

STUDENT TEACHING HANDBOOK

For the Clinical Practice Semester(s)
2024-2025

Shaping Tomorrow: Ideas to Action



College of Education and Human Development
University of Louisville

Conceptual Framework Constructs:	Inquiry	Action	Advocacy
<i>Constructs as Learned and Applied</i>	Research	Practice	Service
<i>Constructs Reflected in Students</i>	Critical Thinkers	Problem Solvers	Professional Leaders
<i>Unit Dispositions Reflected in Students</i>	Exhibits a disposition to inform practice through inquiry and reflection	Exhibits a disposition to critique and change practice through content, pedagogical, and professional knowledge	Exhibits a disposition to affirm principles of social justice and equity and a commitment to making a positive difference

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INTRODUCTION

The Student Teaching Handbook serves as a guide to clinical policies and procedures, participant responsibilities, and an overview of the initial process of teacher certification and subsequent readiness for employment as a professional educator. The handbook does not supplant existing, specific program guides, but is rather a general compendium of practices with which all student teachers must comply to qualify for certification. Information contained herein should be useful to cooperating teachers and university supervisors as well, detailing expectations of respective roles during the student teaching semester(s).

For the student teacher candidate, this semester will afford both satisfying and challenging times. You will find P-12 students who are willing and eager to accept you as an instructor, and those who will be difficult to reach. So, bear in mind that you have been preparing for the clinical semester, and it should be viewed as an opportunity for professional growth. Some days in the classroom will be more challenging than others. Those will likely be the days when you will seek greater input from cooperating teachers, other experienced teachers, or your university supervisor. Remember the reasons that led to your conscious decision to work with students in a classroom setting, and learn from both the less successful as well as more positive teaching experiences.

To our school-based partners, we extend our sincere gratitude for participating in this joint venture as we partner in the final phase of preparation of our teacher candidates. We appreciate your time and effort spent in helping to make our programs successful.

University of Louisville

College of Education and Human Development

UNIVERSITY OF LOUISVILLE MISSION STATEMENT

The University of Louisville pursues excellence and inclusiveness in its work to educate and serve its community through:

1. teaching diverse undergraduate, graduate, and professional students in order to develop engaged citizens, leaders, and scholars;
2. practicing and applying research, scholarship and creative activity; and
3. providing engaged service and outreach that improve the quality of life for local and global communities.

The University is committed to achieving preeminence as a nationally recognized metropolitan research university.

As adopted by the Board of Trustees of the University of Louisville, January 14, 2016

<http://catalog.louisville.edu/undergraduate/about/mission-statement/>

MISSION OF THE COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

The College of Education and Human Development embraces the University's mission as a metropolitan research university committed to advancing the intellectual, cultural, and economic development of our diverse communities and citizens. We promote the highest levels of learning and social, emotional, and physical health and well-being for all children, individuals, and families. Our programs enhance the organizations and communities in which they grow and develop.

Our mission is to advance knowledge and understanding across our disciplines and constituencies and to develop educational leaders who will inform policy, improve practice, strengthen communities, and address pressing social concerns. We prepare students to be exemplary professional practitioners and scholars; to generate, use, and disseminate knowledge about teaching, learning, health promotion and disease prevention, and leadership in public and private sector organizations; and to collaborate with others to solve critical human problems in a diverse global community. We seek to continually improve the quality of life for all in our metropolitan community, the Commonwealth of Kentucky, and the nation.

VISION OF THE COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Our vision for the College of Education and Human Development is to be a top-tier national Metropolitan College of Education in teaching, scholarship, and stewardship. We will respond to the needs of our constituents, including school districts, local agencies, and organizations that seek to advance education and human development.

<https://louisville.edu/education/about>

CONCEPTUAL FRAMEWORK

2015

Shaping Tomorrow: Ideas to Action

Shaping Tomorrow: Ideas to Action, the Conceptual Framework for the College of Education and Human Development (CEHD) at the University of Louisville, incorporates the shared vision of various stakeholders, including our university, school, and community partners. Our Conceptual Framework responds fully to the university's commitment to service, diversity, equity, and social justice and is aligned with university, unit, state, and national standards, as well as with UofL's Quality Enhancement Plan for accreditation by the Southern Association of Colleges and Schools (SACS).

