

**Northern Kentucky University  
College of Education and Human Services**



**Elementary Practicum II  
Handbook**

**EDU 392**

**Fall 2008**

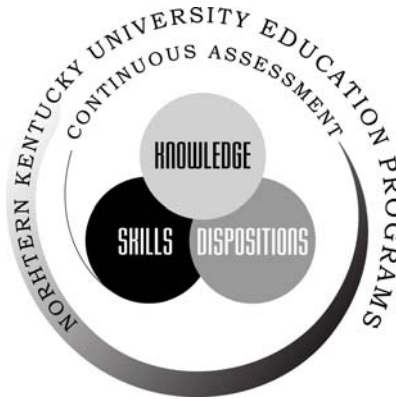
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**SECTION I**

**CONCEPTUAL FRAMEWORK**

**CONCEPTUAL FRAMEWORK  
COLLEGE OF EDUCATION AND HUMAN SERVICES**



- (i) [Vision](#) • [Mission](#) • [Philosophy](#) • [Aim](#) • [Outcomes](#) • [Knowledge Base](#)  
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(b) VISION

The College of Education and Human Services will prepare exemplary helping professionals who demonstrate the personal and professional knowledge, skills, and dispositions necessary to provide for the learning, growth, and developmental needs of individuals in an increasingly diverse, complex, and technological society.

(c) MISSION

The College of Education and Human Services is a diverse community of learners where excellence is achieved through collaboration and mutual support among the students, faculty, staff, and community. The mission of the College, in alignment with the university's core values, is to realize our vision through:

- attracting and graduating students of diverse backgrounds;
- recruiting and retaining outstanding, committed, collegial, and diverse faculty and staff
- monitoring progress of, providing feedback to, and evaluating performances of students, faculty, and staff
- promoting faculty professional development and scholarship;
- encouraging and modeling practices based on high standards and expectations, as defined by professional associations;
- demonstrating a commitment to ethical and professional standards;
- providing diverse and inclusive teaching and learning environments;

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

### PHILOSOPHY

The College of Education and Human Services at Northern Kentucky University espouses an eclectic philosophy. This philosophy is intentional and evident in that the College values the employment of faculty who hold varying levels of beliefs from one or more of the philosophical tenets of perennialism, essentialism, behaviorism, progressivism, or constructionism. Candidates are exposed to these different belief systems in their courses and field experiences under the direction of these faculty members. Aside from the differences that exist among the individual faculty members' philosophical belief systems, the COEHS practices the following principles:

**Knowledge** in all content fields is ever-changing and expanding. In addition to content knowledge there is a knowledge base in teaching/learning (Ball & McDiarmid, 1990; Shulman, 1987). Teacher education faculties believe that through the use of scholarly inquiry and technology they and their candidates must keep abreast of these changes, all of which inform their teaching. Faculty lead candidates to construct and reflect on their own knowledge and understanding by practicing the John Dewey Theory that we learn by doing (Dewey, 1899). These knowledge bases can and should be measured through varied assessment techniques.

**Professional Skills** that faculty and candidates must practice are supported by the knowledge bases. Faculty must serve as models in the classes they teach and as they evaluate candidates. Candidates must be able to demonstrate these skills in their courses, in their field experiences and through external assessment.

**Dispositions** recognized as essential by the profession must be practiced by all educators. These essential dispositions have their core-beliefs centered in the Code of Ethics established by the Kentucky Educational Standards Board, the NKU Code of Ethics, and the Code of Ethics developed by the College of Education and Human Services at NKU. All candidates in the COEHS must follow the Kentucky Code of Ethics, the University

Code of Ethics and the College Code of Ethics during their preparation programs. Likewise, all education faculties agree to abide by these principles. We further emphasize an essential belief that all students can learn at a high level (Kentucky Education Reform Act, 1990). Faculties in the COEHS intentionally teach that learning is not predicated upon gender, race or ethnicity, and/or socio-economic status.

### **AIM**

Consistent with the unit's vision/theme, mission, and philosophy the unit's aim is to **facilitate the construction of knowledge, the development of skills and the practice of professional dispositions that enhance teaching/learning for all.**

### **OUTCOMES**

Each program in the College of Education and Human Services has defined the content knowledge that its graduates must possess through the courses they are required to take and the grade point average they are required to maintain in these courses. These course requirements and their experiences are consistent with the essential knowledge in the field as defined by the specialized professional associations' guidelines. They must further demonstrate knowledge of the content they teach during their field experiences and through external assessment.

The faculty at NKU believes that the outcomes that define the professional knowledge and skills that we would like for our graduates to possess are contained in the appropriate educator standards adopted by the State of Kentucky.

These standards include:

- 1) the New Teacher Standards for candidates at the undergraduate level who are seeking initial certification;
- 2) the Experienced Teacher Standards for candidates who already possess an undergraduate degree;
- 3) the Interdisciplinary Early Childhood Teacher Standards for candidates seeking certification and/or an advanced degree in this area; and
- 4) the Interstate School Leaders Licensure Consortium Standards for the preparation of school administrators.

Each candidate who completes a program at Northern Kentucky University prepares a portfolio that demonstrates that he/she is proficient in meeting each standard. The portfolio is assessed at various stages throughout the program to provide the candidate with appropriate feedback regarding his/her progress toward meeting the standards. Prior to the completion of his/her program each candidate must submit a satisfactory portfolio as determined by one or more professional educators.

The faculty further believes that there are specific dispositions that our candidates must possess if they are to become exemplary educators. These dispositions are contained in the Kentucky Education Professional Standards Board Code of Ethics, the NKU Code of Ethics, and the College of Education and Human Services Code of Ethics. Each candidate must sign the Codes of Ethics, espouse these principles, and demonstrate them

throughout their preparation program. Each faculty member must sign the Codes and demonstrate the principles in all aspects of his/her professional life.

### **KNOWLEDGE BASE**

The faculty has developed and approved a knowledge base that supports each of Kentucky's educator standards as outlined in the College's Outcomes Statement. The knowledge bases that support Kentucky's New Teacher Standards, Experienced Teacher Standards, and Interdisciplinary Early Childhood Education Standards were first developed in 1998 and updated and revised in 2002 and 2003. The knowledge base that supports the Interstate School Leaders Licensure Consortium Standards was developed in 2001. All knowledge bases are under separate cover and are housed in BEP 203.

### **ALIGNMENT WITH STANDARDS**

The unit's learning outcomes are aligned with the appropriate program standards as defined by the Kentucky Education Professional Standards Board. In addition, each program is aligned with the specialized professional association's guidelines for that program provided the specialized professional association is a constituent organization of the National Council for the Accreditation of Teacher Education. Each set of program review documents contains matrices demonstrating the program's alignment with the appropriate state standards and with those of the specialized professional associations.

Candidate performance, program assessment and unit effectiveness are judged by a variety of assessment and evaluation procedures that are consistent with the unit's mission, philosophy, and aim. A detailed explanation of these procedures is found in the unit's evaluation/assessment system.

### **EVALUATION/ASSESSMENT SYSTEM**

Unit, program, and candidate evaluation is an institutional and intentional process in the College of Education and Human Services. This is assured through a standing committee, the Continuous Assessment Committee, being charged with the responsibility of coordinating an evaluation plan.

The faculty in the School of Education approved a five-year evaluation plan in 1998; each year established components of that evaluation plan are conducted (see College of Education and Human Services Policies and Procedures Handbook for a complete listing of evaluation activities). This plan includes unit, program, and candidate evaluation and involves both internal and external assessments. The Continuous Assessment Committee makes recommendations to the faculty based on the results of these evaluation efforts. The faculty acts on these recommendations, either as a group or through other established bodies, such as the program units and/or other committees.

The Continuous Assessment Committee, along with all other standing committees and program units, makes an annual report to the Dean of the College of Education and Human Services. These reports become a part of the public record of the COEHS for audit and/or accreditation purposes.

**SECTION II**  
**KENTUCKY GUIDELINES**

## **PRINCIPLES OF THE KENTUCKY PRIMARY PROGRAM**

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

## **KENTUCKY'S LEARNER GOALS AND ACADEMIC EXPECTATIONS**

### **GOAL 1: Students are able to use basic communications and mathematics skills for purposes and situations they will encounter throughout their lives.**

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

- 1.15 Students make sense of and communicate ideas with the movement.
- 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.

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

## **SCIENCE**

- 2.1 Students understand scientific ways of thinking and working and use those methods to solve real-life problems.
- 2.2 Students identify, analyze, and use patterns such as cycles and trends to understand past and present events and predict possible future events.
- 2.3 Students identify and analyze systems and the ways their components work together or affect each other.
- 2.4 Students use the concept of scale and scientific models to explain the organization and functioning of living and nonliving things and predict other characteristics that might be observed.
- 2.5 Students understand that under certain conditions nature tends to remain the same and move toward a balance.
- 2.6 Students understand how living and nonliving things change over time and the factors that influence the changes.

## **MATHEMATICS**

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

## **SOCIAL STUDIES**

- 2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situation.
- 2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.

- 2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.
- 2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.
- 2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily life.
- 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge to real-life situations.
- 2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.
- 2.21 (incorporated into 2.16)

### **ARTS AND HUMANITIES**

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

### **PRACTICAL LIVING**

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

## **VOCATIONAL STUDIES**

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

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

- 3.1 Demonstrate positive growth in self-concept.
- 3.2 Demonstrate ability to maintain healthy lifestyle.
- 3.3 Demonstrate ability to be adaptable and flexible.
- 3.4 Demonstrate ability to be resourceful and creative.
- 3.5 Demonstrate self-control and self-discipline.
- 3.6 Demonstrate ability to make decisions on ethical values.
- 3.7 Demonstrate ability to learn on one's own.

