responding. Use these results to determine student understanding as well as to evaluate the pace and format of your own instruction and to make any necessary changes.

Managing Classroom Behaviors

This section includes some suggestions for managing classroom behaviors.

❖ **Environment** – evaluate the classroom environment and analyze activities occurring just prior to and immediately following the inappropriate behavior or the target behavior. Environmental factors to consider include:

- ✓ the rate and format of presentation of content

- ✓ the demands of the response format being used

- ✓ the appropriateness of the level and demands of the task in relation to the student's ability or prior skill mastery

- ✓ the level of structure in the program

- ✓ physical classroom organization and seating arrangements

- ✓ physical classroom environment such as lighting *[even the type of lighting -- e.g., distracting or concealing shadows, florescent lights that hum at an irritating frequency -- can affect a student's coping ability and lead to disturbing behaviors]*, noise, external stimuli

- ✓ time allocated for the lesson

- ✓ the teacher's (your own) response to inappropriate behaviors

- ✓ peer responses to inappropriate behaviors

Sometimes altering only one of these environmental factors can make a difference in the level of severity and rate of occurrence of inappropriate behaviors.

❖ **Simple Management Strategies** – a variety of simple strategies may be employed to foster appropriate behaviors; these include:

✓ establish rules of behavior (explain these, post them, and refer to these rules periodically)

✓ be consistent

✓ **private,** direct appeal (e.g. "I know you are having trouble paying attention. . . I know you want to be able to do well. . . Today I'd like to see you try extra hard to listen to each direction. . . Will you try?")

✓ proximity - being physically near, simply moving toward the offending student, or touching the student can remind the student of behavioral expectations

✓ use positive reinforcement

✓ reward attending or other targeted appropriate behaviors

✓ ignoring or extinguishing undesired behaviors *[be very careful here, this one is not as simple as it might seem; don't forget the extinction burst]*

✓ modeling and specific praise

✓ use a group reward system *[e.g., "The Good Behavior Game"]*

✓ overcorrection (appropriate applied)

✓ other

❖ **More Complex Strategies** – these more complex management strategies often involve multiple sessions with the student and/or support personnel in the school and at home; however these strategies are often well worth the time. The following is a listing of these strategies, more information is easily available:

- ✓ individual contracting (a written agreement between the student and the teacher, specifying targeted behaviors, contingencies, and consequences/rewards)

- ✓ self-monitoring (effective both for increasing targeted social and academic behaviors; remember the multiple elements of any self-regulatory strategy)

- ✓ token systems (effective for increasing task completion and on task behavior -- but don't start with an elaborate system if the students don't need it)

- ✓ response cost systems (loss of reinforcers for inappropriate behavior; when reinforcers are all gone, this system has no more "power")

- ✓ fines can achieve the same end as a response cost system without absolutely depleting the students' reinforcers for the day

- ✓ level systems (students earn rights and responsibilities according to a system of "levels" and in response to their own behaviors)

- ✓ time out (immediately removing student from situation and providing a "cool down" time; check with the school/your cooperating teacher before implementing such a system)

- ✓ various combinations of group/individual systems

- ✓ school wide or district wide systems (check with your cooperating teacher about the existence of such a system in your school)

Sample Behavior/Classroom Management Improvement Plan
Individual Plan for "Don Giovani"

Environmental Description

Setting demands. Don Giovani is an eight-year, ten-month old second grade student who receives most of his academic instruction in a resource room for children with behavior disorders. Five students, a teacher, and one Chapter One aide comprise the population of the resource room. Students do their work at individual desks, ranged in a single row, facing a low book shelf, the teacher's desk, and the blackboard. Students are expected to complete the board work individually (usually math, spelling, and occasional DOL) unless otherwise instructed. Math is usually single digit addition, double digit addition without regrouping, or single digit subtraction. Spelling, for Don, is CVC or CVCe, or spelling his own name and address. Other than Don, the students and teachers maintain a relatively quiet or focused setting; auditory distractions are usually at a minimum. The room as a whole is small, so the students must work in a rather visually and physically distracting and crowded setting. Failure to remain on task or engaging in disruptive behavior usually results in enforced time-out.

