

Middle Grades Education Practicum Handbook

**Professional Semester I (EDU 391)
&
Professional Semester II (EDU 394)**



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

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Northern Kentucky University
College of Education and Human Services
CONCEPTUAL FRAMEWORK



Committed to the Development of All Learners

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

**THE COLLEGE OF EDUCATION AND HUMAN SERVICES’
VISION AND MISSION STATEMENT**

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

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

COLLEGE GOALS

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

- Attract, retain, and graduate students of diverse backgrounds;
- Recruit and retain outstanding, committed, collegial, and diverse faculty and staff;
- Monitor progress of, provide feedback to, and evaluate performances of students, faculty, and staff;
- Promote faculty professional development and scholarship;
- Encourage and model practices based on high standards and expectations, as defined by professional associations;
- Demonstrate a commitment to ethical and professional standards;
- Provide diverse and inclusive teaching and learning experiences;
- Use creative and effective teaching enhanced with the application of current technology;
- Provide a variety of meaningful field and clinical experiences that include working with diverse populations;
- Seek external funding for innovative programs that enhance learning, growth, and development to meet the needs of the community;
- Engage in continuous assessment that ensures program effectiveness;

- Provide timely and accurate communication and information to internal and external constituencies;
- Engage with P-12 schools, university colleagues, community agencies, and other professional communities to achieve our mutual goals and interests.

PURPOSE

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

PHILOSOPHY

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

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

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

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

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

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

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

CANDIDATE PROFICIENCIES

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

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

- Knowledgeable scholars (which includes content, professional, pedagogical, diversity and technical knowledge). Candidates are well-grounded in theory and equipped with a strong knowledge base to provide learning environments that value diversity, collaboration, and promote a high level of achievement and quality for all learners.
- Skilled scholars (which includes lesson and unit planning, classroom management, classroom teaching, communication, reflection, assessment, accountability for student learning, and technology skills). The effective use of pedagogical skills is essential in building a community of learners to ensure a positive impact on P-12 learning.
- Collaborative scholars (which includes the ability to collaborate with students, parents, and colleagues; interpersonal skills; dispositions; professionalism; and self-evaluation). Candidates contemplate the appropriateness and possible long-term consequences of their professional dispositions and actions on student performance and all aspects of their teaching and instruction.

COMMITMENT TO DIVERSITY

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

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

At the initial level, all teacher education candidates in the College of Education and Human Services are required to complete a diversity course as part of the university's general education requirements, as well as two special education classes that focus on teaching students with disabilities. In addition, all candidates at the initial level are required to consider diverse groups of students when developing and implementing lesson and unit plans in their methods and practicum courses. Faculty in turn evaluate each candidate's ability to plan and work with students of diverse backgrounds. Candidates at the initial level are also required to have experiences working with diverse P-12 students during their practicum and student teaching experiences. Candidates at the advanced level are required to complete a course in diversity as well as document working with P-12 students of diverse backgrounds, which include students with disabilities and Limited English Proficiency, as well as students who are racially and socio-economically diverse.

Education in a democracy requires a commitment to affirming diversity and meeting the challenges presented by a wide range of constituents and communities. The Unit prepares candidates who are equipped with knowledge, competency, and dispositions required to provide equitable educational experiences for all students within a diverse P-12 population. The Unit envisions that its candidates emerge as knowledgeable, skilled, and collaborative scholars who are effective communicators and reflective decision-makers, accountable for the learning of all students.

COMMITMENT TO TECHNOLOGY

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

candidates are prepared to provide their students with opportunities to develop their technological knowledge and skills.

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

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

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

ALIGNMENT WITH STANDARDS

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

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

CONCLUSION

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

Please go to the following link to view the entire Conceptual Framework document:

<http://coehs.nku.edu/ncate/index.php>

MIDDLE GRADES EDUCATION PROGRAM

Introduction

The Middle Grades Education Program is part of a four-year program leading to a Bachelor's degree. Students choose two areas of content focus from the following: language arts, mathematics, science, social studies, or special education. A four-semester progression of course work includes a strong foundation in middle school philosophy, structure, and instruction with extensive field experiences in a variety of middle school settings. Throughout the program, particular emphasis is placed on the unique physical, social, emotional, psychological and cognitive needs of pre-adolescents who are typically enrolled in the fifth through the ninth grades.

The College of Education and Human Services at NKU is committed to providing each pre-service teacher with the best possible practicum experience. To ensure this, pre-service teachers are assigned to area schools organized around the middle school philosophy. At these sites, pre-service teachers have the opportunity to apply the knowledge and professional skills they have gained while working with young adolescents under the direction of qualified classroom teachers and a university instructor.

This handbook has been prepared to serve as a resource for pre-service teachers who are pursuing Middle Grades certification and their practicum cooperating teachers. The materials contained herein are specifically designed to facilitate the Professional Semester I and Professional Semester II clinical field experiences. This handbook outlines the policies and procedures of the College of Education and Human Services related to the program and provides specific information related to the practicum experience. The handbook also helps to establish common expectations and a point of reference to facilitate informed communication among all participants in this important component of the teacher education program.

Program Experiences

The experiences in the Middle Grades Education Program include three major strands:

- A. A strong **foundation in the liberal arts** which includes experiences in communication and literature, history, natural sciences, mathematics, humanities and fine arts, philosophy, social and behavioral sciences, health and wellness, and race/gender perspectives. These experiences are defined by the University and by the College of Education and Human Services in accordance with the requirements of the National Council for the Accreditation of Teacher Education (NCATE). All pre-service teachers must complete the general studies requirements for all majors in the University.
- B. A comprehensive **series of courses and experiences in the pre-service teacher's areas of certification** which provides him/her with a current and sufficient knowledge of the major concepts and the skills needed to develop middle grade teachers' knowledge of the certified subject areas. The courses will provide graduates of the Middle Grades Education Program with the necessary knowledge and skills to demonstrate competency on Kentucky Teacher Standard I, Knowledge of Content. Refer to the curriculum contract for more detailed information.
- C. A **sequence of professional education courses and experiences** based on the Kentucky Teacher Standards are designed to prepare educators to provide a diverse student population with the knowledge and skills required for the 21st century as defined by Kentucky's Learner Goals, Program of Studies P-12, and Core Content. A description of the courses and experiences in each of the four semesters of the professional education sequence are described below.
 1. **Admissions Semester:** Consists of four courses and a practicum experience. Pre-service teachers may enroll in the following professional education courses prior to, or concurrently with, EDU 309. EDU 309 should be taken in the semester in which the teacher candidate intends to apply for full admission to the education program.

Human Growth and Development	EDU 300	3 credits
Introduction to Education	EDU 305	2 credits
Computer Applications for Teachers	EDU 313	2 credits
Students with Exceptionalities in the Schools	EDS 360	2 credits

Admission Practicum EDU 309 2 credits

The field experience for all middle grades pre-service teachers in the Admissions Semester is designed to provide experiences related to the course taken. All middle grades education pre-service teachers in this block are assigned to a middle school.

Education faculty at NKU and the school's faculty work together to provide meaningful experiences that enable middle grades education pre-service teachers to work toward a successful demonstration of their progress toward meeting the Kentucky Teacher Standards and NKU program requirements. To advance to Professional Semester I, teacher candidates must successfully complete all Admissions Semester requirements.

2. **Professional Semester I:** Consists of four courses and a practicum experience. Pre-service teachers enroll in the following block of professional education courses:

Fundamentals of Middle Grades Education	EDU 344	2 credits
Educational Assessment	EDU 315	2 credits
Planning & Implementing Instruction for Students w/ Exceptionalities	EDS 322	2 credits
Middle Grades Practicum I	EDU 391	2 credits

One of the following courses:

Teaching Language Arts in the Middles Grades	EDU 345	3 credits
Teaching Science in the Middle Grades	EDU 346	3 credits
Teaching Math in the Middle Grades	EDU 347	3 credits
Teaching Social Studies in the Middle Grades	EDU 348	3 credits

Those choosing Special Education as a content area may take the content methods course in either Professional Semester I or II.