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

- 4.1 Effectively use interpersonal skills.
- 4.2 Use productive team member skills.
- 4.3 Individually demonstrate consistent and caring behavior.
- 4.4 Demonstrate ability to accept rights of others.
- 4.5 Demonstrate and understanding of a multicultural viewpoint.
- 4.6 Demonstrate an open mind to alternate perspectives.

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

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

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

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

## KENTUCKY TEACHER STANDARDS FOR PREPARATION AND CERTIFICATION

<p><b>STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE.</b></p> <p>The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.</p>
<p><b>1.1 Communicates concepts, processes, and knowledge</b> Accurately and effectively communicates concepts, processes and/or knowledge and uses vocabulary that is clear, correct and appropriate for students.</p>
<p><b>1.2 Connects content to life experiences of student.</b> Effectively connects most content, procedures, and activities with relevant life experiences of students.</p>
<p><b>1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.</b> Uses instructional strategies that are clearly appropriate for the content and processes of the lesson and make a clear contribution to student learning.</p>
<p><b>1.4 Guides students to understand content from various perspectives.</b> Provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding.</p>
<p><b>1.5 Identifies and addresses students' misconceptions of content</b> Identifies misconceptions related to content and addresses them during planning and instruction.</p>
<p><b>STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION</b></p> <p>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.</p>
<p><b>2.1 Develops significant objectives aligned with standards.</b> States learning objectives that reflect key concepts of the discipline and are aligned with local or state standards.</p>
<p><b>2.2 Uses contextual data to design instruction relevant to students.</b> Plans and designs instruction based on contextual (i.e., student, community, and/or cultural) and pre-assessment data</p>
<p><b>2.3 Plans assessments to guide instruction and measure learning objectives</b> Prepares assessments that measure student performance on each objective and help guide teaching.</p>
<p><b>2.4 Plans instructional strategies and activities that address learning objectives for all students.</b> Aligns instructional strategies and activities with learning objectives for all students.</p>
<p><b>2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.</b> Plans instructional strategies that include several levels of learning that require higher order thinking</p>
<p><b>STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE</b></p> <p>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.</p>
<p><b>3.1 Communicates high expectations.</b> Sets significant and challenging objectives for students and verbally/nonverbally communicates confidence in students' ability to achieve these objectives.</p>
<p><b>3.2 Establishes a positive learning environment.</b> Establishes clear standards of conduct, shows awareness of student behavior, and responds in ways that are both appropriate and respectful of students.</p>
<p><b>3.3 Values and supports student diversity and addresses individual needs</b> Uses a variety of strategies and methods to supports student diversity by addressing individual needs.</p>
<p><b>3.4 Fosters mutual respect between teacher and students and among students.</b> Treats all students with respect and concern and monitors student interactions to encourage students to treat each other with respect and concern.</p>
<p><b>3.5 Provides a safe environment for learning</b> Creates a classroom environment that is both emotionally and physically safe for all students.</p>
<p><b>STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION.</b></p> <p>The teacher introduces/implements/manages instruction that develops student abilities to use</p>

communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge
<b>4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.</b> Uses a variety of instructional strategies that engage students throughout the lesson on tasks aligned with learning objectives.
<b>4.2 Implements instruction based on diverse student needs and assessment data.</b> Implements instruction based on contextual information and assessment data.
<b>4.3 Uses time effectively.</b> 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.
<b>4.4 Uses space and materials effectively.</b> Uses classroom space and materials effectively to facilitate student learning.
<b>4.5 Implements and manages instruction in ways that facilitate higher order thinking.</b> Instruction provides opportunity to promote higher-order thinking.
<b>STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS</b> 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
<b>5.1 Uses pre-assessments.</b> Uses a variety of pre-assessments to establish baseline knowledge and skills for all students
<b>5.2 Uses formative assessments</b> Uses a variety of formative assessments to determine each student's progress and guide instruction.
<b>5.3 Uses summative assessments.</b> Uses a variety of summative assessments to measure student achievement.
<b>5.4 Describes, analyzes, and evaluates student performance data.</b> Describes, analyzes, and evaluates student performance data to determine progress of individuals and identify differences in progress among student groups.
<b>5.5 Communicates learning results to students and parents.</b> Communicates learning results to students and parents that provide a clear and timely understanding of learning progress relative to objectives.
<b>5.6 Allows opportunity for student self-assessment.</b> Promotes opportunities for students to engage in accurate self-assessment of learning.
<b>STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY</b>  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.
<b>6.1 Uses available technology to design and plan instruction.</b> Uses technology to design and plan instruction.
<b>6.2 Uses available technology to implement instruction that facilitates student learning.</b> Uses technology to implement instruction that facilitates student learning.
<b>6.3 Integrates student use of available technology into instruction</b> Integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs.
<b>6.4 Uses available technology to assess and communicate student learning.</b> Uses technology to assess and communicate student learning.
<b>6.5 Demonstrates ethical and legal use of technology.</b> Ensures that personal use and student use of technology are ethical and legal.
<b>STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING</b>  The teacher reflects on and evaluates specific teaching/learning situations and/or programs.
<b>7.1 Uses data to reflect on and evaluate student learning.</b>

Reflects on and accurately evaluates student learning using appropriate data.
<b>7.2 Uses data to reflect on and evaluate instructional practice.</b> Reflects on and accurately evaluates instructional practice using appropriate data.
<b>7.3 Uses data to reflect on and identify areas for professional growth.</b> Identifies areas for professional growth using appropriate data.
<b>STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS</b>
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.
<b>8.1 Identifies students whose learning could be enhanced by collaboration</b> Identifies one or more students whose learning could be enhanced by collaboration and provides an appropriate rationale
<b>8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.</b> Designs a plan to enhance student learning that includes all parties in the collaborative effort
<b>8.3 Implements planned activities that enhance student learning and engage all parties.</b> Implements planned activities that enhance student learning and engage all parties
<b>8.4 Analyzes data to evaluate the outcomes of collaborative efforts.</b> Analyzes student learning data to evaluate the outcomes of collaboration and identify next steps.
<b>STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT.</b>
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.
<b>9.1 Self assesses performance relative to Kentucky's Teacher Standards.</b> Identifies priority growth areas and strengths by thoroughly and accurately assessing current performance on all the Kentucky Teacher Standards
<b>9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.</b> Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues
<b>9.3 Designs a professional growth plan that addresses identified priorities.</b> Designs a clear, logical professional growth plan that addresses all priority areas
<b>9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.</b> Shows clear evidence of professional growth and reflection relative to the identified priority areas and impact on instructional effectiveness and student learning
<b>STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION</b>
The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.
<b>10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.</b> 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.
<b>10.2 Develops a plan for engaging in leadership activities.</b> Develops a leadership work plan that describes the purpose, scope, and participants involved and how the impact on student learning and/or the professional environment will be assessed.
<b>10.3 Implements a plan for engaging in leadership activities.</b> Implements the approved leadership work plan that has a clear timeline of events/actions and a clear description of how impact will be assessed.

**10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.**

Analyzes student learning and/or other data appropriately to evaluate the results of planned and executed leadership efforts.

**SECTION III**

**RESPONSIBILITIES AND PROFESSIONAL ETHICS**

## RESPONSIBILITIES OF PRACTICUM TEAM MEMBERS

### **The Practicum Student (Candidate)**

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

### **The University**

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

### **The Classroom Teacher (Cooperating Teacher)**

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

## AWARENESS OF PROFESSIONAL ETHICS

Section I. Certified personnel in the Commonwealth:

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

### **To Students**

- Shall provide students with professional education services in a non-discriminatory manner and in consonance with accepted best practice known to the educator.
- Shall respect the constitutional rights of all students.
- Shall take reasonable measures to protect the health, safety, and emotional well-being of students.

- Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
- Shall not knowingly make false or malicious statements about students or colleagues.
- Shall refrain from subjecting students to embarrassment or disparagement.
- Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behavior as sexual jokes, sexual remarks, sexual kidding or teasing, sexual innuendo, pressure for dates or sexual favors, inappropriate physical touching, kissing, grabbing, rape, threats of physical harm, and sexual assault.

### **To Parents**

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

### **To the Education Profession**

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

## Education Programs' Code of Ethics NKU College of Education and Human Services

- A. Students must demonstrate professional behavior in any activity on campus or in the community. when representing the teacher education programs in the College of Education and Human Services at Northern Kentucky University Behaviors consistent with this standard include, but are not limited to, the following:
1. The student shall comply with the Professional Code of Ethics for Kentucky Certified Personnel.
  2. The student shall comply with all policies, statutes, and rules established by state and local agencies as well as Northern Kentucky University's. The student shall also comply with all rules and regulations of the local school(s) for any field assignment or class assignment.
  3. The student shall recognize and respect diversities that exist in the classroom and plan accordingly.
  4. The student shall create and maintain a safe physical and emotional learning environment.
  5. The student shall collaborate with others in a positive, cooperative and courteous manner.
  6. The student shall not falsify or misrepresent any facts, documents, reports or information given to faculty, staff, supervising teachers, university supervisors, students, colleagues or others. Deceitful or dishonest behavior is not professional behavior.
- B. Students must demonstrate professional behavior when using technology. Northern Kentucky University students are to use technology for instructional and research purposes, whether using NKU's resources or resources at a P-12 institution. Behaviors consistent with this standard include, but are not limited to, the following:
1. The student shall obtain permission to use and shall give appropriate citations for using some or all of another's work.
  2. The student shall submit only original work.
  3. The student shall NOT install software on any computer.
  4. The student shall send only professional messages via email.
  5. The student shall not commit inappropriate actions while using computing resources which may include:
    - Displaying sexually explicit materials
    - Sending harassing, fraudulent, threatening, or discriminatory communications, including chain emails
    - Breaking into or obtaining unauthorized access to any computer, or other person's password or user account
    - Any other illegal actions, including copyright violations.
- C. Students must demonstrate a professional respect for all students, supervisors and faculty as well as the education profession. Behaviors consistent with this standard include, but are not limited to, the following:

1. The student shall treat supervising teachers, university supervisors, students, staff, colleagues, faculty and others with respect. Disrespect may be manifested in many ways including both verbal and non-verbal communications (i.e. putting one's head on the desk during class, doing other work in class, talking while someone else is talking, mumbling comments to others and consistent refusal to participate in class discussions is unacceptable.)
2. The student shall not make judgements and/or remarks based on stereotypes and other biases related to race, culture, gender, social class, sexual orientation, religion, disability or ability level. Derogatory or demeaning behavior/language based on prejudice and bias is unacceptable.
3. The student shall demonstrate professional responsibility through compliance with attendance policies in accordance with each course syllabus.
4. The student shall exhibit professional responsibility for completion of course assignments in the required time frame.
5. The student shall exhibit professional respect in class or field assignments by recognizing the authority of the faculty member. Negative, disruptive comments; usurping authority in class; physical intimidation; inappropriately aggressive behavior or comments will not be tolerated.
6. The student shall exhibit a positive attitude toward the education profession and his/her content area. Disrespect shown through negative remarks, poorly prepared lessons, unprofessional appearance or low expectations for self and students is unacceptable.