Environment. Don's desk is on the perimeter of the student work area in a well-lit spot. However, he is near the door to the bathroom shared with the Kindergarten program next door; this situation probably leads to Don's frequent bathroom requests. Of the other students, three cooperate well with each other, working at the third or fourth grade level. Most of their work in the class during the "academic" sessions is from independent folders; the other second grade student does nothing observable to distract Don. The walls and bulletin boards are colorful, but no more so than most other elementary classrooms; in fact, the typical CATS-reminder posters are missing. The floor is carpeted and the overall atmosphere is pleasant but quite crowded. Down a small corridor just past Don's desk are the entrances to the *two* time-out rooms. Both the teacher and aid are pleasant (and at times "motherly") with the students and an overall atmosphere of cooperation exists.

Personal. In addition to his BD label, Don is also eligible for services in the area of Mild Mental Disability. He also has multiple mis-articulations, and delayed receptive and expressive language expression and comprehension. Don is more nearly the ages of the older three students, but functions academically well below the other second grader. A non-reader, Don is still working toward consistent recognition of his own name and address; he can, with care, copy letters, words, and short sentences. His math skills include consistent recognition of numerals through five and inconsistent but strengthening recognition of numerals six through 20. With the use of manipulatives *[and some guidance]*, he can complete single digit or non-

regrouping addition and subtraction problems. He appears to be well aware of the differences in his own work skills and those of the other students. Don has been in and out of regional psychiatric institutes a number of times. Don does not have extensive support at home; he is one of two children of a single parent. This parent has a relationship with the school that is both positive and negative; she will come to conferences, but often refuses to allow the school access to other records that could help provide appropriate programming for Don. In particular, she will not release the records of Don's most recent stay at the regional youth psychiatric facility.

Description of the Problem

Summary of anecdotal observations. Don had difficulty completing any independent task, especially when he was doing seat work in arithmetic and/or English. Don had no more than 30 uninterrupted minutes during any part of his day; within that 30 minutes, he was never able to copy the five spelling words *[or write his name and address]* and copy and complete the five math problems. Further, he was never able to spend the entire thirty minutes of "board time" – with or without the teacher's or aide's assistance – without being placed in the time-out room for at least one 8-minute session. The behaviors that resulted in time-out included cursing, spitting, throwing himself on the floor, actively refusing to do board work, or physically assaulting the aide. Although Don usually began the task well *[e.g., sat at his desk; got out his pencil; put the paper on his desk; wrote the first word, name, or problem]*, he began to resist the task when he first lost focus and was redirected to the task. Often the redirection ignored Don's request; an example follows:

> Don asked whether he could draw a picture following the first problem; the teacher told him to get back to work. Don wrote one more number, dropped his pencil and said, "All I wanna do draw picture." The teacher placed his hand back on the pencil and redirected him to the problem without addressing his request. Don threw the pencil down and said, "I draw picture." The teacher removed the paper and told him he had one chance left to get back to work then put the paper back on the desk. Don threw the paper on the floor and said, "I not write number; I draw picture; you mean ***." At that point, the teacher mentioned time-out and the situation escalated even further. The end result was that Don ended up being carried, kicking and screaming, to time-out.

Observed unacceptable behaviors. Once aroused, Don engages in a variety of abusive behaviors, including non-compliance, cursing, shouting, pinching, spitting, hitting, kicking, and throwing himself on the floor and flailing his legs. Usually his

behaviors are simply annoying and disruptive; occasionally they are dangerous. Up to this point, the only targets have been his teacher, other teachers (especially the gym and computer teachers – with whom he has direct instructional contact), and the classroom aide. The result of these behaviors *for* Don is his failure to complete academic tasks and gain academic skills because he is placed in time-out so often – as many as 20 times in one school day.

Desired replacement behavior. See paragraph following "Baseline."

Identification and Verification of Target Behavior

Prioritization of behaviors. Following observation and conversations with the teacher and aide, it was discovered the teacher and aide were having trouble understanding Don's requests. Instead of asking Don to clarify his requests and responding to the requests themselves, they were simply redirecting Don to tasks that were occasionally beyond his skill level. This failure to understand one another opened the door for escalating misbehaviors, with both sides failing to communicate effectively. It was believed that, while Don's behaviors are clearly inappropriate and at times dangerous, better communication might provide a means to begin to help Don control his behaviors. Board-work time was a consistent time completely in the control of the teacher and aide, as well as a time with easily established goals, expectations, and communication patterns. Therefore, establishing clearer behavioral expectations, academic goals, and avenues of communication during board-work time might provide tools which could be used in Don's other school settings.

Operationally defined behavior. The target behavior is defined as follows: *Don fails to comply with teacher or aide requests during board-work time and **in response** engages in a behavior deemed aggressive, dangerous, or socially inappropriate (e.g., hitting, spitting, cursing, destroying property).* Removal to time-out is a separate manifestation of the behavior.