Pre-service teachers are immersed in almost every aspect of the middle school program through assignments that require them to mentor a student with special needs; observe and work with students in a variety of classes and special assignments; and through optional activities which might include such things as helping with field trips, assisting with site-based subcommittee work, and chaperoning athletic and cultural events. At least three lessons will be designed and taught by each pre-service teacher in the content area corresponding with the methods course for which he/she is registered. Each of the three lessons will be formally observed and evaluated – two by the cooperating teacher and one by the university instructor. To successfully complete Professional Semester I and advance to the next professional semester, teacher candidates must successfully complete all courses in the Professional Semester I block, receive an acceptable rating on his/her ePortfolio, and receive a satisfactory dispositions evaluation by the instructor. (See Appendices the following documents: Lesson Plan Template, Lesson Analysis and Reflection Template, Practicum Lesson Evaluation Form, Dispositions and Professional Behaviors Checklist, ePortfolio Requirements, ePortfolio Rubrics.)

3. **Professional Semester II:** Consists of three courses and a practicum experience. Pre-service teachers enroll in the following block of professional education courses:

Middle Grades Reading and Writing Across the Curriculum	EDU 304	3 credits
Middle Grades Classroom Climate Management	EDU 318	1 credit
Middle Grades Practicum II	EDU 394	2 credits

One of the following courses:

Teaching Language Arts in the Middles Grades	EDU 345	3 credits
Teaching Science in the Middle Grades	EDU 346	3 credits
Teaching Math in the Middle Grades	EDU 347	3 credits
Teaching Social Studies in the Middle Grades	EDU 348	3 credits

Pre-service teachers continue to be immersed in all aspects of the middle school program, and are assigned fewer “observation-oriented” activities. During this semester, active participation is expected at all levels,

- Role of the general educator in IEP development
- Basic understanding of the laws governing special education practices as well as the spirit of those laws

Nuts and Bolts:

- Kentucky Teacher Standards
- Webquest Development
- Portfolio guidelines – each standard explained and how many standards need to be documented and by which semester
- KTIP lesson plan format (Demographic and Actions sections); writing lesson plan objectives; importance of assessment; connections to Kentucky Curriculum Framework (*Transformations*), *Kentucky Program of Studies*, and *Core Content*
- Technology skills and tools – email, Internet, PowerPoint, spreadsheet, digital camera

The knowledge and skills pre-service teachers should learn and have DEMONSTRATED upon exiting the Professional Semester I (EDU 391 block):

Middle Schools and Middle School Students:

- The Middle School Concept
- Young adolescent developmental characteristics
- Integrated and interdisciplinary curricula, integrated thematic unit planning

Assessment:

- Assessment practices that foster student growth and achievement
- Assessing instruction based on student performance
- Formal assessment (formative, summative)
- Analysis of assessment data to evaluate teaching performance and inform future teaching practice
- Assessment – how to construct rubrics, write questions based on Bloom's taxonomy, how to develop different kinds of questions (selected response, constructed response, and open response)
- Familiarity with KCCT
- Interpretation of standardized testing reports; basic stats: mean, median, mode, percentile, stanine
- Development and evaluation of performance assessments

Special Needs Students:

- Modifications and accommodations for a variety of learners
- Differentiation between mainstreaming and inclusion as well as least restrictive environment
- Accessing information from a students' IEP and to provide instructional modifications and adaptations consistent with the legal requirements of IDEA
- District level resources
- Modification of statewide assessments to meet KY and IDEA requirements
- Demonstration of skills in adapting and modifying lesson plans and activities to meet the educational needs of students with disabilities
- Collaboration strategies with general and special educators and classroom assistants to meet the educational needs of students with disabilities

Classroom Instruction:

- How to teach the subject matter in an effective way
- Writing objectives
- Academic expectations, core content for assessment, program of studies, implementation manual, released assessment items
- Application of Bloom's taxonomy, Piaget's theory, assessment, Kentucky standards
- Learning styles - Gardner, basic 4: tactile, visual, auditory, & kinesthetic
- How to facilitate cooperative group work
- Modes of learning, domains of learning (learning styles, multiple intelligences)

- Knowledge of different models of teaching (including inquiry-based) and learning (including constructivism)
- District level resources
- Curriculum, instruction, and assessment resources in content area
- Instructional sequence planning
- Long-range planning

Nuts and Bolts:

- Six Kentucky Teacher Standards (from KTS #1-9) addressed in the portfolio
- Instructional sequence and lesson planning following the KTIP format
- All students observed at least three times (once by the university supervisor and twice by the cooperating teacher)

The knowledge and skills pre-service teachers should have LEARNED AND BE NEAR MASTERY upon exiting the Professional Semester II (EDU 394 block):

Literacy:

- Reading, writing, vocabulary, and study skill strategies for chosen content areas and developing a classroom climate that encourages and supports these

Classroom Management:

- Management strategies and models
- Positive and proactive classroom and individual behavior management

Classroom Instruction:

- How to teach the subject matter in an effective way
- Writing objectives
- Academic expectations, core content for assessment, program of studies, implementation manual, released assessment items
- Application of Bloom's taxonomy, Piaget's theory, assessment, Kentucky standards
- Learning styles - Gardner, basic 4: tactile, visual, auditory, & kinesthetic
- How to facilitate cooperative group work
- Modes of learning, domains of learning (learning styles, multiple intelligences)
- Knowledge of different models of teaching (including inquiry-based) and learning (including constructivism)
- District level resources
- Curriculum, instruction, and assessment resources in content area
- Instructional sequence planning
- Long-range planning

Nuts and Bolts:

- Kentucky Teacher Standards #1-9 addressed in the portfolio
- Instructional sequence and lesson planning following the KTIP format
- All students observed at least three times (once by the university supervisor and twice by the cooperating teacher)

The knowledge and skills pre-service teachers should have mastered prior to student teaching:

- Effective pedagogy
- Mastery of 5-9 content - content that teachers are required to teach.

PRACTICUM EXPECTATIONS

EDU 391 / EDU 394

Responsibilities of Practicum Team Members

University Supervisor

The university instructors of the methods courses taken concurrently with Professional Practicum I and Professional Practicum II are primarily responsible for preparing pre-service teachers for content instruction and evaluating specific assignments. The university will also assign a University Supervisor who will provide instruction early in the semester regarding effective teaching practices and strategies. The University Supervisor will be available for consultation with pre-service teachers and classroom teachers and will observe a lesson taught by each pre-service teacher at least once during the semester. The University Supervisor will also serve as the point of contact to answer questions or to address concerns expressed by the pre-service teacher and/or cooperating teacher.

Contact Information for University Supervisors:

Professional Semester I (EDU 391)

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Cooperating Teacher

The cooperating teacher will provide opportunities for the pre-service teacher to plan and implement specific lessons related to his/her content area. The teacher may direct the pre-service teacher in ways to assist in the classroom when not conducting specific lessons. The classroom teacher may provide feedback to individual pre-service teachers and will be asked to provide evaluative information to the university regarding each pre-service teacher's attendance, participation, performance, and dispositions. **The classroom teacher must be present while the pre-service teacher is in the assigned classroom.**

The Pre-service Teacher

Pre-service teachers enrolled in Professional Practicum I and Professional Practicum II 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. **Pre-service teachers are expected to be on time and prepared for all activities.** They are expected to turn in assignments to course instructors and to the university supervisors on the days designated and in the proper format. **Pre-service teachers 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.** In addition to the Code of Ethics for Certified Personnel in the Commonwealth, students are encouraged to familiarize themselves with the College of Education and Human Services Code of Ethics. (See appendix.)