D. Students must demonstrate personal conduct consistent with professional behavior. Behaviors

consistent with this standard include, but are not limited to the following:

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

5. The student shall develop and adhere to appropriate professional relationships. Developing a friendship that conflicts with professional roles, or developing a romantic and/or sexual relationship with a current student, instructor, staff member or supervisor is unacceptable.
6. The student shall not engage in sexual harassment or accuse others inappropriately of sexual harassment.
7. The student shall not issue implied or explicit threats to faculty, supervisors, students, staff or colleagues.
8. The student shall not attend class or field assignments under the influence of drugs or alcohol.
9. The student shall not use any form of harassment such as phone calls, email, or written communication toward other students, faculty, or colleagues.
10. The student shall not commit a crime (other than a moving vehicle violation), be convicted of a crime, or serve probation while a current student in an education program.

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

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

The student shall recognize that faculty have the prerogative and responsibility to set behavioral standards for class or field assignments as well as academic standards. As a community of learners, certain behaviors are expected and faculty have the authority to establish those expectations. If these standards are not met, then faculty have the authority to dismiss the student from the class or field assignment, revoke admission to the Teacher Education Program, deny admission to the Teacher Education Program, or set conditional requirements for continuation in the Teacher Education Program.

Article II. Signature: \_\_\_\_\_ date: \_\_\_\_\_

Article III.

Section 3.01 Procedures for Violation

1. An instructor or administrator who has received sufficient information to believe that a student has violated the teacher education programs' Code of Ethics shall communicate with the student within five (5) working days from the date of the discovery that a meeting must be scheduled. The student will be apprised of the incident or discovery at this meeting. Documentation of this meeting should be placed in the student's folder.
2. After meeting with the student, the instructor or administrator may resolve the problem with no further action required. If no resolution is possible, the problem shall be reported in writing to the appropriate department chair.
3. The department chair will attempt to resolve the problem informally by reviewing all of the previous materials and after discussion with the instructor/administrator and student. The department chair may report the incident concurrent with his/her investigation to the Dean of Students and the University Honor Council if it is determined to be a case for the Dean of Students or University Honor Council. Students will need to refer to the Student Handbook for procedures related to the Dean of Students and the University Honor Council.
4. If a resolution is not possible, the matter will be referred to the Associate Dean of the College of Education and Human Services. The Associate Dean will attempt to resolve the problem informally by reviewing all of the previous materials and after discussion with the instructor/administrator and student. If not done so by the department chair, the Associate Dean may report the incident concurrent with his/her investigation to the Dean of Students and the University Honor Council if it is determined to be a case for the Dean of Students or University Honor Council. Students will need to refer to the Student Handbook for procedures related to the Dean of Students and the University Honor Council.
5. If a resolution is not possible, the matter will be referred to the Dispositions Committee (a subcommittee of the Teacher Education Committee) for a hearing. The Dispositions Committee will collect evidence by research and interview. The student shall have an opportunity to be heard by the panel. Insofar as possible, all parties directly involved in the process will cooperate by honoring the panel's request for such information relevant to the process and such information shall be held in strict confidence.
6. The Dispositions Committee will review the charges and make recommendations to the Dean of the College of Education and Human Services regarding the violation. A student who violates any of the standards shall be subject to one or more of the following consequences:
  - A. An oral admonition or reprimand.
  - B. A written admonition or reprimand.

- C. Conditional requirements [i.e. counseling] for continuation in the teacher education program.
  - D. Suspension from the teacher education program or education class for the remainder of the semester and/or year.
  - E. Suspension from the teacher education program or education class for the semester following the current semester.
  - F. Suspension from the teacher education program for one or more years.
  - G. Dismissal from the teacher education program.
7. The student may appeal the decision of the Dispositions Committee to the Teacher Education Committee within five (5) working days after notification of the decision of the Dispositions Committee by certified mail.
8. The decision of the Teacher Education Committee shall be final.

## PROFESSIONAL BEHAVIOR

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

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

## LIABILITY ISSUES

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

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

**SECTION IV**

**COURSE OVERVIEW**

## **COURSE DESCRIPTION (EDU 392: Elementary Practicum II)**

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

EDU 392 consists of teaching experiences in a local elementary school, participation/observation activities in a local elementary school, and on-campus meetings. During the participation/observation and teaching phases of the semester, the students will be involved in designated schools' classrooms for an assigned three-hour block each Monday and Wednesday. When not directly teaching planned lessons or implementing other course requirements, the candidates will engage in numerous classroom experiences such as but not limited to: assisting the classroom teacher, working with small groups of students, tutoring individuals, and/or following the classroom teacher's directions to work with the whole class.

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

## **OBJECTIVES**

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

- Describe the climate in the classroom and evaluate the various preventive and remedial management procedures.
- Describe and implement the techniques a classroom teacher uses to create a positive, productive classroom environment and manage students.
- Describe and implement the strategies classroom teacher uses to teach various subjects.
- Communicate and collaborate with peers, cooperating teachers, university professors, and other school personnel.

- Identify students' prior knowledge and instructional needs in math, science, and social studies and develop learner objectives and design activities based on the results.
- Select appropriate instructional materials (including technology) for meeting the identified individual and group needs of primary school students.
- Develop and implement methods for including exceptional students into the regular classroom setting.
- Integrate subjects when appropriate to help students comprehend the connections within and across subjects.
- Apply activities and assessments to real life settings.
- Develop unit plans for identified topics and design lesson plans according to a designated format that accurately reflects current recommended practices in teaching.
- Implement the various unit plans in an effective manner to facilitate learning.
- Assess students before, during and after instruction both formally and informally to determine the effects of instruction and plan for the next phase of instruction.
- Reflect on his/her teaching and determine strengths and weaknesses and appropriate modifications of lessons taught.

### **COURSE REQUIREMENTS CHECKLIST**

1. Complete the Teaching and Learning Context Task, to collect information about the diverse needs of the students. (KTS I)
2. Plan, teach, and assess six lessons, in the areas of mathematics, science, and social studies based on the Kentucky Academic Expectations and the Kentucky Core Content for Assessment (KTS I, II, III, IV).
  - Initial lessons may be collaboratively planned with the cooperating teacher.
  - At least three lessons should be individually planned based on objectives and a topic provided by the cooperating teacher.
3. Complete Mayerson Project Reflections. (KTS VIII)
4. Portrait of a Child (KTS VII, VIII)
5. Maintain and complete an acceptable **portfolio** for continuance in the education program. Requirements: a minimum of two artifacts per standard; a minimum of

six new artifacts from the EDU 392 Block; update resume, reflection on field/clinical experiences. (KTS I-IX)

**Tentative Schedule**

(Subject to Change. Schedule may vary based upon individual school calendars.)

<b>Date</b>	<b>Location</b>	<b>Due Today</b>
August 25	Seminar on campus	12:00 – 3:00, BEP 200
August 27	Seminar on campus	12:00 – 3:00, BEP 200
September 1	<b>Labor Day</b>	<b>Labor Day - No School</b>
September 3	Practicum Site	Mayerson Project Reflection 1 and response due by 11:55 pm
September 8	Practicum Site	
September 10	Practicum Site	
September 15	Practicum Site	Draft of Teaching & Learning Context
September 17	Practicum Site	
September 22	Practicum Site	
September 24	Practicum Site	Mayerson Project Reflection 2 and response due by 11:55 pm
September 29	Practicum Site	
October 1	Practicum Site	
October 6	Practicum Site	
October 8	Practicum Site	
October 13	Practicum Site	
October 15	Practicum Site	
October 20	<b>NKU Fall Break</b>	
October 22	Seminar on campus	12:30 – 2:30, BEP 200 <b>1<sup>st</sup> Half Forms Due</b> <ul style="list-style-type: none"> <li>▪ Updated Resume</li> <li>▪ Cooperating Teacher Mid-Term Evaluation</li> </ul>
October 27	Practicum Site	
October 29	Practicum Site	
November 3	Practicum Site	
November 5	Practicum Site	
November 10	Practicum Site	
November 12	Practicum Site	
November 17	Practicum Site	Mayerson Project Reflection 3 and response due by 11:55 pm
November 19	Practicum Site	
November 24	Practicum Site	
November 26	Practicum Site	Mayerson Project Reflection 4 and responses due by 11:55 pm
December 1	Seminar on campus	12:30 – 2:30, BEP 200 <b>2<sup>nd</sup> Half forms Due</b> <ul style="list-style-type: none"> <li>▪ Cooperating Teacher Lesson Evaluations (2)</li> <li>▪ Cooperating Teacher Disposition Evaluation</li> <li>▪ Cooperating Teacher Final Evaluation</li> <li>▪ Mayerson Project Reflection 5 and response due by 11:55 pm</li> </ul>
December 5		
Finals Week	Portfolio Evaluations	Schedule appointment with your university supervisor

## SUGGESTIONS FOR SUCCESSFUL TEACHING EXPERIENCES

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

## **SUGGESTED ACTIVITIES FOR THE FIRST WEEK**

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

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

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

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

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

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

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

### **IV. Pertinent information about technology:**

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

### **V. Pertinent information about the library:**

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

**VI. Pertinent information about professional development:**

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

**SECTION V**  
**ASSIGNMENTS AND EVALUATION**

## **Professionalism**

Professional behavior is a very important aspect of teaching. It is expected that you think of yourself as a professional and a collaborative member of this learning community. Self-responsibility, a positive attitude, and dispositions that demonstrate respect for learners, parents, peers, and professors with whom you interact during this course are expected and highly valued. In this class, as in each of your block classes, professionalism counts as 5% of your total course grade. Professionalism is measured by the following indicators: being on time for class; attentive, engaged behavior during class, being prepared for class discussions based on the assigned readings, staying for the entire class period, notifying the professor if you will be absent, interacting respectfully with professor and peers, and turning in all assignments. Failure to turn in assignments is not limited to using your laptop (or cell phone) for web-browsing or game-playing during class, sending or receiving cell phone calls or text messages, leaving the classroom, etc. Failure to demonstrate the above behaviors will have an immediate and severe impact on a student's grade. Consistent shortcomings in the above areas will lead to a student's dismissal from the Teacher Education Program. For further information, see the College of Education and Human Services code of ethics.