Baseline. First, to acclimate Don to my data collecting, I observed him for one more board-work period but discarded the data. The baseline data was collected during the 30-minute board-work period from Monday through Friday. Don was present each day and the board-work was conducted as usual. To obtain an accurate representation of Don's beginning behaviors, the teacher and aide agreed not to modify their interactions with Don for that week. However, their realization that they had not been responding to Don's requests may have altered their interactions with Don slightly. Further, they agreed to delay his removal to time-out as long as was safe. I used an event recording within each thirty-minute period. Each of the five days, Don was eventually removed to time-out; however, for each day, Don managed

to stay out of time-out at least twenty minutes of the thirty-minute period. Don exhibited an average of 15 non-compliant and inappropriate behavior events within each board-work period. No particular patterns relative to the day of the week were noted.

Desired replacement behavior. Don is not getting any benefit from school as long as he spends such quantities of time in non-productive endeavors and in the time-out room, nor is he learning either academic skills or appropriate responses to "corrective feedback." Of course, Don's teachers and mother would like to see him control his behaviors enough to get through an entire day (or better yet, a week or month) without being in time-out. Knowing that Don must move through successive approximations of this goal, the immediate replacement behavior is twofold:

➢ Don will learn to request help or alternate tasks (e.g., permission to draw) and to bargain in a socially acceptable manner with the teacher or aide.
➢ Don will complete the board-work period without going to time-out.

Intervention Plan

Intervention. Intervention was four-fold:

1) The teacher and aide agreed to make certain they understood the nature of Don's initial non-task request;
2) The work was adjusted to reflect Don's present level of performance and academic needs;
3) Academic and behavioral performance goals were set for – and with – Don *[to the greatest extent possible]*; and
4) The teacher, aide, other students, and Don role-played ways to ask for help or to bargain.

Whenever possible, Don was encouraged to try his bargaining skills, while the teacher and aide would remind Don of the "cost" instead of employing "threats of time-out." However, due to Don's unpredictable episodes of violent behaviors, time-out was not eliminated as an option at the initial stage.

Reinforcers and goal to be set. Don loves to draw and appears to absolutely hate going to time-out. Ostensibly the goal – for Don – was to complete his board-work within the thirty minute time frame. The initial reinforcer would be permission for Don to draw one picture after each math problem completed or word or name correctly copied. After three days of successfully complying with "one picture – one problem/word," Don would be given a "one picture – two problems/word with *maybe* some time left over for more pictures" goal. This "one picture for two problems" would continue until successful for a week; at that time the "one picture for three problems" or "one picture for one page" *[Don usually managed no more than three to four*

problems or words per page] bargain would begin. Within this goal statement is the proviso that Don would request the picture properly, honor the bargain, and therefore reduce the number of non-compliant outbursts. Success of these goals would be measured both in the reduction of the outbursts and the increase in the amount of board-work completed. It is true that this plan does still require teacher-directed work rather than fully independent work from Don; however, at this time Don requires the undivided physical and mental attention of both teacher and aide for approximately 20 minutes per 30-minute period.

Implementation

Using art activities and role playing, the teacher and aide taught requesting and bargaining activities to the whole class. The points emphasized were "ask nicely," "what did you say," "ask again," and "make a bargain." Over a two-week period, the students' role played a variety of situations and got quite comical. The four "rules" were posted *[Don would identify the "rule" by number when asked "what was number two?"]* and the rules were referred to in many teacher-student interactions. By design, one role play was a student asking permission to draw instead of work; the solution, of course, was Don's goal.

A clear "time-out" count-down was initiated. Don was given to the "count of ten" before being sent to time-out. IN other words, the moment Don **began** to act non-compliant, the teacher would say "that's one," followed **immediately** by reference to "good bargaining rules." Of course, if ten counts were earned, Don was sent (or, more accurately, taken) to time-out. Finally, to give Don a positive goal, the goal of finishing all his board-work math and spelling/writing was established, with the reward of a free drawing period the next day.

No contract was developed, for Don could not read such a document. However, Don kept track of his progress toward completing his five math problems and five spelling words (or name and address) on a simple chart with ten squares per day. He colored the number of squares to correspond to the number of completed tasks. The aide tracked Don's "time-out count-down," time in time-out, and non-compliant outbursts, with the latter being the data compared to the baseline data.