Criminal Violation Statement

It is the responsibility of the practicum student (pre-service teacher) to immediately notify the practicum professor if the s/he has been arrested, charged, or convicted of a crime (other than a moving vehicle violation) while participating in a practicum. This may result in the student being removed from the practicum placement.

In addition, all practicum students must have a successful background check prior to beginning his/her practicum placement. This is generally completed prior to admission to the College of Education and Human Services. If a background check was not completed during the admissions process, the practicum student should notify the instructor on the first day of classes.

Legal Considerations

Pre-service teachers are responsible for the performance of their duties while engaged in their Practicum assignment. A pre-service teacher may be held liable for any negligent acts or omissions while participating in a local schools' programs and/or activities. NKU strongly recommends the purchase of an educator liability insurance policy. This coverage is included as a benefit of membership in the Student Education Association or from an independent agent.

Practicum Placements

Practicum placements are made by the University Supervisor in cooperation with area middle schools. Building principals recommend members of his/her faculty who meet the minimum requirements (more than one year of teaching experience in the building, completion of his/her internship program, demonstration of effective instructional and classroom management practices, in good standing with the school district). Based on the principals' recommendations, the personal observations of the University Supervisors during previous semesters, and evaluations completed by former practicum students, teachers are selected and paired with pre-service teachers based upon the needed content area.

Sample Activities

During practicum, pre-service teachers should be exposed to as many regular classroom activities as possible. While there may be times it is appropriate for the pre-service teacher to simply observe the cooperating teacher and/or students, observation should not consume a large portion of the pre-service teachers' time while at their practicum placements. To adequately prepare them for the classroom rigors they will experience in student teaching, the pre-service teachers need to take an active role in as many "teacher" responsibilities as possible.

In collaboration with the cooperating teacher, each pre-service teacher is required to plan and implement a minimum of three complete lessons. Each of these lessons will be planned using the KTIP lesson plan format (See Appendix) and formally observed and evaluated based upon the Kentucky Teacher Standards (See Appendix). In addition to the three required teaching experiences, pre-service teachers may be required to complete assignments required for other on-campus courses (e.g., conduct interviews, analyze student data, observe teaching techniques).

Cooperating teachers are encouraged to identify other activities for the pre-service teachers that would be of professional benefit. The following are some suggestions to consider:

- Teach mini-lessons or portions of a lesson planned by the cooperating teacher
- Teach full lessons in addition to those required
- Plan advisory activities
- Assist with use of technology
- Observe other teachers in the same content area
- Work with small groups of students or individuals on remedial or enrichment assignments
- Assist the cooperating teacher with unit and/or individual lesson planning
- Assist the cooperating teacher with preparation of materials, bulletin boards, attendance, etc.
- Attend team meetings or faculty meetings
- Correct papers and record grades
- Assist with cafeteria or field trip supervision

Attendance / Calendar

Practicum students will adhere to the calendars of both NKU and the practicum site. If classes are not in session at either NKU or the practicum site, practicum students are not required to report to their placements. Perfect attendance is expected for all practicum courses; however, in the event a practicum student is unable to report to his/her practicum site, he/she should follow the attendance policies outlined in the course syllabus, including notifying the University Supervisor and the Cooperating Teacher of the expected absence. Practicum students are required to attend all Practicum Seminars as outlined in the syllabus.

Evaluation

All practicum courses require multiple evaluations of the pre-service teacher's knowledge, skills, and dispositions. Each practicum student will be evaluated by the following means:

- Three lesson evaluations (2 by the Cooperating Teacher, 1 by the University Supervisor)
- Two dispositions evaluations (1 by the Cooperating Teacher, 1 by the University Supervisor) – see below.
- Portfolio evaluation by the University Supervisor
- Additional course assignments required by the University Supervisor and outlined in the syllabus

Practicum courses are graded on a Pass/Fail grading system. To successfully pass a practicum course and advance to the next level of professional preparation, practicum students must complete all course requirements, receive an acceptable evaluation on his/her ePortfolio, and receive acceptable dispositions evaluations.

Additionally, practicum students will be given the opportunity to evaluate the practicum experience through university course evaluations and evaluations of their Cooperating Teachers. Cooperating Teachers will be invited to evaluate the Middle Grades Education Program by completing an online survey.

Evaluation of Candidates' Dispositions

Undergraduate Education Programs Continuous Assessment of Candidates' Dispositions

Dispositions: The professional behaviors educators are expected to demonstrate in their interactions with students, families, colleagues, and communities. Candidates (NKU students) will be introduced to the education programs' conceptual framework, including the dispositions information, in EDU 104. They will read and review human relations incidents, reflect on them, and then write a reflection of their own personal dispositions based on the information presented to them in the EDU 104 class.

The dispositions information will be taught to candidates again in the Admissions Practicum, when they will review and further discuss the dispositions information. Candidates will also self-assess their dispositions based on the human relations incident they wrote in EDU 104. During the Admissions Practicum the university supervisor will observe the candidates' interaction with P-12 students and then complete the admissions' dispositions checklist recommendation form. The cooperating teacher will also complete the admissions' recommendation form on each candidate. In addition, candidates will ask one professor (who can be an education, arts/science, or other professor) to complete the recommendation form. The recommendation forms will then be submitted to the Advising Center, as part of each candidate's admissions' application to the education programs. Candidates who are "waived" from the admissions' practicum will be required to have their recommendation forms completed by two professors (preferably at least one Arts/Science professor) and a P-12 teacher they have worked with during their observation hours.

During the admissions practicum, any candidate who is evaluated as 1, 2, or 3 on any of the criteria listed on the dispositions/ professional behaviors checklist will be asked to meet with the university professor and/or admissions practicum coordinator to further discuss the evaluation. This discussion could lead to several outcomes, ranging from a "warning" about the candidate's behavior to deferral from being admitted to an education program.

When all three recommendation forms have been submitted for each candidate they will be reviewed by the admissions practicum coordinator. Any candidate who receives a 1, 2, or 3 on 25% or more of the completed criteria listed on the dispositions/professional behaviors checklist will be referred to the Associate Dean for Undergraduate Programs. The Associate Dean will then take the information about the candidate(s) to the Admissions Appeal Committee for further review and discussion to determine if the candidate should be admitted to an education program. The committee will make one of two decisions:

- a. Full admission based on information received
- b. Deferred Admission

If the candidate is recommended for deferral he/she can appeal that decision by bringing additional evidence to the Admissions Appeal Committee and petition for full admission. The admissions' committee is composed of the

following: Associate Dean for Undergraduate programs (chair), admissions practicum coordinator, arts/science rep, coordinator of student teaching, TEC secretary, and TESL chair. Any candidates deferred for full admission can reapply during the next semester.

Once candidates are fully admitted and continue on to Professional Semester I, II, III (if appropriate) and student teaching they will be continuously assessed on dispositions in their respective practica. Using the same check list used by the admissions' practicum professor, candidates will be assessed in their practica/ student teaching by their professors and cooperating teachers. Any candidate who is evaluated as a 1, 2, or 3 on any of the dispositions/professional behaviors criteria will meet with the appropriate practicum professor for discussion and mentoring. Any candidate who receives a 1, 2, or 3 on 25% or more of the completed criteria listed on the dispositions/professional behaviors checklist will be referred to the department chair and/or associate dean for further discussion and potential removal from the education program.

Each student's dispositions evaluations are available for all faculty to access and review as needed. The dispositions data will be aggregated and reviewed by the appropriate program faculty to make any needed program changes.