## **Attendance**

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

**If, for any reason, a practicum student is unable to be in attendance at his/her practicum placement at the designated time, it is his/her professional responsibility to notify the cooperating teacher and the university instructor.** Failure to do so indicates a lack of professionalism and will result in a grade reduction. In general, deviating from the regular schedule will not be permitted except in an instance of extreme hardship (i.e. death in the family, hospitalization). In such cases, students should not take the liberty to make changes in his/her regular schedule or arrange "make up" sessions at the school without first notifying the university instructor in writing (email) and receiving permission.

**IMPORTANT** – Practicum students will be permitted one absence during the semester without receiving a grade reduction. The second, third, and fourth absences will result in the loss of 5 points from the final grade. **Any student with more than four absences during the semester will automatically receive a failing grade for the course.**

### **PRE-GRADING**

Often students ask “Will you look at my paper and tell me if I am on the right track?” Because it is common to have 100+ students per semester, and all students must be treated fairly, the professor cannot review your paper prior to grading it. However, you may bring your paper to office hours, to ask questions or receive guidance for improvement. Rubrics are provided to encourage self-assessment. Peer review is also encouraged. If office hours are inconvenient, you may contact the professor to schedule an appointment. You may also make an appointment at the NKU Writing Center by calling 572-5475.

### **LATE ASSIGNMENTS & EXTENSIONS**

Late Assignments will be accepted, but the grade will be reduced by 10% for each weekday it is late. Thus, if an assignment due on Thursday is turned in on the following Tuesday, 30% of the points will be deducted. Across all 4-block classes, a student is allowed to request 2 extensions. An extension must be requested from the professor, using the appropriate online form, signed by both student and professor, obtained **prior** to the due date of the assignment.

### **ASSIGNMENT FILE NAMES**

Assignments submitted electronically should have the following file name format: *Lastname\_Firstname\_AssignmentName.doc* When an assignment has been submitted through the BlackBoard Assignment feature, it will appear in the gradebook as an exclamation mark (!) until it has been graded.

<b><u>Assessment:</u></b>	<b>Possible points</b>
<b>1<sup>st</sup> Half Forms (Due by Mid-Term Seminar)</b>	<b>70</b>
<ul style="list-style-type: none"> <li>▪ Teaching &amp; Learning Context Reflection (10 pts.)</li> <li>▪ Updated Resume (10 pts.)</li> <li>▪ Cooperating Teacher Mid-Term Evaluation (50 pts.)</li> </ul>	
<b>2<sup>nd</sup> Half forms (Due at Final Seminar)</b>	<b>85</b>
<ul style="list-style-type: none"> <li>▪ Cooperating Teacher Lesson Evaluations (2) (15 pts. each)</li> <li>▪ Cooperating Teacher Disposition Evaluation (15 pts.)</li> <li>▪ Cooperating Teacher Final Evaluation (50 pts.)</li> </ul>	
<b>Mayerson Project Reflections (5 @ 10 pts. each)</b>	<b>50</b>
<b>Portrait of a Child</b>	<b>100</b>
<b>Portfolio</b>	<b>0</b>
<ul style="list-style-type: none"> <li>▪ No points are awarded for the portfolio; however, students must receive an acceptable evaluation in order to receive a passing grade for the course.</li> </ul>	
<b>University Instructor's Observation</b>	<b>100</b>
<ul style="list-style-type: none"> <li>▪ Submit lesson plan at time of observation</li> <li>▪ Submit final lesson plan with Instructional Impact and reflection within one week after your observation.</li> <li>▪ Post-observation conference with University Instructor.</li> </ul>	
<b>Total Possible Points</b>	<b>405</b>

**Grading Scale:**

<b><u>Grade</u></b>	<b><u>Points Earned</u></b>
<b>P</b>	<b>344 - 405</b>
<b>F</b>	<b>0 – 343</b>

**The instructor reserves the right to make any necessary adjustments to this syllabus to better address the needs of the participants. Students will be notified via email and/or BlackBoard of any changes made to the syllabus.**

The College of Education will use the following criteria for grades in **undergraduate** courses:

- A. **Superior**: Exceptional performance for undergraduate students. Understanding of terms and concepts thoroughly demonstrated; ideas clearly and thoughtfully presented; activities effectively completed; competence clearly demonstrated in performance and knowledge areas; appropriate English usage and spelling.
- B. **High Achievement**: High achievement; clearly very good, but not outstanding, performance for undergraduate students. Understanding of terms and ideas well demonstrated; ideas clearly presented; activities completed; competence well demonstrated in performance and knowledge areas; appropriate English usage and spelling.
- C. **Adequate**: The minimum expected of undergraduate students. Understanding of terms and concepts adequately demonstrated; ideas adequately presented; activities completed; competence demonstrated in performance areas; written materials readable, with a few English and/or spelling errors.
- D. **Unsatisfactory**: Understanding of terms and concepts only vaguely demonstrated; competence in performance areas not clearly demonstrated; English usage and spelling marginal or below average.
- F. **Unacceptable**: Not acceptable for undergraduate credit.

### **Assignment Descriptions**

**Portfolio:** Students must receive a grade of “Acceptable” on their professional portfolio in order to receive a passing grade for EDU 392. Portfolios will be evaluated based upon the criteria established by the College of Education and Human Services. Final portfolio evaluations will take place during final exam week. It is each student’s responsibility to schedule an evaluation appointment with the instructor. A sign up sheet will be available on the instructor’s office door approximately two weeks before final exam week.

**Teaching Experiences:** Students are expected to plan and teach 6 lessons during EDU 392. Three of the lessons (one: mathematics, science, and social studies) will be planned in collaboration with the cooperating teacher and developed in the KTIP lesson plan format. Three of the lessons (one: mathematics, science, and social studies) will be planned individually by the practicum student and developed in the KTIP lesson plan format. . The dates, times, and content of these lessons should be arranged between the practicum student and the cooperating teacher. The university supervisor will observe and evaluate one of the individually developed lessons (on an assigned date after September 22, 2008), and the cooperating teacher will observe and evaluate the other two individually planned lessons. The primary purpose of the university supervisor’s observation is to evaluate the student’s ability to implement the planned lesson; however, issues related to lesson plan format and lesson content will also be noted in the

evaluation. Questions regarding lesson plan and content are to be addressed to the methods instructor and the cooperating teacher. **IT IS THE STUDENT'S RESPONSIBILITY TO KNOW THE REQUIREMENTS OF THE METHODS INSTRUCTOR AND TO SUPPLY HIM/HER WITH THE APPROPRIATE PAPERWORK.** The EDU 392 instructor will not be responsible for forwarding copies of evaluations and lesson plans to the methods instructors.

Though practicum students are only required to plan and implement 6 formal lesson plans, they are encouraged to collaborate with the cooperating teacher concerning other opportunities to participate in the classroom (e.g., “shadow” teach with the cooperating teacher, give activity instructions, guide class discussions, teach mini lessons). These opportunities to be “in front of the class” are invaluable to preservice teachers; therefore, EDU 392 students are encouraged to demonstrate initiative and volunteer for responsibilities above and beyond the course requirements.

**Mayerson Project Reflections:** Reflection assignments will be completed in the discussion board on BlackBoard. A prompt will be posted for each reflection assignment. Students should respond to the prompt provided, drawing upon their experiences at their practicum placements. Responses should be thorough and demonstrate considerable thought. Discussion board assignments will be graded on the quality of the written reflection. In order to receive full credit for discussion board assignments, students must also demonstrate active engagement in the discussion by responding to the reflections of other students. (A specific number of responses will not be required.) All responses are due by the date/time listed in the course schedule.

Use the discussion board reflections as a means to assist one another, seek advice, share your successes, tell others about good ideas you observed, and, ultimately, learn from each other. When reflecting upon your practicum experiences, specifically address the impact on student learning and your personal professional growth. All discussion board postings should be professional and courteous in nature. All cooperating teachers and students must remain anonymous. **Remember – the focus of the reflection assignments is to enhance your professional growth. This is not the time or place to discuss personal issues you may have with your cooperating teacher.**

### **Teaching and learning context task**

Using the graphic organizer template provided (posted on BlackBoard), collect information about the diverse needs of your students. This information will help you when designing your lessons throughout the semester, as you make plans to accommodate needs. Do not feel limited by the space provided in the templates; adjust page length as necessary, to answer the questions thoroughly, recording any information that will help you make lesson plans to meet the needs of all your students.