Construct 1: Inquiry

The blend of practice and research at the university reaffirms my deeply held belief that worthwhile knowledge draws on both worlds. Indeed, the separation of practice from theory, of practitioners from scholars, is more often than not a divorce that is more symbolic than real. (Cuban, 1993, p. xxi)

Under the construct of ***Inquiry***, and through active engagement and skilled training in multiple methods of rigorous ***Research***, students in the CEHD develop the knowledge, skills, and dispositions to become ***Critical Thinkers***. At the core of this Conceptual Framework is the concept of the collegium, in which scholarship, the activity of knowledge-seeking, is performed not in isolation but in communion and solidarity with others, both within the academy and in the world (Shulman, 2004b).

The communal nature of the scholarly work of the CEHD is reflected in the processes of generating, communicating, and questioning the results of research. We affirm that our work responds to and thrives on the necessary and productive tensions between the domains of policy, research, and professional practice. College research reflects the "disciplined eclecticism" described by Shulman (2006). It is multidisciplinary and multi-method, as demanded by our diverse programs and areas of interest. Our faculty and students actively engage in the academic discourse of multiple professional disciplines; participate in professional societies and organizations related to their individual disciplines; and respond to the local, state, and national policies that impact their professional practice and the processes of education in real schools. CEHD administrators and faculty respond to and promote standards-based curricula in support of educational excellence. Graduates of our programs meet rigorous standards of performance in teaching, leadership, school counseling, and other professions. CEHD policy documents and assessment tools (Hallmark Assessments, Student

Learning Outcomes, Academic Program Reviews, etc.) are continually revised and adapted to reflect changing local, state, and national standards of research-based best practice.

Inquiry skills can be defined as “seeking knowledge to solve problems and to achieve goals” (Kuhn, 2005, p. 5). Others may define inquiry slightly differently, perhaps including in the definition the understanding of how knowledge is generated and justified and the use of those understandings to engage in new inquiry (National Research Council, 2005). The University of Louisville’s Quality Enhancement Plan (QEP) for SACS accreditation, a critical thinking initiative for improvement of undergraduate learning (see Section VI of this document), uses the Paul-Elder model for critical thinking, which defines critical thinking as “that mode of thinking—about any subject, content, or problem—in which the thinker improves the quality of his or her thinking by skillfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them” (Paul-Elder, 2008). The CEHD’s Conceptual Framework endorses and incorporates the university’s critical thinking model. Our conception of inquiry, therefore, does not merely include the performance of the skills of inquiry but, rather, encompasses a candidate’s/student’s deeper understandings of how, when, and why to use such skills. We acknowledge that our students’ metacognitive abilities must be enhanced by structured reflection and that this involvement is critical to independent inquiry.

A cornerstone of inquiry is the idea of a thesis, or question, and the potential evidence that supports it. According to Paul (2007), a well-developed critical thinker is able to formulate vital questions and problems; gather, assess, and interpret relevant information; define and test solutions; and think open-mindedly within alternative systems of thought. Further, Anderson (2001) claims that the most important aspect of critical thinking is that it is situational in nature. Critical thinking, like inquiry, includes both contextual performance skills and metacognitive skills. Programs in the CEHD are designed to enhance both of these abilities in our students.

Research is a structured medium through which good questions are asked and then answered through the application of rigorous research design and analytical skills. Our students become critical thinkers, operationalizing, testing, and refining their inquiry skills in the real-world laboratories of schools and other educational institutions.

Construct 2: Action

Teaching, at its best, means not only transmitting knowledge, but transforming and extending it as well. . . . In the end, inspired teaching keeps the flame of scholarship alive. (Boyer, 1990, p. 24).

Under the construct of ***Action***, and through routine, continual, and pervasive ***Practice***—whether this be in the areas of pedagogy and instructional leadership, counseling, or research—students in the CEHD develop the knowledge, skills, and dispositions to become ***Problem***

Solvers in the community. They are encouraged to apply knowledge to solve real world and community problems. Their work, and ours, manifests collaboration and signature partnerships with others in the metropolitan region, the state, the nation, and outside the United States. Our students are challenged to test the knowledge they acquire through public performance, to share what they have learned with peers and professors (Shulman, 2006), and to apply this knowledge in multiple settings. Through the action of testing their knowledge in applied contexts each student is capable of becoming a teacher for many.