Discussion

For the first week of intervention, Don's behavior significantly and consistently improved. The number of behavioral outbursts during that 30-minute board-work period dropped to three each the last two days. During the second week, the behavior experienced an initial return to pre-intervention level. However, the rest of the week saw consistent reduction in non-compliant behaviors during board-work, with the last two days of the week dropping to two outbursts each. Don managed to

graduate from the "one-picture-for-one-problem" level to the "one-for-two" on Friday of the second week. He said, "I am a proud boy." It must be noted that Don did manage at least one time-out period at some point during each of those days, but only one time-out occurred during the board-work period, and that occurred the Monday of the second week.

The third week has begun well, with Monday seeing only four non-compliant moments during board-work time. Don is getting much closer to completing all the board-work, with the last three days having either eight or nine of the squares colored in. In fact, we really need to rethink the meaning of the "free drawing period" for every day of completed board-work. More realistically, Don has not managed to complete a time-out-free day yet and typically still encounters difficulty in both gym and computers; we need to examine what factors are contributing to those difficulties. Perhaps some of what we have learned from this experience – the adjusted academic expectations; the new sense of respect between the teacher, aide, and Don; and some continuance of Don's feelings of pride – might help us make some consistent and far-reaching behavioral changes in other school environments.

Don's Data

Occurrences of Non-Compliant Outbursts

During 30-Minute Board-Work Period

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            Baseline

Mon, 22   X X X X X X X X X X X X X X X X X X X X X X X X X X X

 Tue, 23   X X X X X X X X  [severe physical outbursts, four time-outs]

Wed, 24   X X X X X X X X X X X X X

 Thu, 25   X X X X X X  [severe physical outbursts, three time-outs]

  Fri, 26   X X X X X X X X X X X X X X X X X X X X X X X X X X


            Intervention
Mon, 29   X X X X X X X X X X

 Tue, 30   X X X X X X X

 Wed, 1   X X X X

  Thu, 2   X X X

    Fri, 3   X X X
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Each "X" represents one non-compliant **outburst** only. Two days during the baseline showed unusually low numbers; on these two days Don engaged in physical attacks (counted as one each) and resultant multiple placements in time-out (counted as one outburst each). Perhaps Monday, the 6th, was similar to an extinction burst; Don may have been testing the limits.

Procedural Safeguards

Q. What are Specific Professional Procedures?

A. Documenting, seeking assistance, correcting, & verifying everything that you do within broad confines of educational system. NOT meant to cover-up poor teaching.

Q. What are areas in which you could be legally or administratively censured?

A. - procedures/results of assessment, diagnosis, placement (3-year re-evaluation)
   - prescription of goals, objectives/benchmarks (IEP)
   - prescription of methods, techniques, class activities (planning)
   - application of methods, techniques, activities (instruction)
   - supervision of hall, bathroom, cafeteria, playground, field trips (health & safety, dignity of student)
   - prescription/application of behavior management techniques
   - failure to perform non-instructional/administrative duties

Q. How can you protect yourself regarding 3-year re-evaluations & IEP meetings?

A. It is the teacher's responsibility to see that due process is followed. Double check to be certain that appropriate District notices and permissions have been distributed (remember that the evaluations must be completed within 30 days of permission).

   - Never use "white-out" on any form; for NECESSARY corrections, cross out the error & initial the correction. If someone so desired, they could claim they had not agreed to the correction but to the whited-out information. PREFERABLY use word processing so that errors can be corrected more easily.

   - Xerox & date copies of any form sent home to be signed. Maintain a log of ALL parent contacts.

   - Use more than one medium to invite parents; you must document multiple attempts in various media if parents do not attend.

At meetings, have participants sign or initial & date every page. Involve parents & generate at least one goal or objective that will involve them. Re-contact the "no-shows" to either discuss what occurred or to re-schedule the meeting. If parents did not attend, send COPIES of the forms to be signed; attach the signed copies to the original, but never send the originals.

Q. How can you protect yourself in the area of planning for instruction?

A. Choose goals & objectives that are at the child's present level of functioning, that are age appropriate, & functional. Be sure that the PLOP has been determined through proper assessment & that a variety of formative evaluations is occurring. Be able to justify any activity at a moment's notice -- in the areas of appropriate functional level, age appropriate, & functional in present or near future environment. Therefore be ready to share objectives & records of on-going formative evaluations.

Q. How can you protect yourself in the area of classroom instruction?

A. Instruction should be efficient, appropriate, and effective with minimum of errors & wasted time, while upholding the dignity & civil/legal rights of the students. Choose & use instructional techniques which research has shown to be effective & efficient. Maintain records of progress, especially over extended times & skills. Keep a copy of the IEP in the room.