### **Portrait of a Child**

Using the guiding questions provided on Teaching and Learning Context assignment, you will gather information about two children in your practicum setting. The purpose of this assignment is for you as a young teacher to realize the social and emotional needs that elementary aged students bring to school with them. By assessing these needs, you will realize that you must first meet these needs **BEFORE** you meet their academic needs.

## **Evaluations**

The University Supervisor is responsible for deciding the candidate's final grade, with input from the Cooperating Teacher. Lesson plan/unit evaluation is the responsibility of the university methods professor for each specific course (science, social studies, mathematics, and the assessment course professor). The content and the topics of the lesson/unit plans must originate from the practicum classroom, i.e., the Cooperating Teacher (CT). The CT is responsible for deciding the topic that needs to be taught by the candidate in the practicum classroom. The lesson objectives must be approved by the CT; the lessons will then be developed in the methods courses. Each lesson plan must be approved as having sufficient and appropriate content to be taught in the practicum classroom, and signed as approved by the methods professor. This approved copy of the lesson must be provided to the observer (University Supervisor or Cooperating Teacher) just before the scheduled observation, or the candidate will not be permitted to teach the lesson and must reschedule teaching when the lesson has been approved.

The University Supervisor is also responsible for the Journals and Portfolio evaluation, and must formally observe each candidate teaching one lesson. The Supervisor will keep records of attendance, including time sheets.

## **IMPLEMENTATION OF INSTRUCTION**

### **OBSERVATION/EVALUATION REPORTS**

**Each candidate will be formally observed while teaching at least one lesson for each of the three units. The University Supervisor must do at least one of the formal observations; the Cooperating Teacher does the others.**

Candidates will be asked to self-evaluate their instruction and be ready to conference with the CT and/or the University Supervisor after each lesson implementation. For at least three of the lessons, a written report will be compiled based on the lesson observation and the post-observation discussion. The report will follow a university-approved format and focus on the candidate's strengths and areas of growth (A copy of this report is included in this handbook).

Implementation must be aligned with the existing classroom procedures and strategies. The lesson plans must follow the format designated by the respective methods professor. Any necessary changes must be discussed with the CT prior to the implementation of the lessons.

**SECTION VI**  
**THE TEACHING PORTFOLIO**

## **ELECTRONIC PORTFOLIO DEVELOPMENT**

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

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

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

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

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

## **HINTS FOR DEVELOPING AN EFFECTIVE TEACHING PORTFOLIO**

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

### Introduction

Title page

Table of Contents

Statement of Ownership

Curriculum Contract

Resume

Code of Ethics

Philosophy

Field & Clinical Experiences

Divider Page for New Teacher Standards

### Standard I: Demonstrates Applied Content Knowledge

Science content knowledge report

Journal reflections on helping students master content

Evidence of strategies in teaching concepts in developmentally appropriate manner

Samples of student work showing understanding of content

Lesson plans/samples from interdisciplinary unit demonstrating how concept was taught

Student transcript

### Standard II: Designs and Plans Instruction

Plans to enhance student attitudes/motivation

Student interest/attitude inventory

Strategies for individualizing instruction

Pictures with descriptions of bulletin boards and learning centers

Lesson plan units for a variety of subject areas/grade levels

Information on how to accommodate diversity

Interdisciplinary unit plan/web

### Standard III: Creates and Maintains Learning Climate

Classroom management plan with reflection

Map of classroom layout

Observation evaluations

List of classroom routines/rules with reflection

Written critique/videotapes of teaching events

Evidence of curriculum materials you developed

### Standard IV: Implements and Manages Instruction

Classroom management plan with reflection

Map of classroom layout

Observation evaluations

List of classroom routines/rules with reflection

- Written critique/videotapes of teaching events
- Evidence of curriculum materials you developed
- Standard V: Assess and Communicates Learning Results
  - Diagnostic Interviews and Anecdotal Records
  - Samples of student work with your feedback
  - Sample tests/performance tasks/open-ended response questions
  - Scoring rubrics, observations, and other samples of evaluation instruments
  - Graded student work with sample from different levels of the rubric
  - Samples of student self-assessment/peer assessment
  - Reports to parents about student progress
- Standard VI: Demonstrates the Implementation of Technology
  - Evidence of K-12 students' use of technology
  - Applications (Power Points, Excel, Inspiration/Kidspiration)
  - Internet activities (web quest, applets, etc.)
  - Digital still & video cameras
  - Calculators, CBLs
  - Assistive Devices
- Standard VII: Reflects On and Evaluates Teaching and Learning
  - Written critique of videotaped lesson
  - Self-evaluation from lessons
  - Reflective Journal Entries
  - Analysis of Unit
- Standard VIII: Collaborates with Colleagues/Parents/Others
  - Parent conferences with narrative
  - Correspondence with supervisors
  - Experiences of team teaching
  - Collaboration with colleagues and others
  - Math & Science Day
  - Interaction with family resource center
  - Field Trips
- Standard IX: Evaluates Teaching and Implements Professional Development
  - Summaries of seminars/professional meetings attended
  - Evidence of membership in professional organizations
  - Explanation of participation in school or district professional development activities with supporting evidence
  - Notes/reflections on observations of other classrooms
  - Personal growth activities such as extra curricular activities or curriculum development
  - Professional growth plan (PGP) for the near future
- Standard X: Provides Leadership within School/Community/Profession
  - <To be completed in Student Teaching>

## Sample Reflection Electronic Portfolio

### Professional Development II Reflection (TOC)

As I complete my semester before beginning my journey student teaching, I have strengthened my belief in what becoming a great teacher entails. One must be dedicated, reflecting, and perhaps most important, able to take their gained knowledge and experience in order to search for ways needed to improve as a teacher. This semester has provided me with ample opportunities to do just this.

All of the education classes that I attended during my Professional Development II semester were necessary for me to come to the realization that a dedicated and a reflecting teacher actively searches for making improvements.

Teaching Elementary School Science, EDU 308, required me to participate in a professional development activity. I am no stranger to the world of professional development activities, however I had never been asked to reflect on what my involvement offered me as a developing teacher. Upon completing the Professional Development Assignment (artifact 10), I was able to see the great impact that professional development activities can have not only on teachers, but their students as well. I was able to reflect upon and answer questions including what the professional development activity taught me as a future teacher, how the experience could improve my teaching, how it could improve the science experience of my students in the classroom, as well as how the activity could be connected to other NKU courses that I have had in the past. Suddenly, a “CINSAM Night for Teachers” had taken on more than just an evening of professional development activities, it was an opportunity to experience and reflect on many different aspects needed to improve as a teacher that I had not thought of before. Professional development activities allow teachers to learn about the many resources that are available to them including supplies, lesson plans, teaching strategies, and the offering of advice. It provided me with the opportunity to demonstrate my interpersonal/team membership skills to facilitating instruction (NTS 3.9). Perhaps the most influential teaching strategies I learned while participating in “CINSAM Night for Teachers” was Best Practices. This includes hands-on activities connected with Kentucky Core Content, real-world applications, higher level thinking strategies, and inquiry based instruction. These professional development activities are designed to educate, motivate, excite, and encourage science as an inquiry-based subject. This assignment has enabled me to articulate a professional development plan to improve my own performance and to expand my teaching repertoire to facilitate student achievement of the learning goal (NTS 7.2) as well as provide evidence of improvement in performance and an increased capacity to facilitate student learning (NTS 7.4). To be a great teacher, I must dedicate myself to participating in professional development activities as they come available, reflect on my experiences there, and use them to improve my teaching performance in the classroom.

Teaching Elementary School Mathematics, EDU 306, provided me the opportunity to conduct Diagnostic Interviews ([artifact 11](#)) with two individual students prior to teaching my Everyday Mathematics Unit. Here, I designed an interview document that involved a variety of math problems and tasks that were developmentally appropriate and that related to my Everyday Mathematics Unit. After interviewing students and recording their responses, I was able to summarize my findings in order to accurately assess students' mathematical understandings. Using this information, I was able to reflect on my findings and make alterations to my lessons and apply appropriate assessment strategies and assessments needed (NTS 1.9) in order for the Everyday Mathematics Unit to be effective. The completion of the Diagnostic Interviews has allowed me to propose learning experiences that are developmentally appropriate (NTS 1.5) and that challenge, motivate and actively involve each learner (NTS 1.4).

In Classroom Assessment, EDU 315, I was able to create a variety of assessments including a traditional test, an open response item with a scoring guide, and a performance assessment task with a scoring rubric. I used the performance assessment task and scoring rubric to create a Teacher Work Sample ([artifact 12](#)). Here, after students completed the designed performance task, I was able to score them according to the rubric and record the assessment data. From this assessment data, I created graphs that displayed both aggregated results of the whole class as well as by sub-groups. Using the graphs, I summarized the students' scores and reflected on the assessment data in order to analyze how well the students met the instructional objectives of the unit. From this, appropriate changes were established in order to improve student learning (NTS 5.2). This process allowed me not only to assess the students' learning, but to also communicate their results to the Cooperating Teacher and parents. This systematic approach of collecting and analyzing assessment data in order to maintain up-to-date records of student progress (NTS 4.5) allowed me to accurately assess students' performance using an established criteria and scoring guide that is consistent with Kentucky's assessment program and the CATS (NTS 4.3).

Teaching Social Studies in the Early Grades, EDU 312, provided me with many opportunities to reflect on my own teaching strategies as well as others. Completing the Critical Analysis Assignments ([artifact 13](#)) allowed me to identify instructional strategies that have been implemented by practicing teachers and critically analyze which aspects of those best practices were applicable to my needs and which ones needed improvement. Many articles offered great insight as to how I can use emerging technologies and distance learning applications in order to enhance my professional productivity as well as support future instruction (NTS 9.6 & NTS 9.7). Each Critical Analysis of a selected article allowed me to analyze and evaluate the effects of learning experiences in order to identify the articles' strengths and areas of needed improvement. From this, I was able offer appropriate changes that could be made in order to make improvements upon student learning (NTS 5.2). Several new teaching strategies emerged as a result of these Critical Analysis Assignments including using role-playing in order for students to develop empathy and an inherent interest in historical events and the people that experienced them, using common interests of students in order for them to make real and practical applications that relate to their lives, and using a variety of primary and secondary resources in order for students to gather information.