Shulman's categories of knowledge include knowledge of educational contexts, ranging from the workings of the group or classroom, to the governance and financing of school districts, to the characteristics of communities and cultures (Norlander-Case, Reagan, & Case, 1999). The knowledge of educational ends, purposes, and values (and the philosophical and historical foundations of these) is inherent to understanding that teaching occurs at the interaction of complex disciplines with diverse and complex learners (Strong, 2002).

Effective educators emphasize meaning, recognize that students are multifaceted individuals, and understand the relationship of ideas and experiences to learning in and out of classrooms (Duck, 2000f Hogan, Rabinowitz, & Craven, 2003f Shulman, 2000). CEHD students learn to construct knowledge through interpreting, analyzing, and evaluating. They draw conclusions based on understanding, make and support problem-based solutions, and connect learning to authentic settings. The role of theory-to-practice connections in authentic teaching and learning experiences has been found to have a significant impact on student achievement (Newmann, Bryk, & Nagaoka, 2001).

Our students' repertoires of research-based strategies are a key dimension of overall educational effectiveness. In programmatic courses and experiences, students employ a range of strategies and develop and regularly integrate inquiry-based, hands-on learning activities, critical thinking skills, and assessments that reach all learners.

Construct 3: Advocacy

Scholarship should be promoted as zealously as though it were an end unto itself, but the final appraisal of scholarship should be, not its prestige with scholars, but its value to human life. (Albion Small, as cited in Shulman, 2004a, p. 216)

Under the construct of **Advocacy** and through dedicated, committed **Service** to their peers, university, community, and world, students in the CEHD develop the knowledge, skills, and dispositions to become **Professional Leaders**. Shulman (2006) notes that through practice theoretical principles become commitments engraved on the heart. The CEHD exists in a metropolitan community and a world marked by diversity. Diversity has many dimensions,

encompassing (among other things) ethnicity, gender, socioeconomic status, age, national origin, English language proficiency, and exceptional ability. Our duty to promote diversity implies that we empower our students and others to participate fully in the life of the community in which we live, to practice social justice, and to seek equity of educational access for all the constituents we serve.

Social justice serves as a framework for unifying the teaching and scholarship across disciplines in the CEHD with the constructs of inquiry, action, and advocacy. As a college, we encompass a wide array of research and instructional interests. Therefore, the conception of social justice that guides us is both *comprehensive* (covering multiple dimensions suitable for an institution with a range of programs and a diverse student body) and *specific* (employing defined and demonstrable understandings). As a collective unit and within individual departments and disciplines, the CEHD furthers university and college-wide initiatives in order to build the knowledge, skills, efficacy, and urgency to address and solve community problems. The integration of social justice into our Conceptual Framework impacts educator practices, student experiences, and program policies (McDonald, 2005).

As described in our Mission Statement, the CEHD is committed to honoring diversity and furthering social justice, as reflected in our bio-ecological model of a democratic society. Equity and social justice compel us to use inquiry, action, and advocacy to deepen and extend the construct of democracy in our pluralistic society (Parker, 2003).

Social justice affects our programs and is embedded in the work of faculty and students in two key ways. First, we believe that our faculty and students/educator preparation candidates are responsible for asking and answering important ideological questions regarding education for social justice. Cochran-Smith (2004) stated them thus: “What is the purpose of schooling, what is the role of public education in a democratic society, and what historically has been the role of schooling in maintaining or changing the economic and social structure of society?” (p. 144). Our faculty and students/candidates ask and answer these questions as they promote knowledge in community through research, practice, and service. As contributing members to a democratic society, our faculty and students/candidates build individual and collective capacity through their roles as teachers, counselors, instructional leaders, researchers, and members of the community.

Second, we examine how social justice is contextualized in the communities connected to our lives and work. The University of Louisville is a state-supported university located in a metropolitan area. The children and adults of our community face many challenges, including social, economic, legal, and cultural barriers to education. Our commitment to social justice demands that we seek to rigorously understand, investigate, and end these inequities. We are committed to the core assumptions of the *Kentucky Educational Reform Act* (KERA, 1990),

which asserts that all children can learn, and *Senate Bill 1, Unbridled Learning* (2009), which calls for every child to reach his or her learning potential and to graduate from high school ready for college and career. We are also committed to the Kentucky Council on Postsecondary Education's vision that "all Kentuckians will be prepared to succeed in a global economy." To achieve these goals, we employ research-based pedagogical, counseling, and administrative practices that encourage learning that is relevant, dynamic, and transformative.