- Maintain record of evaluations & your responses. Keep a schedule posted & stick to it. Don't ever let it look like the class is wasting time or just playing games. Be able to justify "games".
- Develop a routine that requires students to initiate work projects immediately upon entering the room. DO NOT STOP instructing when students or observers enter the room.
- Maintain weekly instructional plans.
- NEVER, NEVER, NEVER leave children unattended in a classroom unless it involves a life-threatening situation. You are legally responsible for the safety of the children at all times.
- Maintain at least a weekly contact with your parents; even if it is just a weekly "This Good Thing Happened" note.

Q. How can I protect myself in supervision activities out of the classroom?

A. Read & carefully ALL school & district regulations.

Q. How can I protect myself regarding administrative/non-instructional duties?

A. Be aware that you will be expected to participate in bus duty, hall monitoring, school fund raisers, parent teacher organizations, conferences, etc. You will also be expected to do mountains of paperwork, maintain easily accessed files, yet also PROTECT STUDENTS' PRIVACY & MAINTAIN CONFIDENTIALITY. Keep track of the time you spend in non-instructional activities.

Q. How can I protect myself from angry parents?

A. DON'T! **DON'T!!** *DON'T!!!*

- NEVER meet with an angry parent alone.
- NEVER get into a phone discussion with an angry parent.
- NEVER discuss another teacher or administrator with a parent.
- DO find out what they are upset about.
- DO document the call or contact immediately; if someone else was also present, get them to document the exchange too.
- DO meet with the principal ASAP & explain what happened; bring your documentation.
- DO set up a mediated meeting with the parents if the situation indicates that would be a wise step.
- DO maintain NEA membership; understand your rights & avenues for redress (e.g. the Uniserve Representative, liability insurance, legal aid).

Q. How can I protect myself in crisis situations?

A. Have a CRISIS PLAN from day one. Check with the school to see if they have a plan; if they do not, then arrange with the principal to develop one school wide. These should cover such things as: runaway student, grand mal seizure, severe injury, assault, severe behavior outburst, fighting. Document all crisis events.

Q. How much should I document?

A. Develop a system of folders & files (electronic & hard copies) for: parent contacts, principal contacts, faculty meetings, administrative memos, ongoing student work, cumulative folders, critical incidents, weekly lesson plans. Date them all.

Special Education Professional Ethical Principles

Professional special educators are guided by the CEC professional ethical principles, practice standards, and professional policies in ways that respect the diverse characteristics and needs of individuals with exceptionalities and their families.

They are committed to upholding and advancing the following principles:

1. Maintaining challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.

2. Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.

3. Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.

4. Practicing collegially with others who are providing services to individuals with exceptionalities.

5. Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.

6. Using evidence, instructional data, research, and professional knowledge to inform practice.

7. Protecting and supporting the physical and psychological safety of individuals with exceptionalities.

8. Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.

9. Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in the laws, regulations, and policies.

10. Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.

11. Engaging in the improvement of the profession through active participation in professional organizations.

12. Participating in the growth and dissemination of professional knowledge and skills.

Approved, January 2010

CEC Initial Level Special Educator Preparation Standards

CEC Initial Preparation Standard 1:
Learner Development and Individual Learning Differences

1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.

1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

CEC Initial Preparation Standard 2 Learning Environments

2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

CEC Initial Preparation Standard 3 Curricular Content Knowledge

3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach , and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities

3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities

3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

CEC Initial Preparation Standard 4 Assessment

4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.
4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.
4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.
4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.
CEC Initial Preparation Standard 5 Instructional Planning and Strategies
5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies6 to advance learning of individuals with exceptionalities.
5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.
5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.
5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.
5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities
5. 5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
5.6 Beginning special education professionals teach to mastery and promote generalization of learning.
5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.
CEC Initial Preparation Standard 6 Professional Learning and Ethical Practice
6.0 Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.
6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.
6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
6.4 Beginning special education professionals understand the significance of lifelong

learning and participate in professional activities and learning communities.
6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring
6.6 Beginning special education professionals provide guidance and direction to para-educators, tutors, and volunteers.
CEC Initial Preparation Standard 7 Collaboration
7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.
7.1 Beginning special education professionals use the theory and elements of effective collaboration.
7.2 Beginning special education professionals serve as a collaborative resource to colleagues.
7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.