It was in EDU 312 that I devised my Social Studies Unit. The Unit focused on the Voyage of the Mayflower and the First Thanksgiving and contained two separate lesson plans. I immediately took the advantage of coming home after teaching each lesson in order to reflect on myself as a developing teacher. The Unit Reflections ([artifact 14](#)) shows how reflecting at the end of each lesson gave me the opportunity to accurately assess and evaluate both my specific teaching and learning situations (NTS 5.1), as well as the effects of the learning experiences on individual students and the class as a whole in order to make appropriate changes to improve student learning (NTS 5.2). By evaluating my own performance, I was able to articulate both my strengths and my weaknesses in order to determine my own personal professional development plan (NTS 7.1, 7.2, and 7.3). I was also able to use the evaluations of others in order to assist in my devising of such a plan. I was evaluated by my practicum teacher, Dr. Besnoy. In Dr. Besnoy's evaluation ([artifact 15](#)), it shows my ability to organize materials and equipment to create a media-rich environment (NTS 2.5) and make creative and appropriate use of the media and technology (NTS 3.11), as well as my ability to link learning with students' prior knowledge (NTS 3.2). This evaluation provides the evidence of my performance levels and again articulates my strengths and areas for improvement. Only through these reflections and evaluations, was I able to reflect on the evidence provided and make appropriate improvements needed to be a more effective teacher.

Elementary Practicum, EDU-392, was perhaps the most rewarding and beneficial experience I have had during my time enrolled in the College of Education at Northern Kentucky University. Completing Journal Entry #1: Classroom Climate and Management, ([artifact 16](#)) allowed me to elaborate on how displayed organization can bring stability and control into a classroom. My observing classroom clearly organizes materials and equipment to create a media-rich environment, including technology (NTS 2.5) as well as establishes and maintains standards of mutually respectful classroom interaction (NTS 2.2). This not only optimizes the learning environment for students, it also encourages them to imitate their surroundings. I was able to observe many classroom management strategies that I will find useful in the future including rules that promote maturity and integrity. Having decided on the rules as a class, the students were aware and respectful of them. These classroom rules also have a tremendous impact on the students as they focus on their rights and responsibilities as American citizens. I was also able to see first hand how separate Behavior Plans allow the teacher to assess students' behavior both as a class and as individuals. This eliminates the class as a whole being punished due to the behavior of selected students.

Participating in Elementary Practicum has been an experience that has had a positive impact on my ideas about teaching, learning, and children. I was able to see first hand the impact that a great teacher can have on not only their students, but on everyone that surrounds them. The bar was raised at my practicum placement and more was expected of me each time I taught a lesson. My Cooperating Teacher displayed how every day, every student, and every year can vary. A great teacher is always looking for new ideas, resources, and strategies to improve the effectiveness of learning in an ever-changing classroom.

The best thing about this practicum experience has been meeting my Cooperating Teacher. She has designed a classroom that is strategically aligned with the development of responsibility, ownership, and maturity within her students. Her dedication as a teacher is evident at first glance. Always offering praise and suggestions, she makes it clear as to what is expected of a great teacher. She demands respect from everyone that walks into her room. The organization level that is presented exemplifies the level of organization that she expects from her students, parents, teacher aids, and practicum students.

If there was one thing I could change about my experience during practicum, it would have been to spend more consistent time there while teaching my Units. Last semester, I was able to design a Unit of Study that incorporated Reading, Writing, and Science. I engaged students in four separate lesson plans and four Literacy Centers throughout four consistent days. Having this time, allowed me to really become involved in my Unit. I was able to pick up from where we left off the day prior, knowledgeably activate students' prior knowledge, make appropriate alterations to lessons when needed, and prepare a more accurate assessments of students. I felt that this was a much more effective way to present a Unit rather than just teach two separate lessons in three different subject areas.

Indeed this field experience has been of great value to me. It is one that I will carry with me throughout my journey as a teacher. I have been told to find an exemplary teacher, and follow their lead. This semester has allowed me to do just that. From organizing a classroom, to appropriately displaying information, and collecting a variety of resources needed to effectively teach, this field experience has offered me great insight. I saw first hand how a loving community can build a strong school.

Overall, participating in this Professional Development II Semester has been a valuable experience. Working with my fellow classmates, my Cooperating Teacher, and many professors here at Northern Kentucky University, has allowed me to see the ample amount of dedication that teachers need in order to create an effective learning environment. Indeed, this semester has been one of dedication, reflection, gained knowledge, and experience needed in order to improve and become a great teacher.

### **Standards and Criteria:**

#### **Standard 1: The Teacher Demonstrates Applied Content Knowledge**

The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

1.2 Connects content to life experience of student.

1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.

1.5 Identifies and addresses student's misconceptions of content.

#### **Standard 2: ... ect.**

**SAMPLE REFLECTION PAPER PORTFOLIO**  
**Reflection Concerning Artifact (Sample)**

**Standard I**

The following materials demonstrate my ability to design and plan instruction.

Artifact 1—Math Lesson plan developed in EDU 347

This lesson is on computing mean, median, mode and range. The lesson addresses several of Kentucky's student academic expectations. Students apply knowledge and thinking processes (Criteria 2), such as computing mean, to solve problems in their daily lives. Showing them how to compute their average grade in Math class helped them make a connection for how useful this knowledge is. When working in cooperative learning groups, I directed learning experiences that were appropriate for learners (Criteria 5). Students were heterogeneously grouped. Each student had responsibilities within their group and each was challenged to excel. Students were encouraged to be resourceful and creative by coming up with additional methods of compiling data when the M&M activity was near completion (Criteria 11).

During this lesson I learned how all the disciplines connected. Though this lesson focused on math processes, it was necessary for students to have good reading and comprehension skills. The students who have IEP's were teamed with cooperative students who helped with reading the word problems. Students linked prior knowledge of addition, subtraction and division to calculate the mean. I used a demonstration of compiling batting averages and report card grades. Students were encouraged to come up with other examples of things that are averaged, and I explained that this is the same as finding the mean. I found that I had to use more examples than originally planned, because some students did not readily understand the concept. I added examples until most students demonstrated proficiency. At first, I was a bit surprised at the difficulties some students were having with basic math skills. I altered my plan to begin with smaller numbers that were easier to compute, and gradually proceeded to larger, more difficult numbers. I learned the value of practicing basic math skills on a regular basis in the classroom.

Performance Criteria

- 1.1 Focuses instruction on one or more of Kentucky's student academic expectations.
- 1.2 Develops the student's ability to apply knowledge, skills, and thinking processes
- 1.5 Proposes learning experiences that are developmentally appropriate for learners. Describes experiences for multiple levels of complexity to accommodate students at different levels of performance.
- 1.11 Includes learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.

## **SECTION VII**

### **LESSON PLAN FORMAT**

**KTIP Lesson Plan Format:** Methods professors will provide specific details for the Procedures section.

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

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

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

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

### **Context**

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

### **Objectives**

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

### **Connections**

Connect your goals and objectives to appropriate Kentucky Core Content and/or Program of Studies. Use no more than two or three connections, and if not obvious, explain how each objective is related to the Program of Studies and/or Core Content.

### **Assessment Plan**

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

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

<b>Objective Number</b>	<b>Type of Assessment</b>	<b>Description of Assessment</b>	<b>Depth of Knowledge Level</b>	<b>Adaptations and/or Accommodations</b>
Objective 1	Formative	Brainstorm	1	Record ideas visually
Objective 3	Summative	Written response for student portfolio	2	Word Banks for student with reading IEP

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

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

### **Procedures**

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

*INITIATING ACTIVITY (ANTICIPATED TIME expressed in minutes)*

*STUDENT ENGAGEMENT (ANTICIPATED TIME expressed in minutes)*

*CULMINATING ACTIVITY (ANTICIPATED TIME expressed in minutes)*

**Lesson Analysis and Reflection:** After teaching your lessons in the classroom, and the post-observation conference, complete this task, using student work samples; some methods professors may require this for **each lesson** taught.

## Task C Lesson Analysis and Reflection

Analyze and evaluate your lesson within two days of post observation conference.

**1.** Explain how you determined the levels of student performance on your objective. Attach rubric.

**2.** Sort the students' performance into 4 categories and determine what percentage of students met the criteria in each category:

Far below standard \_\_\_\_\_% of class

Approaching standard \_\_\_\_\_% of class

Meeting standard \_\_\_\_\_% of class

Exceeding standard \_\_\_\_\_% of class

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

Far below standard

Approaching standard

Meeting standard

Exceeding standard

**4.** For each of the selected students, how will you differentiate instruction to move them forward?

Far below standard

Approaching standard

Meeting standard

Exceeding standard

**5.** What does this analysis tell you about how your students learn?

What does this analysis tell you about the success of the strategies you used?

How useful were the assessments in terms of student learning?

What patterns and trends can inform next steps?

What resources and/or personnel might assist you?

