



Clinical Practice Candidate/Cooperating Teacher Handbook for Clinical Practice

A Tradition in Educational Excellence

Revised Fall 2020

TABLE OF CONTENTS

PREFACE	4
CONCEPTUAL FRAMEWORK MODEL	5
MISSION STATEMENT	6
PART I – GENERAL GUIDELINES for CLINICAL PRACTICE	7
Introduction	7
Objectives of the Clinical Practice Experience	7
Roles and Responsibilities.....	9
Program Coordinators/University Supervisors.....	9
School Principal/Administrator or Designee	10
Cooperating Teacher	10
Clinical Practice Candidate	11
Suggestions for Phasing-In Clinical Practice Candidates.....	12
PART II – POLICIES, PROCEDURES, and REQUIREMENTS	13
Introduction	13
Criteria for Admission to Clinical Practice	13
General Policy Statements	14
Absences/Attendance.....	16
Accountability	16
Child Abuse	16
Confidentiality.....	16
Corporal Punishment.....	17
Fees	17
Personal Conduct.....	17
School Policies	17
PART III – CLINICAL PRACTICE CANDIDATE’S RESPONSIBILITIES	18
Introduction	18
Attendance at Clinical Practice Seminars	18
Kentucky Education Association/National Education Association	18
Teaching Schedule.....	18
Lesson Plan Development.....	18
Clinical Practice Portfolio.....	19
Evaluation of Clinical Practice Portfolio.....	19
Instructional Unit Planning.....	19
Assessment of Student Learning.....	20
Record Keeping.....	21
Digitally Video-Recorded Lesson and Critique.....	21
Self-Evaluation	21
Daily Communication with University Supervisor	21
PART IV – EVALUATION of CLINICAL PRACTICE CANDIDATE	23
Introduction	23
University Supervisor’s Observations, Evaluations, and Conferences	23
Cooperating Teacher’s Evaluations	23

APPENDICES and FORMS.....	25
Appendix A: P-12 Kentucky Teacher Performance Standards.....	26
Appendix B: Welcoming Your Clinical Practice Candidate	33
Appendix C: Co-Teaching Strategies and Examples	34
Appendix D: Co-Teaching Lesson Planning Sheet	35
Appendix E: Brescia University Clinical Practice Candidate Proposed Progression.....	36
Appendix F: Guidelines for Observations: All Clinical Practice Candidates.....	37
Appendix G: Items to Clarify with Your Prospective Cooperating Teacher.....	39
Appendix H: Edu #10 – Clinical Practice Candidate Placement and Cooperating Teacher Information.....	41
Appendix I: Edu #11 – Personal Data Form: Clinical Practice Candidate.....	42
Appendix J: Edu #12 – Clinical Practice Formative Evaluation: Cooperating Teacher and Clinical Practice Candidate	43
Appendix K: Edu #13 – Clinical Practice Formative Evaluation: University Supervisor and Content Faculty.....	45
Appendix L: Edu #14 – Clinical Practice: Final Evaluation Cooperating Teacher	47
Appendix M: Edu #15 – Clinical Practice Final Evaluation Narrative	48
Appendix N: Edu #24B – Clinical Practice Portfolio Assessment	49
Appendix O: Edu #33 – Professional Code of Ethics for Kentucky School Certified Personnel	51
Appendix P: Edu #34 – Verification of Permission to Digitally Video-Record	53

PREFACE

An ancient Chinese proverb states:

*Tell me, I forget.
Show me, I remember.
Involve me, I understand.*

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

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

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



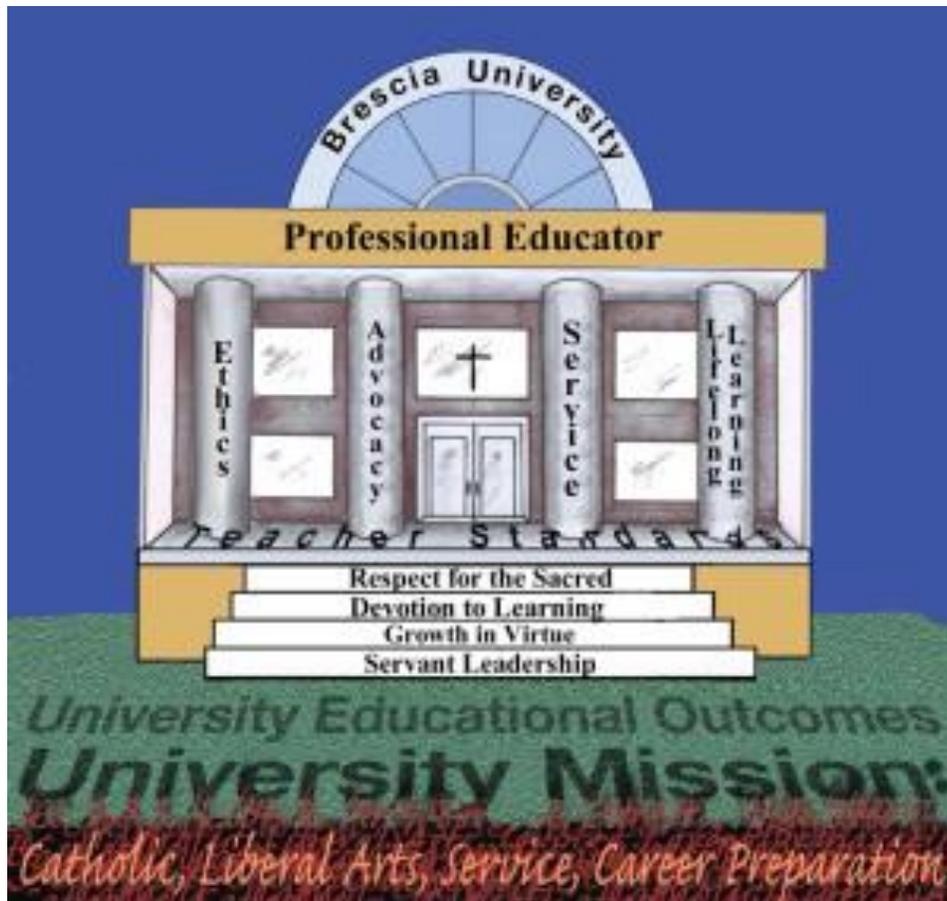
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**Brescia University
School of Education (SOE) Program**

CONCEPTUAL FRAMEWORK MODEL



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

MISSION STATEMENT

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

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

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

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

- integrate content and pedagogy acquired in their general and professional studies into effective instruction and assessment, thus bridging the gap between theory and practice;
- establish cooperative and collaborative relationships with colleagues, parents, and other partners in response to the needs of their P–12 students;
- recognize, respect, and respond appropriately to the varied elements of diversity P–12 students display;
- explore and enhance their role as advocates for equity in education;
- demonstrate commitment to maintenance of professional practice through a professional growth model of continuous monitoring and renewal of knowledge and skills; and
- incorporate values, ethics, and a commitment to service into their professional education endeavors.

PART I – GENERAL GUIDELINES for CLINICAL PRACTICE

Introduction

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

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

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

Objectives of the Clinical Practice Experience

Clinical Practice Candidates begin the Clinical Practice experience with a repertoire of knowledge bases, skills, and dispositions aligned with the Kentucky Teacher Performance Standards; the relevant national standards of their chosen discipline(s) for content and pedagogy; and the Kentucky Academic Standards (KAS). Within a framework of collaborative supervision provided by the Cooperating Teacher and the University Supervisor, the Clinical Practice Candidate will engage in self-evaluation and will also receive targeted feedback on present level of performance on the key elements of professional educator, ethical practice, advocacy, service, and lifelong learning.