PROFESSIONAL ELECTRONIC PORTFOLIO

The Professional ePortfolio encourages pre-service and beginning teachers to gather in one place original creations (artifacts) that document their competencies. Artifacts entered into the portfolio are accompanied with a reflective component that addresses competence in the Kentucky Teacher Standards. Over time, the portfolio will provide evidence of growth in the profession. In all instances, quality is more important than quantity.

As pre-service teachers progress through college they are expected to develop a working portfolio that will contain samples of their finest achievements. At the same time, they will collect data, which will represent them as individuals. By the time the pre-service teachers have finished their student teaching they will have developed a complete professional portfolio. The ePortfolio will allow pre-service teachers an 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 pre-service teachers and their accomplishments at each transition point throughout their development.

Pre-service teachers will be encouraged through evaluation to build their ePortfolios with pride and knowledge of accomplishment. As each portfolio is developed, pre-service teachers will become aware of its use for the validation of professional accomplishments and for a job search.

The Kentucky Teacher Standards form framework for the development of the Northern Kentucky University Professional Portfolios. These standards provide the pre-service teachers with a way to organize their teaching accomplishments. A continuous review of the standards further strengthens the pre-service teachers in the skills and practices necessary to fulfill the requirements of an accomplished teacher.

All education majors will be required to develop an acceptable portfolio. Pre-service teachers should organize their portfolios in an electronic format as presented in Admissions Practicum (EDU 309) and supported by skills learned in EDU 313. All ePortfolios should conform to the expectations outlined in the attached documents (see Appendices for ePortfolio expectations and rubric). Transfer students should contact his/her advisor or the instructor of the Admissions Practicum for portfolio instructions. Pre-service teachers must receive an acceptable portfolio evaluation at the end of each semester in order to progress to the next professional semester.

Appendices

Professional Code of Ethics for Kentucky School Certified Personnel

Approved Training/Professional Development 16 KAR 1:020

RELATES TO: KRS 161.028, 161.040, 161.120

STATUTORY AUTHORITY: KRS 161.028, 161.030

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

Section 1. Certified personnel in the Commonwealth:

- (1) Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;
- (2) Shall believe in the worth and dignity of each human being and in educational opportunities for all;
- (3) Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession:

(a) To students:

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

(b) To parents:

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

(c) To the education profession:

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

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

I have read, understand, and will abide by the Professional Code of Ethics for Kentucky School Personnel.

Signature _____ Date _____

Educators' Code of Ethics

NKU College of Education and Human Services

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

- A. Students must demonstrate professional behavior in any activity on campus or in the community when representing the education programs in the College of Education and Human Services at Northern Kentucky University. Behaviors consistent with this standard include, but are not limited to, the following:
1. The student shall comply with the Professional Code of Ethics for Kentucky Certified Personnel (<http://www.kyepsb.net/legal/ethics.asp>)
 2. The student shall comply with all policies, statutes, rules and procedures established by state and local agencies as well as Northern Kentucky University.
 3. The student shall comply with all rules and regulations of the local school(s) for any field assignment or class assignment.
 4. The student shall recognize, respect and plan for the diversity that exist in the classroom and greater community.
 5. The student shall create and maintain a safe physical and emotional learning environment.
 6. The student shall collaborate with others in a positive, cooperative and courteous manner.
 7. The student shall not falsify or misrepresent any facts, documents, reports or information given to faculty, staff, supervising teachers, university supervisors, students, colleagues or others.
- B. Students must demonstrate professional behavior when using technology for instructional and research purposes, whether using NKU's resources, resources at a P-12 institution, or personal computers. Behaviors consistent with this standard include, but are not limited to, the following:
1. The student shall obtain permission to use and shall give appropriate citations for any work of another person used in her/his assignments.
 2. The student shall submit only his/her original work.
 3. The student shall comply with all fair use and copyright requirements when installing and using software on any computer.
 4. The student shall use email and other web-based communication tools (e.g. social networks) in a responsible and professional manner at all times.
 5. The student shall use computing resources in a responsible, ethical and professional manner and will refrain from using computers in ways such as:
 - Displaying sexually explicit or other inappropriate materials
 - Sending, forwarding or condoning harassing, fraudulent, threatening, or discriminatory communications of any kind,
 - Breaking into, hacking or obtaining unauthorized access to any computer, or sharing other person's password or user account
 - Any other illegal actions, including copyright violations.
- C. Students must demonstrate a professional level of responsibility for academic performance and respect for all students, supervisors and faculty and for the education profession. Behaviors consistent with this standard include, but are not limited to, the following:
1. The student shall treat supervising teachers, university supervisors, students, staff, colleagues, faculty and others with respect at all times.
 2. The student shall not make judgments and/or remarks based on stereotypes and other biases related to race, culture, gender, social class, sexual orientation, religion, disability or ability level. Derogatory or demeaning behavior/language based on prejudice and bias is always unacceptable.
 3. The student shall demonstrate professional responsibility through full participation in all course activities and compliance with attendance policies in accordance with each course syllabus.
 4. The student shall exhibit professional responsibility for completion of course assignments in the required time frame.

5. The student shall exhibit a professional level of respect in class and field assignments by recognizing the authority of the faculty member and by showing courteous and appropriate behavior to all participants. Negative or disruptive comments, usurping authority in class, physical intimidation, and inappropriately aggressive behavior or comments will not be tolerated.
 6. The student shall exhibit a positive attitude toward the education profession and his/her content area. Disrespect shown through negative remarks, poorly prepared lessons, unprofessional appearance or low expectations for self and others is unacceptable.
- D. Students must demonstrate personal conduct consistent with professional behavior. Behaviors consistent with this standard include, but are not limited to the following:
1. The student shall accept constructive criticism from other students, faculty, supervisors or others. A hostile or resistant attitude toward learning, as demonstrated by the refusal to participate in supervisory or advising sessions, is not acceptable.
 2. The student shall consistently attend classes and meetings. Failure to keep appointments and frequent absenteeism or tardiness in class or field assignments is unacceptable.
 3. The student shall demonstrate appropriate behavior in class or field assignments. Displays of disruptive behaviors such as screaming, insulting, ignoring, excessive talking, sleeping, irresponsible use of cell phone, inappropriate communications, intimidation, stalking, usurping authority in class, intoxication, drug use, or being indifferent to the feelings of students, faculty, supervisors, colleagues and/or others is unacceptable.
 4. The student shall maintain a professional appearance in all field assignments. The student must comply with all dress standards and policies expected of a school's professional staff. Appearance deemed unacceptable in most schools include, but is not limited to the following: body piercing, exposed tattoos, the wearing of jeans, revealing attire, sweat pants, tank tops, inappropriate tops and shoes.
 5. The student shall develop and adhere to appropriate professional boundaries in all relationships. Developing an intimate friendship that conflicts with professional roles or developing romantic and/or sexual relationships with a student, instructor, staff member or supervisor is unacceptable.
 6. The student shall not engage in harassment in any form or accuse others inappropriately of harassment. This includes sexual harassment, and harassing by use of phones, email, or any other form of communication.
 7. The student shall not issue implied or explicit threats to faculty, supervisors, students, staff or colleagues.
 8. The student shall not attend class or field assignments under the influence of any non-prescribed drugs or medications or alcohol.
 9. The student shall not commit a crime, be convicted of a crime, or serve probation while a current student in an education program.

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

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

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

Procedures for Violation

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

Written documentation regarding the violation and instructor's decision will be placed in the student's advising folder and copied to the appropriate department chair. In addition, the student's name, meeting date, and the instructor's name will be placed in the "Code of Ethics" log located in the department chair's office for future reference. The instructor may report the incident concurrent with his/her investigation to the department chair or other appropriate agency.

2. If the student wishes to appeal a decision, the department chair will be contacted. The department chair will review all materials, consult with the instructor and student and attempt to resolve the problem. The department chair shall communicate with the student within ten (10) working days from the date of the notification to schedule a meeting to discuss the violation. The department chair may report the incident concurrent with his/her investigation to the Dean of Students and the University Honor Council if deemed appropriate. (Students will need to refer to the Student Handbook for procedures related to the Dean of Students and the University Honor Council.)