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

## Teaching and Learning Context Task

Demographics		
# Students enrolled	Grade level(s) in class	Ages in class (list all that apply)
<p>School and district factors: public school information should include Comprehensive School Improvement Plan (CSIP), School Report Card (CATS/CTBS results), and relevant data about achievement gap groups. Non-public schools should include similar data.</p>		
<p>Place a <input type="checkbox"/> beside the phrase that best describes the classroom setting.</p> <p><input type="checkbox"/> self-contained      <input type="checkbox"/> lab      <input type="checkbox"/> field      <input type="checkbox"/> collaborative classroom</p>		
<p>Describe the resources (equipment, technology, and supplies) available to you for this class.</p>		
<p>Place a <input type="checkbox"/> beside the phrase that describes the types of help available to you.</p> <p><input type="checkbox"/> instructional assistant(s)      <input type="checkbox"/> parent volunteers      <input type="checkbox"/> peer (student) tutors  <input type="checkbox"/> resource teachers      <input type="checkbox"/> classroom teacher      <input type="checkbox"/> other (Please specify)</p>		
<p>Indicate the # of students in each category below.</p> <p><input type="checkbox"/> ESL      <input type="checkbox"/> # with IEPs      <input type="checkbox"/> # with 504 modifications  <input type="checkbox"/> Title I      <input type="checkbox"/> Gifted      <input type="checkbox"/> Other</p>		
<p>List types of differences in this box</p> <p><input type="checkbox"/> Languages      <input type="checkbox"/> Cultures      <input type="checkbox"/> Achievement/Developmental Levels</p>		
<p>Indicate the # of students for each pattern of achievement.</p> <p><input type="checkbox"/> Below grade level      <input type="checkbox"/> At grade level      <input type="checkbox"/> Above grade level</p>		
<p>Describe other classroom conditions (if any) including student demographics that have implications for teaching and what might be observed in your classroom.</p>		
<p>Implications for instruction: List two or three ways the above factors influence planning and implementing instruction.</p>		

- Write a new Teaching and Learning Context description describing your practicum placement from Professional Semester II. You should attempt to address as many of the following criteria as possible:
- School and district factors: description of the district (rural, urban, middle class, etc.), diversity, percentage on free/reduced lunch, school report card data, relevant data about achievement gap groups.

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

In light of your observations and the data presented above, describe what you have learned that will impact your practice as a new teacher.

**SECTION VIII**

**FORMS**

**ELEMENTARY PRACTICUM II FORMAL LESSON EVALUATION (EDU 392)**  
**NORTHERN KENTUCKY UNIVERSITY**

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

Please use the following indicators to evaluate the student's implementation of the lesson:  
 (D) Demonstrated (PD) Partially Demonstrated (ND) Not Demonstrated (NA) Not Applicable

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

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

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

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

<b>STANDARD 5: ASSESSES AND COMMUNICATES LEARNING RESULTS</b>	<b>D</b>	<b>PD</b>	<b>ND</b>	<b>NA</b>
5.2 Uses formative assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3 Uses summative assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4 Describes, analyzes, and evaluates student performance data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.6 Allows opportunity for student self-assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>STANDARD 6: IMPLEMENTATION OF TECHNOLOGY</b>	<b>D</b>	<b>PD</b>	<b>ND</b>	<b>NA</b>
6.2 Uses available technology in instruction to facilitate student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3 Integrates student use of available technology into instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.5 Demonstrates ethical and legal use of technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>STANDARD 7: REFLECTS ON/EVALUATES TEACHING AND LEARNING</b>	<b>D</b>	<b>PD</b>	<b>ND</b>	<b>NA</b>
7.1 Uses data to reflect on and evaluate student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2 Uses data to reflect on and evaluate instructional practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**ELEMENTARY PRACTICUM II FORMAL LESSON EVALUATION (EDU 392)**  
**NORTHERN KENTUCKY UNIVERSITY**

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

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

Observer's Signature \_\_\_\_\_ Practicum Student's Signature \_\_\_\_\_

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

**N.K.U. COLLEGE OF EDUCATION – PRE-SERVICE PROGRAM  
MID-TERM EVALUATION BY CO-OPERATING TEACHER**

STUDENT NAME: \_\_\_\_\_

TEACHER NAME: \_\_\_\_\_

**Section I**

This student has satisfactory practicum attendance in the classroom.

\_\_\_\_\_ (Initials) \_\_\_\_\_ (Date)

**Section II**

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

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

<b>3</b>	<b>2</b>	<b>1</b>	<b>N</b>
Ready for Student Teaching	Making Acceptable Progress Towards Student Teaching	Making Unsatisfactory Progress Towards Student Teaching	Not Observed

6. **Professional Attributes:**

- \_\_\_\_\_ a. Maintained a professional attitude toward teaching and the teaching profession.
- \_\_\_\_\_ b. Accepted and completed assigned tasks in a competent and professional manner.
- \_\_\_\_\_ c. Displayed proficiency in both written and spoken language.
- \_\_\_\_\_ d. Professional in dress, appearance and comportment.

7. **Attitude Indicators:**

- \_\_\_\_\_ a. Sought to learn from you.
- \_\_\_\_\_ b. Related well with others -- students, faculty, staff and parents.
- \_\_\_\_\_ c. Accepted suggestions for improvement in a professional manner.
- \_\_\_\_\_ d. Displayed a genuine interest in your students and their learning.
- \_\_\_\_\_ e. Sought opportunities to become involved in school activities beyond the classroom assignment.
- \_\_\_\_\_ f. Demonstrated growth in their understanding of teaching and the teaching profession during this placement.

8. **Skill Indicators:**

- \_\_\_\_\_ a. Appeared to understand the unique intellectual, social, physical and emotional needs of elementary grade students.
- \_\_\_\_\_ b. Executed developmentally appropriate activities that incorporated multiple approaches to thinking and learning.
- \_\_\_\_\_ c. Used appropriate classroom management skills to enhance the classroom learning environment.
- \_\_\_\_\_ d. Demonstrated a mastery of content knowledge in presentations.
- \_\_\_\_\_ e. Helped students feel comfortable in her/his presence.
- \_\_\_\_\_ f. Voice projection adequate for classroom.

Progress towards readiness for next level of Professional Practicum: (Please circle one) **Ready** or **Not**

**Ready**

\_\_\_\_\_  
Supervising Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
School

**N.K.U. COLLEGE OF EDUCATION – PRE-SERVICE PROGRAM  
FINAL EVALUATION BY CO-OPERATING TEACHER**

STUDENT NAME: \_\_\_\_\_ TEACHER NAME: \_\_\_\_\_

**Section I**

This student completed approximately \_\_\_\_\_ hours of pre-service activity in my classroom.

\_\_\_\_\_(Initials)\_\_\_\_\_(Date)

**Section II**

Your responses to the attributes and indicators below are solicited in order for the university to make an informed decision about this student’s readiness to advance to the next level of professional practicum experience (in most cases, student-teaching).

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

<b>3</b>	<b>2</b>	<b>1</b>	<b>N</b>
Satisfactory Performance	Improvement Needed	Unsatisfactory Performance	Not Observed

9. Professional Attributes:

- \_\_\_\_\_ a. Maintained a professional attitude toward teaching and the teaching profession.
- \_\_\_\_\_ b. Accepted and completed assigned tasks in a competent and professional manner.
- \_\_\_\_\_ c. Displayed proficiency in both written and spoken language.
- \_\_\_\_\_ d. Professional in dress, appearance and comporment.

10. Attitude Indicators:

- \_\_\_\_\_ a. Sought to learn from you.
- \_\_\_\_\_ b. Related well with others -- students, faculty, staff and parents.
- \_\_\_\_\_ c. Accepted suggestions for improvement in a professional manner.
- \_\_\_\_\_ d. Displayed a genuine interest in your students and their learning.
- \_\_\_\_\_ e. Sought opportunities to become involved in school activities beyond the classroom assignment.
- \_\_\_\_\_ f. Demonstrated growth in their understanding of teaching and the teaching profession during this placement.

11. Skill Indicators:

- \_\_\_\_\_ a. Appeared to understand the unique intellectual, social, physical and emotional needs of elementary grade students.
- \_\_\_\_\_ b. Executed developmentally appropriate activities that incorporated multiple approaches to thinking and learning.
- \_\_\_\_\_ c. Used appropriate classroom management skills to enhance the classroom learning environment.
- \_\_\_\_\_ d. Demonstrated a mastery of content knowledge in presentations.
- \_\_\_\_\_ e. Helped students feel comfortable in her/his presence.
- \_\_\_\_\_ f. Voice projection adequate for classroom.

Readiness for next level of Professional Practicum: (Please circle one) **Ready** or **Not Ready**

\_\_\_\_\_  
Supervising Teacher’s Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
School

## NOTES

Name \_\_\_\_\_

**PROFESSIONAL SEMESTER II ELECTRONIC PORTFOLIO RUBRIC  
(EDU 392)**

<b>Evidence / Levels</b>	<b>MET</b>	<b>NOT MET</b>
<b>Resume</b>	Up to date Follows format Control of surface features Sufficient detail	Not up to date Format not followed Errors in surface features Missing most necessary information
<b>Teaching and Learning Context</b>	Addressed in detail: <ul style="list-style-type: none"> <li>• School / district factors</li> <li>• Classroom factors</li> <li>• Student characteristics</li> <li>• Implications for instruction</li> <li>• Classroom management</li> </ul> Clear explanation of impact on personal growth as a teacher  Control of surface features	Does not address one or more of the following: <ul style="list-style-type: none"> <li>• School / district factors</li> <li>• Classroom factors</li> <li>• Student characteristics</li> <li>• Implications for instruction</li> <li>• Classroom management</li> </ul> Does not provide a clear explanation on personal growth as a teacher  Errors in surface features distract the reader
<b>Artifacts</b>	Minimum of <b>4</b> artifacts developed during Professional Semester II of which <b>1</b> must be the evaluation of the lesson observed by your university professor (with corresponding KTIP lesson plan).	Fewer than 4 artifacts or did not include university professor's observation form and/or KTIP lesson plan.
<b>Reflection</b>	<ul style="list-style-type: none"> <li>• <b>1 (one)</b> reflection for Professional Semester II</li> <li>• Detailed description of professional growth, including impact on student learning</li> <li>• Artifacts cited in body of reflection</li> <li>• Kentucky Teacher Standards addressed within reflection</li> <li>• Kentucky Teacher Standards listed at end of reflection</li> <li>• All KTS #1-9 addressed by end of Professional Semester II</li> <li>• Observations must be linked to KTS</li> <li>• Control of surface features</li> </ul>	<ul style="list-style-type: none"> <li>• No reflection</li> <li>• Limited or vague description of professional growth</li> <li>• Impact on student learning vague or missing</li> <li>• Artifacts not cited</li> <li>• Kentucky Teacher Standards not addressed</li> <li>• Kentucky Teacher Standards not listed</li> <li>• All KTS #1-9 not addressed</li> <li>• Observations not linked to KTS</li> <li>• Errors in surface details</li> </ul>
	<b>*Must receive MET in all areas to have an ACCEPTABLE portfolio</b>	