The formative assessment tool is designed to probe for specific strengths and specific areas for growth or continued refinement. Its use every two weeks by the Clinical Practice

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

The Clinical Practice Candidate will evidence the following competencies:

1. Demonstrates behaviors of a professional educator committed to ethical practice, advocacy, service and lifelong learning. (KTPS 1, 2, 3, 4, 5, 7, 9, 10)
2. Analyzes and assesses Kentucky Academic Standards for the grade level(s) to which they are assigned. (KTPS 5, 6)
3. Designs effective plans for instruction using Teacher Standards, Learner Goals and Academic Expectations, and Core Content for Assessment. (KTPS 6, 7, 8)
4. Evaluates and incorporates current educational research as part of the climate and culture of daily life in the classroom. (KTPS 2, 4, 8, 9)
5. Utilizes educational technology in an appropriate and effective manner and facilitates this ability in P–12 students. (KTPS 3, 5, 8)
6. Accurately assesses P–12 student performance using multiple assessment approaches (e.g., portfolios, performance based, curriculum based) and effectively communicates the results to students, parents and others. (KTPS 6, 10)
7. Accurately evaluates the success of curricular offerings by using Learning Goals and Expectations and Kentucky Academic Standards. (KTPS 6, 7, 8)
8. Assimilates the values of a liberal arts education into a philosophy of education and life-long learning. (KTPS 1, 2, 4, 5, 9)
9. Demonstrates a respect for the environment and its impact on cultures, education, economy, and health. (KTPS 2, 3, 5)
10. Demonstrates educational leadership and actively engages in opportunities to serve. (KTPS 5, 9, 10)
11. Utilizes appropriate instructional strategies such as collaborative and co-teaching models, peer tutoring, and cooperative learning. (KTPS 3, 5, 7, 8)
12. Creates a safe classroom climate in an environment which fosters freedom to learn and respect for the individual. (KTPS 3, 7, 8)

Roles and Responsibilities

Program Coordinators/University Supervisors

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

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

Responsibilities of the Program Coordinators/University Supervisors include but are not limited to the following. The University Supervisor will:

1. Maintain ongoing daily dialogue of interaction with the Clinical Practice Candidate through responses to their daily reflections (submitted via technology) that promote increased depth of inquiry, analysis from other perspectives, consideration of more inclusive practice, and clear evidence of impact on P–12 student performance.
2. Plan with the Cooperating Teacher and Clinical Practice Candidate for phase-in activities and strategies for professional growth.
3. Observe and evaluate the Clinical Practice Candidate a minimum of four (4) times per fourteen-week placement (two seven-week placements) or a minimum of six (6) times per eighteen-week placement (two nine-week placements). The targeted observations are of the Clinical Practice Candidate implementing planned instructional opportunities with P–12 students.
4. Provide both written and verbal feedback for each observation through conference and consultation with the Clinical Practice Candidate and with the Cooperating Teacher.
5. Document evaluation of strengths and areas for growth, and assess progress of the Clinical Practice Candidate through formative and summative assessments.
6. Participate in conducting Clinical Practice professional development seminars.
7. Collect and submit to the SOE Office formative evaluations for Clinical Practice Candidates.
8. Submit final evaluation and grades to the Registrar.

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

School Principal/ Administrator or Designee

The school principal works in conjunction with each University Supervisor and Cooperating Teacher(s). Responsibilities of each principal include but are not limited to the following. The principal will:

1. Assist in the placement of a Clinical Practice Candidate with a professional practitioner who meets all EPSB and BU SOE requirements for Cooperating Teacher status and who can provide a climate in which personal and professional growth can be achieved through implementation of the co-teaching model.
2. Introduce the Clinical Practice Candidate to the facility and faculty/staff and encourage his/her professional development.
3. Offer the Clinical Practice Candidate the same orientation and assistance extended to a regular faculty member, such as explaining school-wide policies and special school programs.
4. Orient the Clinical Practice Candidate to the proper relationship with the administrative staff as a part of the prospective teacher's professional development.
5. If appropriate, conduct an observation and share evaluative data with the Clinical Practice Candidate.

Cooperating Teacher

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

1. Introduce the Clinical Practice Candidate as a professional to the class and school.
2. Provide opportunities for the Clinical Practice Candidate to attend faculty meetings, staff development programs, parent-teacher conferences, extracurricular school activities, and (where appropriate) IEP Team meetings.
3. Inform the Clinical Practice Candidate of all safety routines and provide access to and support in maintaining school policies and facilities.

4. Plan with the Clinical Practice Candidate and University Supervisor for phase-in activities and strategies for professional growth.
5. Collaborate with Clinical Practice Candidate to implement Co-Teaching Strategies through effective planning. See Appendix C for “Co-Teaching Strategies and Examples” and Appendix D for “Co-Teaching Lesson Planning Sheet.”
6. Increase responsibilities of the Clinical Practice Candidate until all pertinent aspects of the role and responsibilities of “teacher” are assumed and performed for a minimum of 5 consecutive instructional days.
7. Establish several times each week to engage the Clinical Practice Candidate in processing selected aspects of the clinical practice experience being encountered.
8. Document evaluation of strengths and areas for growth, and assess progress of the Clinical Practice Candidate by providing written bi-weekly formative assessments and conducting conferences where ratings are compared with Clinical Practice Candidate’s self-assessment and result in a plan of action for the next two weeks.
9. Provide a written summative evaluation as a final assessment of the level of competence attained by the Clinical Practice Candidate at the end of the placement.
10. Confer with the University Supervisor and make recommendation regarding the Clinical Practice Candidate’s performance and final evaluation of PASS/FAIL.

Clinical Practice Candidate

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

1. Demonstrate proficiency in the content for required subject matter presented during the placement.
2. Demonstrate proficiency in pedagogy through implementation of evidence-based practice.
3. Engage in interaction with all populations involved in the total operation of the school (faculty, staff, volunteers, parents).
4. Collaborate with the Cooperating Teacher in planning and implementing the Co-Teaching process.
5. Accept constructive feedback on areas for growth and development in a professional manner.

6. Work effectively within the educational philosophy of the cooperating school.
7. Recognize and address individual differences in the classroom.
8. Dress appropriately and in accordance with acceptable attire for the school (e.g., avoids T-shirts, sweatpants, low-cut tops, midriff baring, and similar unprofessional attire).
9. Maintain a Clinical Practice Portfolio evidencing level of performance on each of the Kentucky Teacher Performance Standards.
10. Attend Brescia University clinical practice seminars.
11. Submit all required evaluations and materials according to due dates.
12. In the event of an absence, notify (in this order): the Cooperating Teacher and the school, the University Supervisor, and provide access to plans and materials needed to provide uninterrupted instruction. Absences will be made up.

Suggestions for Phasing-In Clinical Practice Candidates

The phase-in of each Clinical Practice Candidate should begin immediately. We recommend that the Clinical Practice Candidate becomes familiar with school policies, students, classroom management and routines, and, most importantly, collaboration in planning. As Clinical Practice progresses, the Clinical Practice Candidate will more actively participate in planning and implementation of Co-Teaching Strategies. The on-going mentoring by the Cooperating Teacher supports the Clinical Practice Candidate in acquiring the skills needed to successfully assume the full responsibility of the professional educator.