The department chair may apply one or more of the following actions should a student be found to be in violation of the Code of Ethics:

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

KENTUCKY TEACHER STANDARDS (Initial Level)

STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE.

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

1.1 Communicates concepts, processes, and knowledge

Accurately and effectively communicates concepts, processes and/or knowledge and uses vocabulary that is clear, correct and appropriate for students.

1.2 Connects content to life experiences of student.

Effectively connects most content, procedures, and activities with relevant life experiences of students.

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

Uses instructional strategies that are clearly appropriate for the content and processes of the lesson and make a clear contribution to student learning.

1.4 Guides students to understand content from various perspectives.

Provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding.

1.5 Identifies and addresses students' misconceptions of content

Identifies misconceptions related to content and addresses them during planning and instruction.

STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION

The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

2.1 Develops significant objectives aligned with standards.

States learning objectives that reflect key concepts of the discipline and are aligned with local or state standards.

2.2 Uses contextual data to design instruction relevant to students.

Plans and designs instruction based on contextual (i.e., student, community, and/or cultural) and pre-assessment data

2.3 Plans assessments to guide instruction and measure learning objectives

Prepares assessments that measure student performance on each objective and help guide teaching.

2.4 Plans instructional strategies and activities that address learning objectives for all students.

Aligns instructional strategies and activities with learning objectives for all students.

2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.

Plans instructional strategies that include several levels of learning that require higher order thinking

STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

3.1 Communicates high expectations.

Sets significant and challenging objectives for students and verbally/nonverbally communicates confidence in students' ability to achieve these objectives.

3.2 Establishes a positive learning environment.

Establishes clear standards of conduct, shows awareness of student behavior, and responds in ways that are both appropriate and respectful of students.

3.3 Values and supports student diversity and addresses individual needs

Uses a variety of strategies and methods to supports student diversity by addressing individual needs.

3.4 Fosters mutual respect between teacher and students and among students.

Treats all students with respect and concern and monitors student interactions to encourage students to treat each other with respect and concern.

3.5 Provides a safe environment for learning

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

STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.

Uses a variety of instructional strategies that engage students throughout the lesson on tasks aligned with learning objectives.

4.2 Implements instruction based on diverse student needs and assessment data.

Implements instruction based on contextual information and assessment data.

4.3 Uses time effectively.

Establishes efficient procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work so that there is minimal loss of instructional time.

4.4 Uses space and materials effectively.

Uses classroom space and materials effectively to facilitate student learning.

4.5 Implements and manages instruction in ways that facilitate higher order thinking.

Instruction provides opportunity to promote higher-order thinking.

STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

5.1 Uses pre-assessments.

Uses a variety of pre-assessments to establish baseline knowledge and skills for all students

5.2 Uses formative assessments

Uses a variety of formative assessments to determine each student's progress and guide instruction.

5.3 Uses summative assessments.

Uses a variety of summative assessments to measure student achievement.

5.4 Describes, analyzes, and evaluates student performance data.

Describes, analyzes, and evaluates student performance data to determine progress of individuals and identify differences in progress among student groups.

5.5 Communicates learning results to students and parents.

Communicates learning results to students and parents that provide a clear and timely understanding of learning progress relative to objectives.

5.6 Allows opportunity for student self-assessment.

Promotes opportunities for students to engage in accurate self-assessment of learning.

STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

6.1 Uses available technology to design and plan instruction.

Uses technology to design and plan instruction.

6.2 Uses available technology to implement instruction that facilitates student learning.

Uses technology to implement instruction that facilitates student learning.

6.3 Integrates student use of available technology into instruction

Integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs.

6.4 Uses available technology to assess and communicate student learning.

Uses technology to assess and communicate student learning.

6.5 Demonstrates ethical and legal use of technology.

Ensures that personal use and student use of technology are ethical and legal.

STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING

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

7.1 Uses data to reflect on and evaluate student learning.

Reflects on and accurately evaluates student learning using appropriate data.

7.2 Uses data to reflect on and evaluate instructional practice.

Reflects on and accurately evaluates instructional practice using appropriate data.

7.3 Uses data to reflect on and identify areas for professional growth.

Identifies areas for professional growth using appropriate data.

STANDARD 8: COLLABORATES WITH COLEAGUES/PARENTS/OTHERS

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

8.1 Identifies students whose learning could be enhanced by collaboration

Identifies one or more students whose learning could be enhanced by collaboration and provides an appropriate rationale

8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.

Designs a plan to enhance student learning that includes all parties in the collaborative effort

8.3 Implements planned activities that enhance student learning and engage all parties.

Implements planned activities that enhance student learning and engage all parties

8.4 Analyzes data to evaluate the outcomes of collaborative efforts.

Analyzes student learning data to evaluate the outcomes of collaboration and identify next steps.

STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT

The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

9.1 Self assesses performance relative to Kentucky's Teacher Standards.

Identifies priority growth areas and strengths by thoroughly and accurately assessing current performance on all the Kentucky Teacher Standards

9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.

Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues

9.3 Designs a professional growth plan that addresses identified priorities.

Designs a clear, logical professional growth plan that addresses all priority areas

9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.

Shows clear evidence of professional growth and reflection relative to the identified priority areas and impact on instructional effectiveness and student learning

STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION

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

10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.
Identifies leadership opportunities in the school, community, or professional organizations and selects one with the potential for positive impact on learning or the professional environment and is realistic in terms of knowledge, skill, and time required.

10.2 Develops a plan for engaging in leadership activities.
Develops a leadership work plan that describes the purpose, scope, and participants involved and how the impact on student learning and/or the professional environment will be assessed.

10.3 Implements a plan for engaging in leadership activities.
Implements the approved leadership work plan that has a clear timeline of events/actions and a clear description of how impact will be assessed.

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

**MATRIX OF COURSES/EXPERIENCES AND THE KENTUCKY
TEACHER STANDARDS (Initial Level)
Middle Grades Education (Grades 5-9) Initial Program**

Courses	KTS 1	KTS 2	KTS 3	KTS 4	KTS 5	KTS 6	KTS 7	KTS 8	KTS 9	KTS 10
EDS 322		X	X			X		X		
EDS 360			X	X	X	X	X			
EDU 300		X		X		X	X	X		
EDU 304	X	X	X	X	X	X	X	X		
EDU 305										
EDU 309						X	X			
EDU 313										
EDU 315		X			X	X	X	X		
EDU 318			X					X	X	
EDU 344	X	X				X	X	X		
EDU 345										
EDU 346										
EDU 347	X	X	X	X	X	X	X	X	X	
EDU 348										
EDU 391	X	X	X	X	X	X	X			
EDU 394	X	X	X	X	X	X	X	X	X	
EDU 495	X	X	X	X	X	X	X	X	X	X
Content Courses *see curriculum contract	X									

Program Standards in Accord with NCATE Learned Society Guidelines

Nature of Early Adolescence and Needs of Young Adolescents

The program prepares professionals who understand

- the physical, social, emotional, intellectual and moral characteristics of the developmental period of early adolescence within the social and cultural contexts of the schools in which they work.
- the changes in family settings, social contexts, threats to health and safety, and risk behaviors in contemporary society that affect healthy development of young adolescents.