Revised 8/18/08

**ORTFOLIO EVALUATION SUMMARY**

Name \_\_\_\_\_ S S # \_\_\_\_\_ EDS 473: I. \_\_\_\_\_ VI. \_\_\_\_\_  
 II. \_\_\_\_\_ VII. \_\_\_\_\_  
 Title page \_\_\_\_\_ Code of Ethics (College & State) \_\_\_\_\_ III. \_\_\_\_\_ VIII. \_\_\_\_\_  
 Table of Contents \_\_\_\_\_ Philosophy \_\_\_\_\_ IV. \_\_\_\_\_ IX. \_\_\_\_\_  
 Statement of Ownership \_\_\_\_\_ Reflections on Experiences \_\_\_\_\_ V. \_\_\_\_\_ X. \_\_\_\_\_  
 Curriculum Contract \_\_\_\_\_ Divider Pages for NTS \_\_\_\_\_  
 Resume \_\_\_\_\_ Standards & Performance Criteria \_\_\_\_\_ School \_\_\_\_\_

Fill in (A) if Acceptable and (U) if unacceptable  
 1<sup>st</sup> ( ) \_\_\_\_\_(US) \_\_\_\_\_(ST) \_\_\_\_\_(DATE)  
 2<sup>nd</sup> ( ) \_\_\_\_\_(US) \_\_\_\_\_(ST) \_\_\_\_\_(DATE)  
 3<sup>rd</sup> ( ) \_\_\_\_\_(US) \_\_\_\_\_(ST) \_\_\_\_\_(DATE)

Documentation for Standards, appropriate Artifact and Reflection: (Circle applicable course)

(A)	(B)	(C)	(D)	ED
U 303	EDU 390	EDU 392	Student Teaching	
EDU 307	EDU 391	EDU 394		
EDU 309	EDU 393	PHE 490/491		
EDU 311	PHE 490/491	HEA 489		
	HEA 489			

Comments	Comments	Comments	Comments
I. _____	I. _____	I. _____	I. _____
II. _____	II. _____	II. _____	II. _____
III. _____	III. _____	III. _____	III. _____
IV. _____	IV. _____	IV. _____	IV. _____
V. _____	V. _____	V. _____	V. _____
VI. _____	VI. _____	VI. _____	VI. _____
VII. _____	VII. _____	VII. _____	VII. _____
VIII. _____	VIII. _____	VIII. _____	VIII. _____
IX. _____	IX. _____	IX. _____	IX. _____
X. _____	X. _____	X. _____	X. _____

School \_\_\_\_\_ School \_\_\_\_\_ School \_\_\_\_\_ School \_\_\_\_\_

Fill in (A) if Acceptable and (U) if Unacceptable:

1 <sup>st</sup> ( ) _____	1 <sup>st</sup> ( ) _____	1 <sup>st</sup> ( ) _____	1 <sup>st</sup> ( ) _____
UNIV SUPERV STUDENT DATE	UNIV SUPERV STUDENT DATE	UNIV SUPERV STUDENT DATE	UNIV SUPERV STUDENT DATE
2 <sup>nd</sup> ( ) _____	2 <sup>nd</sup> ( ) _____	2 <sup>nd</sup> ( ) _____	2 <sup>nd</sup> ( ) _____
UNIV SUPERV STUDENT DATE	UNIV SUPERV STUDENT DATE	UNIV SUPERV STUDENT DATE	UNIV SUPERV STUDENT DATE
3 <sup>rd</sup> ( ) _____	3 <sup>rd</sup> ( ) _____	UNIV SUPERV STUDENT DATE	UNIV
SUPERV STUDENT DATE	UNIV SUPERV STUDENT DATE	UNIV SUPERV STUDENT DATE	

Unacceptable portfolios will be further evaluated by the Coordinator of Field Experiences or Director of Student Services. Portfolio Evaluations are to be kept in the folder pocket. (Revised Fall 2003) All completed portfolio evaluation forms should be returned to BEP 257 immediately following evaluation.

## Elementary Professional Semester II (EDU 392) Paper Portfolio Rubric

- \_\_\_\_\_ Title Page
- \_\_\_\_\_ TOC
- \_\_\_\_\_ Statement of Ownership
- \_\_\_\_\_ Curriculum Contract
- \_\_\_\_\_ Code of Ethics
- \_\_\_\_\_ Philosophy
- \_\_\_\_\_ Divider Pages for NT Standards
- \_\_\_\_\_ Standards and Performance Criteria

Evidence/Levels	Acceptable (Meets/Exceeds)	Unacceptable	Comments
<p><b>Documents</b></p> <p>-Resume (updated)</p> <p>-Reflection on Field/clinical Experiences</p>	<p>Control of surface features Follow form Up to date Sufficient detail</p> <p>Complete and accurate information on all placement demographics</p> <p>Professional reflections on growth from Admissions through current semester experiences in dealing with classroom management, learning environment, teaching strategies, modifications, assessment strategies</p> <p>Clear Explanation of impact on personal growth as a teacher</p>	<p>Errors in surface features distract the reader Form not followed Not up to date Missing most necessary information</p> <p>Missing, incorrect statement of demographics</p> <p>Reflection lacks evidence of growth; Vague or unprofessional reflection.</p> <p>No explanation of impact on personal growth as a teacher</p>	
<p><b>Artifacts</b></p> <p>__min of 2 artifacts per standard</p> <p>__min of 6 new artifacts from the EDU 392 block</p>	<p>Clearly labeled and numbered</p> <p>10 standards addressed</p> <p>All accurately matched to standard and performance criteria</p>	<p>Missing and/or confusing labels</p> <p>Fewer than 10 standards addressed</p> <p>One or more are not accurately matched to standard and performance criteria</p>	
<p><b>Reflections</b></p> <p>Cross-reference with new reflection permitted</p>	<p>Clearly numbered and labeled Detailed description of context of artifact Clear explanation/reflection of manner in which artifact impacts student learning Related performance criteria listed</p>	<p>Missing and confusing labels Limited or vague description of context of artifact Limited, vague, or no explanation/reflection of impact on student learning Related performance criteria not listed</p>	

## Dispositions and Professional Behaviors Checklist

NKU Practicum \_\_\_\_\_ NKU Student's Name \_\_\_\_\_ School Placement \_\_\_\_\_

Evaluator's Name \_\_\_\_\_ Date \_\_\_\_\_  
University Supervisor or Cooperating Teacher

**INSTRUCTIONS:** This form is designed to obtain your professional opinion regarding the teaching performance and potential of the student with whom you recently worked. Please provide your best judgment for each item by marking an X on the appropriate number. A rating of "7" indicates that you believe the person's performance and potential as a teacher are among the best you have experienced. Conversely, a rating of "1" indicates your belief that the person's potential and performance as a teacher are very low. If you did not have an opportunity to observe the student's performance regarding any item, please put an "X" on the N.O. (not observed) column. **Please refer to the back of this form for more detailed information about each broad category of dispositions.**

Disposition/ Professional Behavior	Low							High
<b>A. Perception of Self</b>								
A1. Identifies positively with others	1	2	3	4	5	6	7	N.O.
A2. Is dependable/ punctual	1	2	3	4	5	6	7	N.O.
A3. Exhibits ethical behavior	1	2	3	4	5	6	7	N.O.
A4. Displays positive attitude and enthusiasm	1	2	3	4	5	6	7	N.O.
A5. Has a professional appearance	1	2	3	4	5	6	7	N.O.
A6. Demonstrates leadership	1	2	3	4	5	6	7	N.O.
A7. Is open to constructive criticism	1	2	3	4	5	6	7	N.O.
Comments/ examples:								
<b>B. Perception of Others</b>								
B1. Views all students as able to succeed	1	2	3	4	5	6	7	N.O.
B2. Collaborates positively with others	1	2	3	4	5	6	7	N.O.
B3. Shows respect for others	1	2	3	4	5	6	7	N.O.
B4. Respects cultural diversity and individual differences	1	2	3	4	5	6	7	N.O.
Comments/ examples:								
<b>C. Perception of Purpose</b>								
C1. Understands the long term goals of teaching and learning	1	2	3	4	5	6	7	N.O.
C2. Exhibits professionalism	1	2	3	4	5	6	7	N.O.
C3. Committed to ongoing professional development	1	2	3	4	5	6	7	N.O.
C4. Demonstrates commitment to developing the "whole" student	1	2	3	4	5	6	7	N.O.
Comments/ examples:								
<b>D. Frame of Reference</b>								
D1. Primary focus on student learning	1	2	3	4	5	6	7	N.O.
D2. Reflects on one's performance	1	2	3	4	5	6	7	N.O.
D3. Modifies instruction to increase student learning	1	2	3	4	5	6	7	N.O.
D4. Builds and maintains positive relationships with students	1	2	3	4	5	6	7	N.O.
D5. Builds and maintains positive relationships with colleagues	1	2	3	4	5	6	7	N.O.
Comments/ examples:								

\_\_\_\_\_  
 Signature indicates discussion about, not necessarily agreement with, the evaluation.

Student Signature

8/2007

There is a significant body of research indicating that teachers' dispositions/perceptions about students, about teaching, and about themselves, strongly influence the impact they will have on student learning and development. Below is a brief description of four areas of dispositions that are the basis for this form.

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

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

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

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