We believe that advocacy is a motivation for service and a support for change and that it is essential to strengthening a dynamic, democratic society. We demonstrate our commitment to social and human equity in our teaching, research, professional practices, relationships with others, and actions undertaken outside the college.

Opportunities for students to engage in leadership and collaboration extend across a range of organizations served by the CEHD, including school districts, non-profit agencies, clinics, businesses, and community organizations. CEHD responds to the needs of the Jefferson County Public Schools (JCPS), the largest public school district in the state, and the Ohio Valley Education Cooperative (OVEC), an educational consortium of thirteen counties surrounding Louisville. The CEHD participates in UofL's Signature Partnership Initiative, which works to enhance the quality of life and economic opportunity for residents of West Louisville. Our signature partnerships aim to eliminate disparities in education, health, economic development, and human/social services within the urban core through hands-on engagement in five schools in West Louisville (see Appendix D for information on the college's work with Professional Development Schools). Both educator preparation programs and human development programs maintain close relationships with local, state, and national associations and agencies related to their individual disciplines and provide opportunities for students/candidates to collaborate with the community in real-world settings.

Every course syllabus outlines for students the relationship of the course to the college's Conceptual Framework. Each course in the college also has a Hallmark Assessment Task (HAT) (a major course assignment developed by faculty specifically for the course and required of every student who takes the course). Data collected through student completion of the HAT supports the CEHD Unit Assessment System, which is based on the unit's Conceptual Framework. In addition, all education preparation candidates are assessed on the Conceptual Framework at least once and possibly up to three times by their program using the Ideas to Action Holistic Construct rubric (see Appendix E).

For complete text of the 2015 CEHD Conceptual Framework, including Appendices, click here: <http://louisville.edu/education/about/files/conceptual-framework2015.pdf>

OFFICE OF EDUCATOR DEVELOPMENT AND CLINICAL PRACTICE

<http://louisville.edu/education/field-placement>

The Office of Educator Development and Clinical Practice (OEDCP) at the University of Louisville is housed in the Raphael O. Nystrand Center of Excellence in Education. The Nystrand Center's purpose is to develop, implement and study collaborative efforts to improve teaching. The OEDCP facilitates field and clinical placements working with a variety of district and community partners, collects and organizes placement and assessment data, and ensures compliance to state regulations which govern field and clinical experiences..

Field Experience and Clinical Practice Placement Policy

The Office Educator Development and Clinical Practice (OEDCP) places candidates in field and clinical placement sites that are aligned with the College of Education and Human Development's mission statement and Conceptual Framework. *Ideas to Action*, our conceptual framework, is grounded in the notion that candidates become critical thinkers, problem solvers, and leaders through Inquiry, Action and Advocacy-all active qualities that require significant field and clinical experiences. Each field and clinical experience is mapped to the Conceptual Framework and includes performance-based tasks that are assessed using rubrics that include components from national, state and professional standards.

Placement Sites Field and clinical placements are arranged in collaboration with established partners, which include our largest partners-Jefferson County Public Schools (JCPS), the Ohio Valley Educational Cooperative (OVEC), and Archdiocese of Louisville. The OEDCP coordinates placements based on various factors, including state mandates, previous placements and experiences, personal/work connections, experiences with diverse learners, career aspirations, and strengths and needs of the candidate as determined by the candidate, the university supervisor and/or faculty advisor. Candidates may indicate district preference when completing the Student Teaching Application; however, all placements are contingent on identifying a qualified mentor and university supervisor as well as consideration of the factors listed above. For student teaching placements, outside of our regional area, candidates must submit a written request to the OEDCP Placement Office.

School districts recommend school sites based upon a number of factors including effective mentors and diverse student populations. The OEDCP is involved in regular and frequent communication concerning student placements with the JCPS Director of Human Resources, the JCPS Coordinator of Student Teachers; the OVEC Director of District Support and Director of

Special Initiatives; and district and community leaders throughout the service region.