Young Adolescent Development in the School Context

The program prepares professionals who apply their knowledge of the nature of early adolescents and needs of young adolescents to:

- plan developmentally and culturally responsive instruction
- design appropriate school programs and functions within them
- create supportive school environments

Philosophy and School Organization

The program prepares professionals who understand the rationale for, role of teachers in and the function of:

- interdisciplinary teams
- teacher-based guidance program
- flexible grouping and scheduling arrangements
- activity programs
- working with colleagues within the framework of the entire school
- working with families, resource persons, and community groups

Curriculum, Pedagogy and Assessment

The program prepares professionals who design and employ teaching and learning approaches appropriate for young adolescents which:

- honor individual differences among learners by utilizing multiple approaches to thinking and learning
- incorporate learners' ideas, interests, and questions into the exploration of curriculum and pursuit of knowledge
- emphasize the interdisciplinary nature of knowledge while drawing upon the resources inherent in separate subjects
- teach the basic concepts and skills of inquiry and communication as integral to all learning
- cultivate skills in recognizing and solving problems
- utilize multiple grouping strategies that emphasize interdependence, cooperation, and individual responsibilities
- employ accountability measures that balance evaluation of academic learning with assessment of individual growth and development
- include multiple strategies for evaluation and assessment

Collaboration

The program prepares professionals who collaborate with:

- colleagues to improve schools and advance knowledge and practice in their schools
- families, resource persons, and community groups to achieve common goals for young adolescents

**UNDERGRADUATE EDUCATION PROGRAMS
TRANSITION POINTS**

The following table lists the transition points of the undergraduate education programs. Candidates' knowledge, skills, and professional dispositions are assessed at each of the transition points in all undergraduate education programs. The outcomes of these assessments determine if a candidate is ready to proceed to the next key point in the undergraduate education program.

**Undergraduate Programs
Transition Points**

<p>Transition Point I – Full Admission</p>	<p><u>Knowledge</u> Required Standardized Test Score Course Success with a C or better 64 hours of coursework Overall GPA of 2.5 Professional GPA of 2.5 CMST 101 B or better ENG 291 B or better/ pass proficiency exam</p> <p><u>Dispositions</u> Dispositions/ Professional Behaviors Checklist</p> <p><u>ePortfolio</u></p>
<p>Transition Point II – Admission to Student Teaching</p>	<p><u>Knowledge</u> Course Success with a C or better Overall GPA of 2.5 Professional GPA of 2.5 Content GPA 2.5</p> <p><u>Skills</u> University Supervisor Lesson Evaluation Cooperating Teacher Lesson Evaluation</p> <p><u>Dispositions</u> Dispositions/ Professional Behaviors Checklist</p> <p><u>ePortfolio</u></p>
<p>Transition Point III – Program Completion</p>	<p><u>Knowledge</u> Course Success with a C or better Degree Course Requirements Completed Overall GPA 2.5 Professional GPA of 2.5 Content GPA of 2.5</p> <p><u>Skills</u> University Supervisor Lesson Evaluation Cooperating Teacher Lesson Evaluation</p> <p><u>Dispositions</u> Dispositions/ Professional Behaviors Checklist</p> <p><u>ePortfolio</u></p> <p><u>Teacher Work Sample</u></p>

Lesson Plan Format

Name: _____ Date: _____ Age/Grade Level: _____

of Students: _____ # of Students with IEP: _____ # of Students with GSSP: _____ # of Students with LEP: _____

Subject: _____ Major Content: _____ Lesson Length: _____

Unit Title: _____ Lesson Number and Title: _____

Context

- Identify the unit topic and the unit objective(s) addressed by this lesson.
- 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

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

Using the tabular format below, describe how each lesson objective will be assessed formatively to determine student progress and modify instruction if needed. Describe any summative assessment to be used if it is a part of this lesson. Include copies of any assessment instruments and scoring criteria or rubrics if applicable to this lesson.

Objective/Assessment Plan Organizer

Objective Number	Type of Assessment	Description of Assessment	Depth of Knowledge Level	Adaptations and/or Accommodations

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 6.)

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.

Note: Your instructors can provide you with a template of the lesson analysis and reflection with expandable typing fields.

Lesson Analysis and Reflection Completed AFTER teaching the lesson	
Analyze and evaluate your lesson <u>within two days of teaching it.</u>	
1. Explain how you determined the levels of student performance on your objective(s). Attach rubrics or criteria used in this determination.	
2. Sort the students' performances into three categories and determine what number of students met the criteria in each category: <ul style="list-style-type: none">• Below criteria _____ # of students• Meeting criteria _____ # of students• Exceeding criteria _____ # of students•	
3. Select one student in each category and describe the student's strengths and learning needs, if any. Below criteria: Meeting criteria: Exceeding criteria:	
4. Reflect on the following: <ul style="list-style-type: none">· What does the analysis of your students' performances tell you about the effectiveness of your instruction in meeting your students' needs?· Describe any patterns or trends in your students' performances. How could these patterns or trends be used in planning and instruction?· What knowledge, skills, and/or resources could help you increase your instructional effectiveness?	
5. For each category of students, how will you differentiate or adapt to move them forward? <ul style="list-style-type: none">· Below criteria· Meeting criteria· Exceeding criteria	
6. Describe how you have reported or plan to communicate learning results to students and parents.	

MIDDLE GRADES PRACTICUM LESSON EVALUATION (EDU 391 & 394)
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

STANDARD 1: APPLIED CONTENT KNOWLEDGE	D	PD	ND	NA
1.1 Communicates concepts, processes, and knowledge	D	PD	ND	NA
1.2 Connects content to life experiences of student	D	PD	ND	NA
1.3 Instructional strategies appropriate for content and student learning	D	PD	ND	NA
1.4 Guides students to understand content from various perspectives	D	PD	ND	NA
1.5 Identifies and addresses students' misconceptions of content	D	PD	ND	NA
STANDARD 2: DESIGNS AND PLANS INSTRUCTION	D	PD	ND	NA
2.1 Develops significant objectives aligned with standards	D	PD	ND	NA
2.2 Uses contextual data to design instruction relevant to students	D	PD	ND	NA
2.3 Plans assessments to guide instruction and measure learning objectives	D	PD	ND	NA
2.4 Plans instructional strategies and activities that address needs of all students	D	PD	ND	NA
2.5 Plans instructional strategies and activities that facilitate multiple levels of learning	D	PD	ND	NA
STANDARD 3: CREATES AND MAINTAINS LEARNING CLIMATE	D	PD	ND	NA
3.1 Communicates high expectations	D	PD	ND	NA
3.2 Establishes a positive learning environment	D	PD	ND	NA
3.3 Values and supports student diversity and addresses individual needs	D	PD	ND	NA
3.4 Fosters mutual respect between teacher and students and among students	D	PD	ND	NA
3.5 Provides a safe environment for learning	D	PD	ND	NA
STANDARD 4: IMPLEMENTS AND MANAGES INSTRUCTION	D	PD	ND	NA
4.1 (A) Uses a variety of instructional strategies aligned with learning objectives	D	PD	ND	NA
4.1 (B) Actively engages students throughout the lesson	D	PD	ND	NA
4.2 Implements instruction based on diverse student needs and assessment data	D	PD	ND	NA
4.3 Uses time effectively	D	PD	ND	NA
4.4 Uses space and materials effectively	D	PD	ND	NA
4.5 Facilitates higher order thinking	D	PD	ND	NA
STANDARD 5: ASSESSES AND COMMUNICATES LEARNING RESULTS	D	PD	ND	NA
5.2 Uses formative assessments	D	PD	ND	NA
5.3 Uses summative assessments	D	PD	ND	NA
5.4 Describes, analyzes, and evaluates student performance data	D	PD	ND	NA
5.6 Allows opportunity for student self-assessment	D	PD	ND	NA
STANDARD 6: IMPLEMENTATION OF TECHNOLOGY	D	PD	ND	NA
6.2 Uses available technology in instruction to facilitate student learning	D	PD	ND	NA
6.3 Integrates student use of available technology into instruction	D	PD	ND	NA
6.5 Demonstrates ethical and legal use of technology	D	PD	ND	NA
STANDARD 7: REFLECTS ON/EVALUATES TEACHING AND LEARNING	D	PD	ND	NA
7.1 Uses data to reflect on and evaluate student learning	D	PD	ND	NA
7.2 Uses data to reflect on and evaluate instructional practice	D	PD	ND	NA

MIDDLE GRADES PRACTICUM LESSON EVALUATION (EDU 391 & 394)
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.