PART II – POLICIES, PROCEDURES, and REQUIREMENTS

Introduction

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

Criteria for Admission to Clinical Practice

1. The candidate must have been accepted into the SOE no later than the semester prior to application for admission to Clinical Practice.
2. The candidate must have completed a minimum of 90 semester hours of university course work by the date of the application.
3. By the application deadline, the candidate must have completed two semesters of university course work at Brescia University. (Exception: In certain cases, post-graduates seeking certification only may have less than two full semesters of remaining course work.)
4. Prior to admission to Clinical Practice, Brescia Teacher Candidates must complete 200 hours of field hours defined as participation or involvement with students or clients in educational settings (or – in pre-identified courses – in service settings).
5. By the application deadline, the candidate must have a cumulative GPA of 2.75 out of a possible 4.00 on all university work attempted, on all professional courses attempted, and in the teaching major or academic emphasis area, or 3.0 GPA on the last thirty hours of credit completed. The candidate must also maintain at least this minimum 2.75 GPA until beginning Clinical Practice. Failure to maintain the minimum GPA will result in removal of permission for Clinical Practice.
6. Each candidate must have the recommendation of the advisor(s) within his/her certification area(s). As a demonstration of adequate content knowledge and skills, the candidate must also have the recommendation of the advisor in his/her major field or academic emphasis area.
7. Candidates seeking certification only and who have already obtained a baccalaureate or advanced degree in their academic content area and have obtained passing scores on the relevant *PRAXIS II* Specialty Exams shall be regarded as having demonstrated content knowledge in their fields adequate for Clinical Practice. **[TEAC May 28, 2003]**

8. Teacher Candidates must take their licensure exam or their *PRAXIS II* specialty exam(s) and the relevant Principles of Learning and Teaching exams prior to being admitted to Clinical Practice. **[TEAC November 9, 2005]**
9. The candidate must prepare and present a professional portfolio to external evaluators and to members of the TEAC, and receive positive evaluations on it, receiving a minimum 3 of 4 points for each of the Kentucky Teacher Performance Standards to demonstrate competence. The portfolio will be submitted on Taskstream. **[TEAC March 6, 2013]**
10. Each candidate must have completed or be in the process of completing the curriculum course and/or methods course(s) required for certification.
11. Each candidate must have a Brescia University Health Form on file in the SOE Office, completed within six months of the application to Clinical Practice deadline. This form must be completed and submitted at the time of application and must include a properly completed TB test.
12. At least 75% of the course work for the teaching major must be completed, or be in progress, at the time of filing for admission to Clinical Practice. The required number of courses is determined from the candidates
13. Prior to the actual Clinical Practice semester, all work, including professional courses must be completed.
14. Each candidate must have a recent (within six months of Clinical Practice) Child Abuse and Neglect (CAN) Registry check and a fingerprint/background check completed by the Federal government, Kentucky State Police, and local police department. The candidate is responsible for these costs.

General Policy Statements

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

1. All Clinical Practice Candidates will follow the calendar of the school district to which they are assigned and not the Brescia University calendar (summer professional development days, early classroom setting up, registration, back to school night/picnic).
2. Clinical Practice Candidates may not receive monetary compensation for any classroom instruction or for performing any other duties that are part of the normal school day responsibilities.
3. **The Clinical Practice Candidate may not serve as a substitute teacher.** If for any reason the Cooperating Teacher should be absent, the Clinical Practice Candidate is permitted to assume teaching responsibilities only if a certified teacher is present in the classroom and has been assigned responsibility for that classroom.

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

5. The number of weeks for Clinical Practice, in keeping with minimum regulatory requirements, is as follows (*subject to change*):

- Elementary P – 5 14 weeks *(7 weeks in a K–2 setting, plus 7 weeks in a 3–5 setting)*
- Middle School 5 – 9 14 weeks *(7 weeks in content area 1, plus 7 weeks in content area 2)*
- Secondary 8 – 12 14 weeks in a single placement
- Art P – 12 14 weeks *(7 weeks Elementary, plus 7 weeks Middle or Secondary)*
- Spanish P – 12 14 weeks *(7 weeks Elementary, plus 7 weeks Middle or Secondary)*
- Special Education 18 weeks *(9-10 weeks “regular” education, plus 8-9 weeks special education)*

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

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

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

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

Absences/Attendance

The Clinical Practice Candidate has the same responsibility for good attendance and punctuality as that of a regularly employed teacher. Occasionally, circumstances may arise (such as illness, accident, or blocked roads) that may delay or prevent the arrival of a Clinical Practice Candidate at school. **In such a case, the Clinical Practice Candidate must notify the Cooperating Teacher, the cooperating school office, and the Brescia University Supervisor immediately.** The Clinical Practice Candidate should check with the Cooperating Teacher for any special procedures he/she may want the Clinical Practice Candidate to follow regarding the reporting of an absence. **Failure to notify the required individuals properly will be judged as negligence. Absences will be made up.**

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

In the event of days missed due to *inclement weather*, the individual University Supervisor, in consultation with the School of Education faculty, will decide whether these days are to be made up. Each case will be taken individually, according to the learning needs of the Teacher Candidate.

Accountability

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

Child Abuse

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

Confidentiality

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

Corporal Punishment

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

Fees

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

Personal Conduct

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

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

School Policies

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

PART III – CLINICAL PRACTICE CANDIDATE’S RESPONSIBILITIES

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

Introduction

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

Attendance at Clinical Practice Seminars

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

Kentucky Education Association/National Education Association

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

Teaching Schedule

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

Lesson Plan Development

Clinical Practice Candidates who are still in the process of learning to teach should expect to spend **significantly greater amounts of time planning than do experienced teachers.** Remember, an effective lesson plan should be detailed enough that another teacher could teach directly from it. Lessons should be planned at least one week in advance and

submitted for review and comment (or as designated by your Cooperating Teacher or University Supervisor).

Clinical Practice Portfolio

The Clinical Practice portfolio is a compilation of your experiences during your Clinical Practice placement and allows you to evidence your growth toward and mastery of **Kentucky's Teacher Performance Standards**. The portfolio will be developed in the same framework as the Admission to Clinical Practice portfolio and will be submitted on the TaskStream electronic portal.

Evaluation of Clinical Practice Portfolio

Materials should be added to the portfolio throughout your Clinical Practice experience. During the final week of your placement – or at a similar date determined by the SOE – complete your portfolio and submit it through the TaskStream electronic portal. Your University Supervisor will evaluate the portfolio using the Edu #24B “Clinical Practice Portfolio Assessment” form (see Appendix N).

Instructional Unit Planning

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

1. Title of Unit
2. Learning Context and Implications: Based on the contextual information you have prepared about your school and your students, identify two to three implications and/or a rationale for teaching this unit. Also, provide an overview of available technology that could be used to enhance your instruction and student learning.
3. Key Concepts/Big Ideas/Essential Question Focus: Identify the content focus concepts (essential questions/big ideas) and skills you plan to develop in this unit. Kentucky's Core Academic Standards lists specific knowledge and skills that all P–12 students should know and be able to demonstrate. Describe how your unit will contribute to what Kentucky expects all P–12 students to know and be able to do.
4. Statement of Objectives for the Unit: Develop three to six learning outcomes/ objectives that will be the focus of your instruction in this unit. Write these as performance statements/behavioral objectives.

5. Kentucky Core Academic Standards to be Addressed: Identify the Kentucky Core Academic Standard elements that will be the focus of instruction for your unit. The Kentucky Core Academic Standard document can be accessed on the KDE web site <http://www.education.ky.gov/>; it provides a list for different grade levels and seven content areas.
 - a. After selecting the content (topic, knowledge, skills) for the instructional unit, write a description of the unit.
 - b. The description must include the length of the unit (number of days/class periods), the objectives, a plan for accomplishing the objectives, a plan for accommodating individual differences, and any additional adjustments made.
 - c. Describe the Co-Teaching strategies, learning strategies, and activities that you believe will best enable all P–12 students in your class to achieve your learning outcomes.
 - d. Describe your assessment plan:
 - i. Pre-assessment activity(ies), including P–12 students' entry levels and information from which you will be able to measure student gains.
 - ii. Formative assessments you will use to monitor and guide instruction and P–12 student learning.
 - iii. Summative assessments to determine P–12 student gains in knowledge and skills.
 - iv. Provisions for P–12 student self-assessment.
 - v. Provisions for assessment accommodations.
6. Levels and Categories of P–12 Student Performance Expected: Identify the levels or categories of performance you wish your P–12 students to reach as a result of instruction in this unit of study. You may use the schema or descriptors of your choosing, but you should indicate the different kinds of learning (e.g., thinking skills, taxonomies) you expect from your students.
7. Communication with P–12 Students, Parents/Caregivers, Colleagues: Describe several ways in which you plan to provide feedback throughout the Unit, how you will provide information to P–12 students, parents/caregivers, and colleagues prior to instruction, including pre-assessment, during instruction, and after the post-assessment.

Assessment of Student Learning

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

Record Keeping

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

Digitally Video-Recorded Lesson and Critique

One of the most effective ways to improve teaching performance is to watch oneself teaching a lesson. You are required to digitally video-record and critique at least one classroom lesson. You are also encouraged to summarize and share your conclusions with your Cooperating Teacher and your University Supervisor. The digital recording itself is also shared with your Cooperating Teacher, University Supervisor, and – when appropriate – your Content Faculty member.

Please note that **permission must be obtained to digitally video-record**. Check with your Cooperating Teacher and/or building principal to determine whether such permission has already been obtained and is on file. See the Edu #34 "Verification of Permission to Digitally Video-Record" form in Appendix P.

Self-Evaluation

In addition to formative evaluations from the Cooperating Teacher and the University Supervisor, it is expected that the Clinical Practice Candidate will conduct regular formative self-evaluations. At least once every two weeks, the Clinical Practice Candidate will complete a formative self-evaluation using the Edu #12 Clinical Practice Formative Evaluation form. Upon completing the self-evaluation, the Clinical Practice Candidate should confer with the Cooperating Teacher, sharing and discussing the results of the Candidate's self-evaluation and the Cooperating Teacher's formative evaluation of the Clinical Practice Candidate. The Candidate should submit both the Candidate's self-evaluations and the Cooperating Teacher's formative evaluations to the University Supervisor.

Daily Communication with University Supervisor

A core element of the Clinical Practice is the Clinical Practice Candidate's development of the habit of daily written reflections focusing on highlights of the day, insights, new understandings, difficulties, questions, and so forth. These written reflections must be shared daily with the University Supervisor; such sharing helps the University Supervisor know how the Clinical Practice is progressing on a day-to-day basis and gives the University Supervisor the opportunity to respond, clarify, and offer support. The absence of the reflections can leave the University Supervisor in the dark and the Candidate without an important source of support.

Using a shareable and renewable file such as Google Docs permits both author and reader to participate in the private conversation.

PART IV – EVALUATION of CLINICAL PRACTICE CANDIDATES

Introduction

Professional educators are always under some form of performance evaluation system. The majority of the observations and evaluations are formative and should help the Clinical Practice Candidate become the best possible classroom teacher. The Cooperating Teacher and University Supervisor will periodically observe and evaluate the Clinical Practice Candidate throughout the placement. For Secondary and Middle School Clinical Practice Candidates, a Brescia faculty member in the relevant content area will also observe and evaluate the Clinical Practice Candidate.

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

University Supervisor's Observations, Evaluations, and Conferences

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

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

Cooperating Teacher's Evaluations

Cooperating Teachers are expected to routinely evaluate their Clinical Practice Candidate's progress. A formative evaluation (Edu #12) is to be completed before the close of the first two weeks and every two weeks thereafter; the formative evaluations are transmitted to the University Supervisor periodically. The final evaluation (Edu #14 and Edu #15) should be

prepared during the final week of Clinical Practice placement. The final evaluation is to be mailed to the School of Education at Brescia University.

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

Appendices and Forms

APPENDIX A: P-12 KENTUCKY TEACHER PERFORMANCE STANDARDS

<i>P = Performance; EK = Essential Knowledge; CD = Critical Dispositions</i>
STANDARD 1: Learner Development: <i>The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</i>
Performance Criteria: The extent to which you:
a) Regularly assess individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development. <i>[P]</i>
b) Create developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enable each learner to advance and accelerate his/her learning. <i>[P]</i>
c) Collaborate with families, communities, colleagues, and other professionals to promote learner growth and development. <i>[P]</i>
d) Understand how learning occurs – how learners construct knowledge, acquire skills, and develop disciplined thinking processes – and know how to use instructional strategies that promote student learning. <i>[EK]</i>
e) Understand that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and know how to make instructional decisions that build on learners' strengths and needs. <i>[EK]</i>
f) Identify readiness for learning, and understand how development in any one area may affect performance in others. <i>[EK]</i>
g) Understand the role of language and culture in learning and know how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging. <i>[EK]</i>
h) Respect learners' differing strengths and needs and are committed to using this information to further each learner's development. <i>[CD]</i>
i) Are committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning. <i>[CD]</i>
j) Take responsibility for promoting learners' growth and development. <i>[CD]</i>
k) Value the input and contributions of families, colleagues and other professionals in understanding and supporting each learner's development. <i>[CD]</i>
STANDARD 2: Learner Differences: <i>The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</i>
Performance Criteria: The extent to which you:
a) Design, adapt, and deliver instruction to address each student's diverse learning strengths and needs and create opportunities for students to demonstrate their learning in different ways. <i>[P]</i>
b) Make appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual learners with particular learning differences or needs. <i>[P]</i>
c) Design instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings. <i>[P]</i>
d) Bring multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms. <i>[P]</i>
e) Incorporate tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency. <i>[P]</i>
f) Access resources, supports, and specialized assistance and services to meet particular learning differences or needs. <i>[P]</i>
g) Understand and identify differences in approaches to learning and performance and know how to design instruction that uses each learner's strengths to promote growth. <i>[EK]</i>
h) Understand students with exceptional needs, including those associated with disabilities and giftedness, and know how to use strategies and resources to serve these needs. <i>[EK]</i>
i) Know about second language acquisition processes and know how to incorporate instructional strategies and resources to support language acquisition. <i>[EK]</i>