Dispositions and Professional Behaviors Checklist

NKU Practicum/ Student Teacher Course _____ NKU Student's Name _____

Evaluator's Name _____ School Placement _____ Date _____

Circle: University Supervisor or Cooperating Teacher

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

Disposition/ Professional Behavior	Unacceptable (1)		Acceptable (4)			Exceptional (7)		Not Obs
	1	2	3	4	5	6	7	
A. Perception of Self	1	2	3	4	5	6	7	
A1. Identifies positively with others								
<ul style="list-style-type: none"> • Recognizes differences among others • Willing to work with students from all diverse backgrounds (race, gender, SES, language, learning styles, etc.) • Uses inclusive language • Demonstrates an interest in other people's lives 	1	2	3	4	5	6	7	N
A2. Is dependable/ punctual								
<ul style="list-style-type: none"> • On time • Prepared • Follows through • Prompt communication 	1	2	3	4	5	6	7	N
A3. Exhibits ethical behavior								
<ul style="list-style-type: none"> • Academic integrity • Follows ethical guidelines of professional association, P-12 school, COEHS, and NKU • Maintains confidentiality about students, peers, colleagues • Avoids gossiping 	1	2	3	4	5	6	7	N
A4. Displays positive attitude and enthusiasm								
<ul style="list-style-type: none"> • Willing to perform all tasks or learn how to complete them • Exhibits flexibility when dealing with adversity • Communicates positively 	1	2	3	4	5	6	7	N
A5. Has a professional appearance w/in school guidelines								
<ul style="list-style-type: none"> • Appears well-groomed • Professional attire sets candidate apart from students • Wears clothing consistent with teaching duties 	1	2	3	4	5	6	7	N
A6. Demonstrates leadership								
<ul style="list-style-type: none"> • Asks for assistance/clarification when needed • Exhibits initiative • Willing to take on tasks without being asked 	1	2	3	4	5	6	7	N
A7. Is open to constructive criticism								
<ul style="list-style-type: none"> • Open to other ideas and approaches • Asks for feedback after instruction • Adapts suggestions into instruction when appropriate • Responds maturely to criticism 	1	2	3	4	5	6	7	N
B. Perception of Others	1	2	3	4	5	6	7	
B1. Views all students as able to succeed								
<ul style="list-style-type: none"> • Is willing to find ways to help all students achieve success • Finds work/materials on different ability levels • Teaches with a variety of approaches so that all students make progress 	1	2	3	4	5	6	7	N

B2. Collaborates positively with others <ul style="list-style-type: none"> Works well with others (instructional assistants, P-12 teachers and administrators, and NKU professors and peers) 	1	2	3	4	5	6	7	N
B3. Shows respect for others <ul style="list-style-type: none"> Consistently treats others in a respectful manner Works towards an equitable resolution if conflicts arise 	1	2	3	4	5	6	7	N
B4. Respects cultural diversity and individual differences <ul style="list-style-type: none"> Consistently responds to the needs of all students in an appropriate way. Seeks to infuse other cultural perspectives into lessons Accepts input from others, regardless of their backgrounds 	1	2	3	4	5	6	7	N
C. Perception of Purpose	1	2	3	4	5	6	7	
C1. Understands the long term goals of teaching and learning <ul style="list-style-type: none"> Focuses on the development of lifelong learning Demonstrates how lessons build on each other and where student learning is headed. Establishes challenging, yet attainable goals for all students 	1	2	3	4	5	6	7	N
C2. Creates a climate that promotes fairness and equity <ul style="list-style-type: none"> Demonstrates equality in instruction, participation, and involvement Establishes clear rules and consequences and consistently applies them 	1	2	3	4	5	6	7	N
C3. Committed to ongoing professional development <ul style="list-style-type: none"> Actively develops own content and pedagogy knowledge 	1	2	3	4	5	6	7	N
C4. Demonstrates commitment to developing the “whole” student <ul style="list-style-type: none"> Helps P-12 students meet their social, emotional, physical, and cognitive needs Shows understanding that the student must have basic needs met before learning can occur 	1	2	3	4	5	6	7	N
D. Frame of Reference	1	2	3	4	5	6	7	
D1. Primary focus on student learning <ul style="list-style-type: none"> Modifies lessons as they progress Maintains the focus on student success rather than lesson completion 	1	2	3	4	5	6	7	N
D2. Reflects on one’s performance <ul style="list-style-type: none"> Consistently reflects to refine teaching and learning Able to communicate when a lesson did or did not work well 	1	2	3	4	5	6	7	N
D3. Modifies instruction to increase student learning <ul style="list-style-type: none"> Demonstrates modifications to instruction based on student outcomes 	1	2	3	4	5	6	7	N
D4. Builds and maintains positive professional relationships with students <ul style="list-style-type: none"> Develops and maintains student rapport Creates a safe environment where the student positively responds to the teacher Consistently maintains professional boundaries 	1	2	3	4	5	6	7	N
D5. Builds and maintains positive professional relationships with colleagues <ul style="list-style-type: none"> Develops and maintains a professional relationship with the P-12 and university staff, instructors, and peers 	1	2	3	4	5	6	7	N
Comments on any of the above performance criteria:								

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

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

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

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

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

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

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

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

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

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

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

Elements of an ePortfolio for the Professional Semester I

Resume	Update your resume to reflect your practicum placement for Professional Semester I.
Philosophy	You should have completed your philosophy statement in Admissions Semester. Revisions may be made, but you will likely update your philosophy statement during student teaching.
Reflections	<p>The reflection should demonstrate your learning and professional growth throughout the semester. It could include knowledge gained through coursework and assignments, observations from your practicum placement, and/or skills developed while teaching or working with students. Your reflection should address the following criteria:</p> <ul style="list-style-type: none"> • Write ONE reflection for Professional Semester I. • Describe, in detail, your professional growth throughout the semester (what you learned through courses, assignments, and/or practicum). Support your learning with relevant artifacts. Indicate any actual or potential impact on middle school student learning. • Cite any artifacts from Professional Semester I that you use as evidence in your reflection and that you have attached in your ePortfolio (minimum of 4 from Professional Semester I). • Within the reflection, state which Kentucky Teacher Standard each artifact addresses. Keep in mind that an artifact may address more than one Standard. (After completing Admissions Semester and Professional Semester I, you should have addressed a minimum of 6 Kentucky Teacher Standards-Initial Level.) You are encouraged to use the wording of the Standard in your reflection. • At the end of the reflection, list all Kentucky Teacher Standards addressed during Professional Semester I and cited in your reflection. <p>Through your reflection, you want to demonstrate a clear connection between what you have learned, the artifacts you offer as support, and the New Teacher Standards you address. By the end of Professional Semester II, you should demonstrate competence in the first nine Kentucky Teacher Standards-Initial Level through the artifacts you have chosen to include in your ePortfolio.</p>
Artifacts	<p>You must include a minimum of 4 artifacts developed during Professional Semester I of which one must be the complete KTIP lesson plan for the lesson observed by the university professor and the professor's evaluation form. (The lesson plan and corresponding evaluation form are considered ONE artifact). If the artifacts have been graded, you should make any needed corrections and revisions before attaching them to the ePortfolio. Your artifacts should demonstrate your best work and should support the learning described in your reflection. Remember – as you write your reflection, one artifact might actually demonstrate competence in more than one Standard.</p>
Teaching and Learning Context	<p>Write a new Teaching and Learning Context describing your practicum placement from Professional Semester I. You should attempt to address as many of the following criteria as possible:</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> 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. <p>In light of your observations and the data presented above, describe what you have learned that will impact your practice as a new teacher.</p>
Standards and Performance Criteria	Completed in Admissions Semester.
Curriculum Contract	Include your signed contract if you did not do so in Admissions Semester.
Statement of Ownership	Completed in Admissions Semester.
Code of Ethics	Completed in Admissions Semester.