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j) Understand that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values. <i>[EK]</i>
k) Know how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction. <i>[EK]</i>
l) Believe that all students can achieve at high levels and persist in helping each student reach his/her full potential. <i>[CD]</i>
m) Respect learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests. <i>[CD]</i>
n) Make learners feel valued and help them learn to value each other. <i>[CD]</i>
o) Value diverse languages and dialects and seek to integrate them. <i>[CD]</i>
STANDARD 3: Learning Environments: <i>The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</i>
Performance Criteria: The extent to which you:
a) Collaborate with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry. <i>[P]</i>
b) Develop learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally. <i>[P]</i>
c) Collaborate with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work. <i>[P]</i>
d) Manage the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention. <i>[P]</i>
e) Use a variety of methods to engage learners in evaluating the learning environment and collaborate with learners to make appropriate adjustments. <i>[P]</i>
f) Communicate verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment. <i>[P]</i>
g) Promote responsible learner use of interactive technologies to extend the possibilities for learning locally and globally. <i>[P]</i>
h) Intentionally build learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills. <i>[P]</i>
i) Understand the relationship between motivation and engagement and know how to design learning experiences using strategies that build learner self-direction and ownership of learning. <i>[EK]</i>
j) Know how to help learners work productively and cooperatively with each other to achieve learning goals. <i>[EK]</i>
k) Know how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures. <i>[EK]</i>
l) Understand how learner diversity can affect communication and know how to communicate effectively in differing environments. <i>[EK]</i>
m) Know how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways. <i>[EK]</i>
n) Are committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments. <i>[CD]</i>
o) Value the role of learners in promoting each other's learning and recognize the importance of peer relationships in establishing a climate of learning. <i>[CD]</i>
p) Are committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning. <i>[CD]</i>
q) Seek to foster respectful communication among all members of the learning community. <i>[CD]</i>
r) Are a thoughtful and responsive listener and observer. <i>[CD]</i>
STANDARD 4: Content Knowledge: <i>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</i>
Performance Criteria: The extent to which you:
a) Effectively use multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards. <i>[P]</i>

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- b) Engage students in learning experiences in the discipline that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content. [P]
- c) Engage learners in applying methods of inquiry and standards of evidence used in the discipline. [P]
- d) Stimulate learner reflection on prior content knowledge, link new concepts to familiar concepts, and make connections to learners' experiences. [P]
- e) Recognize learner misconceptions in a discipline that interfere with learning, and create experiences to build accurate conceptual understanding. [P]
- f) Evaluate and modify instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for your learners. [P]
- g) Use supplementary resources and technologies effectively to ensure accessibility and relevance for all learners. [P]
- h) Create opportunities for students to learn, practice, and master academic language in their content. [P]
- i) Access school- and/or district-based resources to evaluate the learner's content knowledge in their primary language. [P]
- j) Understand major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) you teach. [EK]
- k) Understand common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding. [EK]
- l) Know and use the academic language of the discipline and know how to make it accessible to learners. [EK]
- m) Know how to integrate culturally relevant content to build on learners' background knowledge. [EK]
- n) Have a deep knowledge of student content standards and learning progressions in the discipline(s) you teach. [EK]
- o) Realize that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. You keep abreast of new ideas and understandings in the field. [CD]
- p) Appreciate multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives. [CD]
- q) Recognize the potential of bias in your representation of the discipline and seek to appropriately address problems of bias. [CD]
- r) Are committed to work toward each learner's mastery of disciplinary content and skills. [CD]

STANDARD 5: Application of Content: *The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

Performance Criteria: The extent to which you:

- a) Develop and implement projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications). [P]
- b) Engage learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., environmental literacy, financial literacy). [P]
- c) Facilitate learners' use of current tools and resources to maximize content learning in varied contexts. [P]
- d) Engage learners in the questioning and challenging of assumptions and approaches in order to foster innovation and problem solving in local and global contexts. [P]
- e) Develop learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes. [P]
- f) Engage learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work. [P]
- g) Facilitate learners' abilities to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel inclusive approaches to solving problems. [P]
- h) Develop and implement supports for learner literacy development across content areas. [P]
- i) Understand the ways of knowing in your discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns. [EK]
- j) Understand how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and know how to weave those themes into meaningful learning experiences. [EK]
- k) Understand the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use. [EK]

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l) Understand how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals. <i>[EK]</i>
m) Understand critical thinking processes and how to help learners develop high level questioning skills to promote their independent learning. <i>[EK]</i>
n) Understand communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning. <i>[EK]</i>
o) Understand creative thinking processes and how to engage learners in producing original work. <i>[EK]</i>
p) Know where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum. <i>[EK]</i>
q) Are constantly exploring how to use disciplinary knowledge as a lens to address local and global issues. <i>[CD]</i>
r) Value knowledge outside your own discipline and how such knowledge enhances student learning. <i>[CD]</i>
s) Value flexible learning environments that encourage learner exploration, discovery, and expression across content areas. <i>[CD]</i>
STANDARD 6: Assessment: <i>The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</i>
Performance Criteria: The extent to which you:
a) Balance the use of formative and summative assessment as appropriate to support, verify, and document learning. <i>[P]</i>
b) Design assessments that match learning objectives with assessment methods and minimize sources of bias that can distort assessment results. <i>[P]</i>
c) Work independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning. <i>[P]</i>
d) Engage learners in understanding and identifying quality work and provide them with effective descriptive feedback to guide their progress toward that work. <i>[P]</i>
e) Engage learners in multiple ways of demonstrating knowledge and skill as part of the assessment process. <i>[P]</i>
f) Model and structure processes that guide learners in examining their own thinking and learning as well as the performance of others. <i>[P]</i>
g) Effectively use multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences. <i>[P]</i>
h) Prepare all learners for the demands of particular assessment formats and make appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs. <i>[P]</i>
i) Continually seek appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs. <i>[P]</i>
j) Understand the difference between formative and summative applications of assessment and know how and when to use each. <i>[EK]</i>
k) Understand the range of types and multiple purposes of assessment and how to design, adapt or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias. <i>[EK]</i>
l) Know how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners. <i>[EK]</i>
m) Know when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning. <i>[EK]</i>
n) Understand the positive impact of effective descriptive feedback for learners and know a variety of strategies for communicating this feedback. <i>[EK]</i>
o) Know when and how to evaluate and report learner progress against standards. <i>[EK]</i>
p) Understand how to prepare learners for assessment and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs. <i>[EK]</i>
q) Are committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning. <i>[CD]</i>
r) Take responsibility for aligning instruction and assessment with learning goals. <i>[CD]</i>
s) Are committed to providing timely and effective descriptive feedback to learners on their progress. <i>[CD]</i>
t) Are committed to using multiple types of assessment processes to support, verify, and document learning. <i>[CD]</i>
u) Are committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs. <i>[CD]</i>

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v) Are committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote student growth. [CD]

STANDARD 7: Planning for Instruction: *The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

Performance Criteria: The extent to which you:

a) Individually and collaboratively select and create learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners. [P]

b) Plan how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners. [P]

c) Develop appropriate sequencing of learning experiences and provide multiple ways to demonstrate knowledge and skill. [P]

d) Plan for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest. [P]

e) Plan collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs. [P]

f) Evaluate plans in relation to short- and long-range goals and systematically adjust plans to meet each student's learning needs and enhance learning. [P]

g) Understand content and content standards and how these are organized in the curriculum. [EK]

h) Understand how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge. [EK]

i) Understand learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning. [EK]

j) Understand the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs. [EK]

k) Know a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs. [EK]

l) Know when and how to adjust plans based on assessment information and learner responses. [EK]

m) Know when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations). [EK]

n) Respect learners' diverse strengths and needs and are committed to using this information to plan effective instruction. [CD]

o) Value planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community. [CD]

p) Take professional responsibility to use short- and long-term planning as a means of assuring student learning. [CD]

q) Believe that plans must always be open to adjustment and revision based on learner needs and changing circumstances. [CD]

STANDARD 8: Instructional Strategies: *The teacher understands and uses a variety of instructional strategies to encourage students to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