Name _____

**PROFESSIONAL SEMESTER I ePORTFOLIO RUBRIC
(EDU 390, 391, 393)**

Evidence / Levels	MET	NOT MET
Resume	Up to date Follows format Control of surface features Sufficient detail	Not up to date Format not followed Errors in surface features Missing most necessary information
Teaching and Learning Context	Addressed in detail: <ul style="list-style-type: none"> • School / district factors • Classroom factors • Student characteristics of all students worked with this semester, including diversity demographics (socio-economic, ethnic/racial, students with disabilities, limited English proficiency) • Implications for instruction • Classroom management <p>Clear explanation of impact on personal growth as a teacher</p> <p>Describe/discuss your work with diverse students this semester (LEP, racial/ethnic, socio-economic, students with disabilities)</p> <p>Control of surface features</p>	Does not address one or more of the following: <ul style="list-style-type: none"> • School / district factors • Classroom factors • Student characteristics • Implications for instruction • Classroom management <p>Does not provide a clear explanation on personal growth as a teacher</p> <p>Does not provide information/details on individual work with diverse students</p> <p>Errors in surface features distract the reader</p>
Artifacts	Minimum of 4 artifacts developed during Professional Semester I of which 1 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.
Reflection	<ul style="list-style-type: none"> • 1 (one) reflection for Professional Semester I that includes: <ol style="list-style-type: none"> 1. Detailed description of professional growth, including impact on student learning 2. Detailed description of interactions/ collaboration with diverse students, including socio-economic, ethnic/racial, students with disabilities, limited English proficiency; 3. At least 2 of the 4 categories must be specifically addressed by end of Pro Sem I (cumulative over 3 semesters) • Artifacts cited in body of reflection • Kentucky Teacher Standards addressed within reflection • Kentucky Teacher Standards listed at end of reflection • Minimum of 6 standards addressed by end of Professional Semester I (from KTS #1-9) • Observations must be linked to KTS • Control of surface features 	<ul style="list-style-type: none"> • No reflection • Limited or vague description of professional growth • Impact on student learning vague or missing • Limited or vague description of working with diverse students • Less than 2 of the 4 diverse student categories are documented • Artifacts not cited • Kentucky Teacher Standards not addressed • Kentucky Teacher Standards not listed • Fewer than 6 KTS addressed • Observations not linked to KTS • Errors in surface details
	*Must receive MET in all areas to have an ACCEPTABLE ePortfolio	

Elements of an ePortfolio for the Professional Semester II

Resume	Update your resume to reflect your practicum placement for Professional Semester II.
Philosophy	You should have completed your philosophy statement in Admissions Semester. Revisions may be made, but you will likely update your philosophy statement during student teaching.
Reflections	<p>The reflection should demonstrate your learning and professional growth throughout the semester. It could include knowledge gained through coursework and assignments, observations from your practicum placement, and/or skills developed while teaching or working with students. Your reflection should address the following criteria:</p> <ul style="list-style-type: none"> • Write ONE reflection for Professional Semester II. • Describe, in detail, your professional growth throughout the semester (what you learned through courses, assignments, and/or practicum). Support your learning with relevant artifacts. Indicate any actual or potential impact on middle school student learning. • Cite any artifacts from Professional Semester II that you use as evidence in your reflection and that you have attached in your ePortfolio (minimum of 4 from Professional Semester II). • Within the reflection, state which Kentucky Teacher Standard each artifact addresses. Keep in mind that an artifact may address more than one Standard. (After completing Admissions Semester, Professional Semester I, and Professional Semester II, you should have addressed the first nine Kentucky Teacher Standards-Initial Level.) You are encouraged to use the wording of the Standard in your reflection. • At the end of the reflection, list all Kentucky Teacher Standards addressed during Professional Semester II and cited in your reflection. <p>Through your reflection, you want to demonstrate a clear connection between what you have learned, the artifacts you offer as support, and the Kentucky Teacher Standards you address. By the end of Professional Semester II, you should demonstrate competence in the first nine Kentucky Teacher Standards-Initial Level through the artifacts you have chosen to include in your ePortfolio.</p>
Artifacts	You must include a minimum of 4 artifacts developed during Professional Semester II of which one must be the complete KTIP lesson plan for the lesson observed by the university professor and the professor's evaluation form. (The lesson plan and corresponding evaluation form are considered ONE artifact). If the artifacts have been graded, you should make any needed corrections and revisions before attaching them to the ePortfolio. Your artifacts should demonstrate your best work and should support the learning described in your reflection. Remember – as you write your reflection, one artifact might actually demonstrate competence in more than one Standard.
Teaching and Learning Context	<p>Write a new Teaching and Learning Context describing your practicum placement from Professional Semester II. You should attempt to address as many of the following criteria as possible:</p> <ul style="list-style-type: none"> • 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

	<p>expectations for classroom discipline and behavior management, classroom rules, and other processes you observed that promote a classroom environment conducive to student learning.</p> <p>In light of your observations and the data presented above, describe what you have learned that will impact your practice as a new teacher.</p>
Standards and Performance Criteria	Completed in Admissions Semester.
Curriculum Contract	Include your signed contract if you did not do so in Admissions Semester.
Statement of Ownership	Completed in Admissions Semester.
Code of Ethics	Completed in Admissions Semester.

Name _____

**PROFESSIONAL SEMESTER II ePORTFOLIO RUBRIC
(EDU 392, 394, 396)**

Evidence / Levels	MET	NOT MET
Resume	Up to date Follows format Control of surface features Sufficient detail	Not up to date Format not followed Errors in surface features Missing most necessary information
Teaching and Learning Context	Addressed in detail: <ul style="list-style-type: none"> • School / district factors • Classroom factors • Student characteristics of all students worked with this semester, including diversity demographics (socio-economic, ethnic/racial, students with disabilities, limited English proficiency) • Implications for instruction • Classroom management 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"> • School / district factors • Classroom factors • Student characteristics • Implications for instruction • Classroom management Does not provide a clear explanation on personal growth as a teacher Errors in surface features distract the reader
Artifacts	Minimum of 4 artifacts developed during Professional Semester II of which 1 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.
Reflection	<ul style="list-style-type: none"> • 1 (one) reflection for Professional Semester II that includes: <ol style="list-style-type: none"> 1. Detailed description of professional growth, including impact on student learning 2. Detailed description of interactions/ collaboration with diverse students, including socio-economic, ethnic/racial, students with disabilities, limited English proficiency; 3. At least 3 of the 4 categories must be specifically addressed by end of Pro Sem II (cumulative over 3 semesters) • Artifacts cited in body of reflection • Kentucky Teacher Standards addressed within reflection • Kentucky Teacher Standards listed at end of reflection • All KTS #1-9 addressed by end of Professional Semester II • Observations must be linked to KTS • Control of surface features 	<ul style="list-style-type: none"> • No reflection • Limited or vague description of professional growth • Impact on student learning vague or missing • Limited or vague description of working with diverse students • Less than 2 of the 4 diverse student categories are documented • Artifacts not cited • Kentucky Teacher Standards not addressed • Kentucky Teacher Standards not listed • All KTS #1-9 not addressed • Observations not linked to KTS • Errors in surface details
	*Must receive MET in all areas to have an ACCEPTABLE ePortfolio	

Revised 6/09