Performance Criteria: The extent to which you:

a) Use appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners. [P]

b) Continuously monitor student learning, engage learners in assessing their progress, and adjust instruction in response to student learning needs. [P]

c) Collaborate with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest. [P]

d) Vary your role in the instructional process (e.g., instructor, facilitator, coach, and audience) in relation to the content and purposes of instruction and the needs of learners. [P]

e) Provide multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances. [P]

f) Engage all learners in developing higher order questioning skills and metacognitive processes. [P]

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g)	Engage learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information. <i>[P]</i>
h)	Use a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes. <i>[P]</i>
i)	Ask questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question). <i>[P]</i>
j)	Understand the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated. <i>[EK]</i>
k)	Know how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals. <i>[EK]</i>
l)	Know when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks. <i>[EK]</i>
m)	Understand how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships. <i>[EK]</i>
n)	Know how to use a wide variety of resources, including human and technological, to engage students in learning. <i>[EK]</i>
o)	Understand how content and skill development can be supported by media and technology and know how to evaluate these resources for quality, accuracy, and effectiveness. <i>[EK]</i>
p)	Are committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction. <i>[CD]</i>
q)	Value the variety of ways people communicate and encourage learners to develop and use multiple forms of communication. <i>[CD]</i>
r)	Are committed to exploring how the use of new and emerging technologies can support and promote student learning. <i>[CD]</i>
s)	Value flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs. <i>[CD]</i>
STANDARD 9: Evaluates Teaching & Implements Professional Development: <i>The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</i>	
Performance Criteria: The extent to which you:	
a)	Engage in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards. <i>[P]</i>
b)	Engage in meaningful and appropriate professional learning experiences aligned with your own needs and the needs of the learners, school, and system. <i>[P]</i>
c)	Independently and in collaboration with colleagues, use a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice. <i>[P]</i>
d)	Actively seek professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving. <i>[P]</i>
e)	Reflect on your personal biases and access resources to deepen your own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences. <i>[P]</i>
f)	Advocate, model, and teach safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media. <i>[P]</i>
g)	Understand and know how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on your practice and to plan for adaptations/adjustments. <i>[EK]</i>
h)	Know how to use learner data to analyze practice and differentiate instruction accordingly. <i>[EK]</i>
i)	Understand how personal identity, worldview, and prior experience affect perceptions and expectations, and recognize how they may bias behaviors and interactions with others. <i>[EK]</i>
j)	Understand laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse). <i>[EK]</i>

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k) Know how to build and implement a plan for professional growth directly aligned with your needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities. <i>[EK]</i>
l) Take responsibility for student learning and use ongoing analysis and reflection to improve planning and practice. <i>[CD]</i>
m) Are committed to deepening understanding of your own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families. <i>[CD]</i>
n) See yourself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice. <i>[CD]</i>
o) Understand the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy. <i>[CD]</i>
STANDARD 10: Leadership and Collaboration: <i>The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</i>
Performance Criteria: The extent to which you:
a) Take an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning. <i>[P]</i>
b) Work with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners. <i>[P]</i>
c) Engage collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals. <i>[P]</i>
d) Work collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement. <i>[P]</i>
e) Working with school colleagues, build ongoing connections with community resources to enhance student learning and well-being. <i>[P]</i>
f) Engage in professional learning, contribute to the knowledge and skill of others, and work collaboratively to advance professional practice. <i>[P]</i>
g) Use technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues. <i>[P]</i>
h) Use and generate meaningful research on education issues and policies. <i>[P]</i>
i) Seek appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.
j) Advocate to meet the needs of learners, to strengthen the learning environment, and to enact system change. <i>[P]</i>
k) Take on leadership roles at the school, district, state, and/or national level and advocate for learners, the school, the community, and the profession. <i>[P]</i>
l) Understand schools as organizations within a historical, cultural, political, and social context and know how to work with others across the system to support learners. <i>[EK]</i>
m) Understand that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning. <i>[EK]</i>
n) Know how to work with other adults and have developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts. <i>[EK]</i>
o) Know how to contribute to a common culture that supports high expectations for student learning. <i>[EK]</i>
p) Actively share responsibility for shaping and supporting the mission of your school as one of advocacy for learners and accountability for their success. <i>[CD]</i>
q) Respect families' beliefs, norms, and expectations and seek to work collaboratively with learners and families in setting and meeting challenging goals. <i>[CD]</i>
r) Take initiative to grow and develop with colleagues through interactions that enhance practice and support student learning. <i>[CD]</i>
s) Take responsibility for contributing to and advancing the profession. <i>[CD]</i>
t) Embrace the challenges of continuous improvement and change. <i>[CD]</i>

APPENDIX B: WELCOMING YOUR CLINICAL PRACTICE CANDIDATE

- Expect your Clinical Practice Candidate to contact you before the official start of the experience. If you do not hear from your Clinical Practice Candidate, please contact your University Supervisor.
- Spend time learning about one another as people, not just as educators.
- Introduce the Clinical Practice Candidate to other faculty members, support personnel and administrators.
- Tour the school. . . staff work areas, the lounge, adult restrooms, etc.
- Post the Clinical Practice Candidate's name (*Mr./Ms. Smith*) along with your name near the classroom door.
- Send a note to families to let them know you will have a Clinical Practice Candidate co-teaching with you.
- Provide a desk (*preferably not a student-size desk*) or designate a work area for the Clinical Practice Candidate with supplies and copies of necessary manuals, textbooks, the current read-aloud book, etc.
- Provide a picture of the class or individual students to help the Clinical Practice Candidate learn names more quickly.
- Review items in the faculty handbook that directly affect the Clinical Practice Candidate: the contractual day, issues related to school security, etc.
- Share that "bit of information" that matters: "*There is a 'Peanut Free' table in the cafeteria*" or "*Staff members never park in Lot A.*"
- Explain any staff activities or special events the Clinical Practice Candidate could choose to participate in or attend.
- Discuss classroom rules and expectations for student behavior as well as acceptable rewards and consequences. Review the student handbook.
- Assemble a binder with useful information including class lists, daily schedules, classroom rules, discipline referral forms, etc.
- Share important dates for faculty meetings, your week for hall duty, school-wide music programs, etc.
- Start a file with your favorite tried-and-true activities and good teaching ideas. Encourage your candidate to add to it throughout the experience.
- Leave an inspirational quote or article related to teaching on the candidate's desk that might spark an interesting discussion.
- Gestures of kindness, no matter how small, have a positive impact.
- If your Clinical Practice Candidate will start later in the school year, send an email or letter from the class a few weeks before to share information about current units, upcoming special events, etc.

St. Cloud State University, Teacher Quality Enhancement Center (2011)

APPENDIX C: CO-TEACHING STRATEGIES AND EXAMPLES

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

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

St. Cloud State University, Teacher Quality Enhancement Center (2011)

APPENDIX D: CO-TEACHING LESSON PLANNING SHEET

Clinical Practice Candidate: _____
Cooperating Teacher: _____

Date/Time of planning session _____
Date(s) of lesson _____

Goal(s) for this planning session:

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

Standard(s) for lesson:

Roles/Responsibilities:

Space (classroom set-up) considerations:

Materials necessary and who will be responsible:

Tips to remember:

- Bring ideas for modifications and accommodations.
- Bring ideas for enrichment activities.
- When planning together work on what you'll be co-teaching.
- Focus on communication; planning/teaming takes time.
- Divvy up the work.
- Don't use co-planning time to plan what you're doing on your own for the lesson.
- Outline questions to be used for parallel, station, etc.
- Discuss a variety of assessment strategies.
- Have an attitude that we're both teaching!

St. Cloud State University, Teacher Quality Enhancement Center, 2011

APPENDIX E: Brescia University Clinical Practice Candidate Proposed Progression

[NOTE: Please understand some Candidates will advance much more quickly.]

Length of weeks in placement			Indicates <i>approximate</i> proportion of time CPC is responsible for instruction	CT = Cooperating Teacher CPC = Clinical Practice Candidate US = University Supervisor
7	8-9	14-16		
1	1	1-2	one-to-one/small group/tutorial sessions Co-Teaching strategies such as One Teach, One Observe; One Teach, One Assist; Station Teaching	Participative observation; collaborative planning, become familiar with student records/case histories, classroom policies, school routine; help prepare instructional material; become familiar with and begin to analyze CPC's lesson plan(s) [LP] for <u>next</u> week; perhaps first visit from US
2	2	3-4	Assume responsibility for topic or class and/or more 1-to-1, small group; increase implementation of Co-Teaching Strategies	Participate in collaborative planning for instruction; plan for Co-Teaching strategies, attendance, lunch count, recording grades; prepare for increased teaching load, discuss unit; CT and CPC collaborate to prepare LP for next week for topic or class; CT completes 2-week evaluation of CPC
3	3	5-6	Increase teaching load, more small group & large group instruction, continue keeping attendance and performance records and other paper work; <i>continue to implement Co-Teaching Strategies such as Parallel; Supplemental; Alternative; Team</i>	Continue collaborative planning with CT jointly preparing LP; bulletin board, learning center; read professional article(s); CT completes next 2-week evaluation of CPC; second visit from US
	4	6-7	Increase teaching load with small and large groups, consult with CT regarding the direction of proposed integrated unit, charting student learning, integrating technology applications; continue Co-Teaching Strategies as applicable	Continue collaborative planning with CT incorporating Co-Teaching strategies where appropriate; seek to participate in parent-teacher conference, PLC/content meeting, faculty meeting, professional development opportunities.
4	5	8-9	Increase teaching load with small and large groups, consult with CT regarding the direction of proposed integrated unit, charting student learning, integrating technology applications; propose the implementation of Co-Teaching Strategies to CT during planning	Take more lead in collaborative planning; third visit from US
	6	10	Increase teaching load, continue collaborative planning with CT, assume some supervision of aide(s), interact with other adults who have direct contact with your P-12 students; take lead role in collaborative planning by identifying students' needs and implementation a Co-Teaching Strategy to address needs	
5	7	11	"Solo" week (responsibility for full day of instruction each day), confer daily with CT; CT completes 2-week evaluation, "solo" includes responsibility for all routine paper work; direct CT in Co-Teaching Strategies; continue to lead collaborative planning	
6	8	12	Second "solo" week, collaborative planning with CT. Plan for one or two "other site" observations for your final week, Complete videotape analysis.	Fourth visit from US
7	9	13-14	Final week, decrease instructional time for transition from CPC back to CT, complete any outstanding requirements; CT and US complete final evaluations	Complete the portfolio

APPENDIX F:
GUIDELINES for OBSERVATIONS: ALL CLINICAL PRACTICE CANDIDATES

I. General Observation

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

II. Observation – Non-Verbal Behavior

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

8. Check if students do the following:

- | | |
|---|--|
| <input type="checkbox"/> fidget | <input type="checkbox"/> passively listen |
| <input type="checkbox"/> slouch | <input type="checkbox"/> respond without raising hands |
| <input type="checkbox"/> watch clock | <input type="checkbox"/> make eye contact with teacher |
| <input type="checkbox"/> nod, sleep | <input type="checkbox"/> avoid eye contact with teacher |
| <input type="checkbox"/> raise hands | <input type="checkbox"/> work on homework from other class |
| <input type="checkbox"/> attentively listen | |

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

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

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

APPENDIX G: ITEMS to CLARIFY WITH YOUR PROSPECTIVE COOPERATING TEACHER

Check off and date each the items below as you discuss it with your Cooperating Teacher (CT) during your first meetings. Feel free to add others as appropriate.

Date	Thought or Item to Clarify
	Share completed "Clinical Practice Candidate Personal Data Form" (Edu #11)
	Determine appropriate attire
	Determine expected arrival and departure times, extra duties, and sign-in/sign-out requirements
	Obtain general daily schedule (share with University Supervisor)
	Learn expectations of supervisors for cafeteria, recess, computer lab, etc.
	Acquire knowledge of fire, tornado, earthquake drill instructions; bomb or personal safety threat precautions
	Learn procedures/routines for attendance, lunch count, transitions, etc.
	Acquire information about access to office equipment and training on use
	Acquire information about ordering of supplies (requisition system)
	Inquire about access to information re: students with special health concerns
	Inquire about access to information re: students receiving special education and related services
	Inquire about access to information re: students with ESL services
	Learn requirements for use of special services areas – media center/library, computer lab, art, music, resource, etc.
	Receive training on use of technology, e.g., classroom computers, computer lab, email, Infinite Campus, Smartboards, assistive technology
	Learn how to use manuals and resources for adopted instructional content or assessment
	Inquire about access to CT Planning book, school computer, student instructional management input programs/software, etc.
	Learn Administration's expectations for lesson planning
	Determine expectations for Clinical Practice Candidate's planning for: a) providing direct instruction through use of collaborative co-teaching or b) providing independently under supervised observation approaches
	Learn the behavioral management policy and philosophy of the school and CT
	Learn the school-wide and classroom rules and positive behavior support systems that have been established
	Understand special school policies (e.g., handbook for teachers, for students)
	Determine how best to collaborate and communicate with Special Services providers
	Identify special community/school events where participation is expected
	Seek permission to attend Staff/Faculty meetings
	Identify staff/faculty parking
	Determine expectations for extracurricular activities

Date	Thought or Item to Clarify
	Determine expectations for interactions with paraprofessional and building staff
	Determine expectations for interactions with parents
	Determine expectations for interactions with volunteers and other school visitors (e.g., D.A.R.E., JA, etc.)
	Determine expectations for interactions with site-based management
	Determine expectations for interactions with building-based teams
	OTHER:
	OTHER:
	OTHER:
	OTHER:

Clinical Practice Candidate: _____

Cooperating Teacher: _____

School: _____

Additional Questions/Notes

CLINICAL PRACTICE CANDIDATE PLACEMENT & COOPERATING TEACHER INFORMATION

Clinical Practice Candidate Information

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

Local Address _____
 Street City State Zip

Home Address _____
 Street City State Zip

Telephone () _____ Date of Birth ____/____/____ Gender _____

E-mail Address _____ Social Security Number _____

Anticipated Area(s) of Certification _____

Cooperating Teacher

(information also needed for KY Vouchers)

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

Email address _____

Years of Teaching Experience _____ Years at Present School _____

Highest Degree Obtained _____ KTIP Resource Teacher Training _____ yes _____ no

Certification Area(s) _____ Co-Teaching Training _____

Beginning and Ending Dates of Supervision _____

Number of Weeks of Supervision _____ University Supervisor _____

School _____ School District _____

School Address _____
 Street City State Zip

Principal _____ Telephone () _____

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

BRESCIA UNIVERSITY SCHOOL OF EDUCATION
PERSONAL DATA FORM: CLINICAL PRACTICE CANDIDATE
(to share with Cooperating Teacher)

Name _____

Residence during Clinical Practice _____

Phone (____) _____ Cell (____) _____ Date of Birth ____/____/____

Home Address _____

Single _____ Married _____ # of Children _____ Email _____

Area(s) of Certification _____

Elementary _____ Middle School _____ Secondary _____ Special Education _____

Projected date of graduation _____

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

(1) _____ Relationship _____

Telephone: Work _____ Home _____

(2) _____ Relationship _____

Telephone: Work _____ Home _____

BACKGROUND INFORMATION

Extra-curricular activities in Elementary and High School: _____

Extra-curricular activities in College: _____

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

_____ COOPERATING TEACHER FORM _____ CLINICAL PRACTICE CANDIDATE FORM

_____ 2 Week _____ 4 Week _____ 6 Week _____ 8 Week _____ 10 Week _____ 12 Week

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

The goal is to improve specific areas of candidate’s performance and positively impact learning of all students.
 Rating Scale: 1 = Beginning; 2 = Developing; 3 = Accomplished; 4 = Exemplary

Clinical Practice Candidate: _____

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

COMMENTS:

Areas of strength:

Areas of growth:

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

Signature _____ Date _____

_____ University Supervisor

_____ Content Faculty

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

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

Teacher Candidate _____ Grade _____

Agency/School _____ System/City _____ Subject _____

Cooperating Teacher _____ Time _____

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

COMMENTS:

Areas of strength:

Areas of growth:

Candidate Signature _____ Date _____

US/CF Signature _____ Date _____

BRESCIA UNIVERSITY SCHOOL OF EDUCATION
 CLINICAL PRACTICE: FINAL EVALUATION
 COOPERATING TEACHER

Please rate your Clinical Practice Candidate on the following rating scale at the completion of Clinical Practice.
 (Rating Scale: 1 = Beginning; 2 = Developing; 3 = Accomplished; 4 = Exemplary)

Clinical Practice Candidate: _____ Date: _____
 Subject(s)/Grade Taught: _____
 Dates: Began _____ Ended _____ System/City: _____
 School/Agency: _____
 Evaluation: Passed _____ Failed _____
 Signature: Cooperating Teacher _____

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

CLINICAL PRACTICE FINAL EVALUATION NARRATIVE

Clinical Practice Candidate _____ Date _____

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

Please submit Final Evaluation Forms
Edu #14 and Edu #15 in the provided
envelope and mail to:

Chair,
School of Education
Brescia University
717 Frederica Street
Owensboro, KY 42301

Cooperating Teacher

Date

School

City/State/Zip

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

CANDIDATE _____ SCORER _____ DATE _____

	1 Beginning	2 Developing	3 Accomplished	4 Exemplary
<p>Kentucky Teacher Performance Standards</p> <p><i>[score only if a minimum of two (2) pieces of evidence]</i></p>	<p>Candidate displays errors in knowledge of the Standard</p> <ul style="list-style-type: none"> Provides only repetition of standard with inferred connection to evidence. Identifies action with no explanation. Inconsistent and misuse of professional vocabulary 	<p>Candidate is familiar with the Standard</p> <ul style="list-style-type: none"> Provides inconsistent explanation of connection between standard and evidence. Discusses actions with explanation. Inconsistent use of professional vocabulary 	<p>Candidate displays solid knowledge of the Standard</p> <ul style="list-style-type: none"> Provides limited explanation of connection between standard and evidence. Analyzes actions with explanation. Limited use of professional vocabulary 	<p>Candidate displays in-depth knowledge of the Standard</p> <ul style="list-style-type: none"> Provides obvious explanations of connection between standard and evidence. Justifies actions with explanation. Extensive use of professional vocabulary
<p>Standard 1: Learner Development: <i>The teacher understands how learners grow and develop recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</i></p>				<p>Stnd 1 Score</p>
<p>COMMENTS for Exhibits 1 and 2</p>				
<p>Standard 2: Learner Differences: <i>The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</i></p>				<p>Stnd 2 Score</p>
<p>COMMENTS for Exhibits 1 and 2</p>				
<p>Standard 3: Learning Environments: <i>The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</i></p>				<p>Stnd 3 Score</p>
<p>COMMENTS for Exhibits 1 and 2</p>				
<p>Standard 4: Content Knowledge: <i>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</i></p>				<p>Stnd 4 Score</p>
<p>COMMENTS for Exhibits 1 and 2</p>				
<p>Standard 5: Application of Content: <i>The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</i></p>				<p>Stnd 5 Score</p>
<p>COMMENTS for Exhibits 1 and 2</p>				

	1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Kentucky Teacher Performance Standards <i>[score only if a minimum of two (2) pieces of evidence]</i>	Candidate displays errors in knowledge of the Standard <ul style="list-style-type: none"> Provides only repetition of standard with inferred connection to evidence. Identifies action with no explanation. Inconsistent and misuse of professional vocabulary 	Candidate is familiar with the Standard <ul style="list-style-type: none"> Provides inconsistent explanation of connection between standard and evidence. Discusses actions with explanation. Inconsistent use of professional vocabulary 	Candidate displays solid knowledge of the Standard <ul style="list-style-type: none"> Provides limited explanation of connection between standard and evidence. Analyzes actions with explanation. Limited use of professional vocabulary 	Candidate displays in-depth knowledge of the Standard <ul style="list-style-type: none"> Provides obvious explanations of connection between standard and evidence. Justifies actions with explanation. Extensive use of professional vocabulary
Standard 6: Assessment: <i>The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</i>				Stnd 6 Score
COMMENTS for Exhibits 1 and 2				
Standard 7: Planning for Instruction: <i>The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</i>				Stnd 7 Score
COMMENTS for Exhibits 1 and 2				
Standard 8: Instructional Strategies: <i>The teacher understands and uses a variety of instructional strategies to encourage students to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</i>				Stnd 8 Score
COMMENTS for Exhibits 1 and 2				
Standard 9: Evaluates Teaching & Implements Professional Development: <i>The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</i>				Stnd 9 Score
COMMENTS for Exhibits 1 and 2				
Standard 10: Leadership and Collaboration: <i>The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</i>				Stnd 10 Score
COMMENTS for Exhibits 1 and 2				
FINAL Comments:				

For reference, see "Kentucky's Teacher Performance Standards"

APPENDIX O: EDU #33 – PROFESSIONAL CODE OF ETHICS FOR KENTUCKY SCHOOL CERTIFIED PERSONNEL

[as developed by the Education Professional Standards Board]

16 KAR 1:020

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

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

Section 1. Certified Personnel in the Commonwealth:

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

To Students

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

To Parents

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

To the Education Profession

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

Section 2.

Violation of this administrative regulation may result in cause to initiate proceedings for revocation or suspension of Kentucky certification as provided in KRS 161.120 and 16 KAR 1:030. (21 Ky.R. 2344; eff. 5-4-95.)

Signature of Student/Candidate _____ Date _____

VERIFICATION OF PERMISSION TO DIGITALLY VIDEO-RECORD

All parent(s)/guardian(s) have signed the District’s media release form and (check one of the following):

_____ all students have been granted permission

_____ all **BUT** the following students have been granted permission:

Brescia University School of Education Candidate

Date

Cooperating Teacher Signature

Date

School or Agency/District

The recording will be created as part of the Brescia University Clinical Practice Experience or Senior Practicum. The sole purpose of the recording is in the professional development and assessment of the Teacher Candidate listed above. All rules of confidentiality apply.