Placement Procedure Field and clinical experiences represent a variety of early and ongoing school- based and community-based opportunities, in which candidates work in classroom settings to assist, tutor, instruct, conduct applied research, reflect and analyze under the direction of a certified teacher or educational director. A Field Experience Placement Form completed by candidates provides information needed to secure the appropriate type of placement. The OEDCP tracks field hours via KECS to ensure candidates have access to a variety of urban, suburban and/or rural settings and experiences with student populations diverse in cultural, economic, linguistic and special needs

The CEHD has formed a variety of partnerships. Elementary, middle and high schools have been designated as Early Professional Experience Sites, which allow candidates a first look at the teaching profession in an effective learning community. The CEHD has a number of designated partner schools in JCPS, OVEC, and the Archdiocese in which candidates and school personnel have on-going and job embedded school and university support. The district and school leadership work in concert with the OEDCP and CEHD Program Directors to place candidates with educators in these schools. District/university supported grants have opened up avenues to expand the clinical model.

The OEDCP officially requests placements by contacting a designated administrator at each district- approved site. The request may specify a particular educator(s) or ask for an administrator recommendation using agreed upon selection criteria. A brief description and purpose of the field experience, the number of field hours required, the description of candidate activities and the role of the cooperating teacher is provided.

Once a candidate placement is confirmed, school administrators and mentor/cooperating teachers are notified through email of the placement with a more detailed description of roles and responsibilities. The school contact person is provided a list of all candidates assigned to that site. For clinical placements, a Cooperating Teacher Training/Orientation is offered which provide state mandated content. Candidates are notified of their placements and the expectations for the field and clinical assignment through their course instructor, university supervisor and/or OEDCP personnel.

Diversity in Clinical Practice

Diversity is a shared vision for our efforts in preparing teachers, administrators, school counselors and other professionals. In order to foster perspectives consistent with this vision,

candidates investigate and gain a current perspective of diversity issues (race, ethnicity, language, religion, culture, SES, gender, gender identity, sexual orientation, military status, disability, ability, age, national origin, geographic location) through clinical practice.

CONTACTS

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<http://louisville.edu/education/field-placement>

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PART I: POLICIES AND PROCEDURES

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PURPOSE OF STUDENT TEACHING

Clinical experiences are designed to familiarize candidates with various contexts and components of the education process. Understanding classroom demeanor, policies of state and district institutions, and other school-related issues help to ensure a student-focused instructor who can create a meaningful learning environment.

The student teaching experience allows for demonstration of skills acquired in previous placements, and encourages extension of these abilities as candidates apply educational theories and methodologies required for certification eligibility. The student teacher works with one or more cooperating teachers and a university supervisor.

Student teachers will have opportunities to:

- Apply knowledge constructed during initial phases of the Teacher Education Program
- Employ methods and materials that engage all learners and that are research-based
- Develop school community interpretive skills
- Refine a personal teaching philosophy
- Learn curricular expectations
- Demonstrate understanding and proficiency of Kentucky's Teacher Standards

To meet regulatory requirements outlined in 16 KAR 5:040, student teachers shall have opportunities to:

- Engage in extended co-teaching experiences with an experienced teacher;
- Engage in reflective self-assessment that informs practice;
- Maintain regular professional conversations with experienced teachers other than the cooperating teacher;
- Participate in regular and extracurricular school activities;
- Participate in professional decision making; and
- Engage in collegial interaction and peer review with other student teachers

APPROVAL FOR STUDENT TEACHING

Each department determines the final eligibility to student teach. Art Education, Early Childhood and Elementary Education (ECEE), Health and Sport Sciences (HSS), Middle and Secondary Education (MISE), Music Education (MUED), and Special Education (SPED). Teacher candidates approved for student teaching shall have:

- Been admitted to the Teacher Education Program
- Completed the required professional courses
- Demonstrated satisfactory grades/progress as stipulated on individual program sheets
- Received required teaching dispositions as indicated on the Dispositions Assessment
- Demonstrated required progress on mid-point key assessments
- Completed and documented a minimum of 200 clock hours of field experiences and submitted into KFETS and Foliotek.
- Completed student teaching application requirements (placement form, medical/TB if required by the district; criminal background check, handbook verification, Child Abuse and Neglect Check (CAN), and other district requirements)
- Completed Promoting Positive Behavior in Schools Training (PPBIS)
- Participated in Student Teaching Orientation

INSTITUTIONAL POLICIES

Per Kentucky Education Professional Standards Board regulation, 16 KAR 5:040, all teacher candidates must complete supervised student teaching in an approved classroom to be eligible for certification. "The educator preparation institution shall provide a full professional semester to include a period of student teaching for a **minimum of seventy (70) full days**, or its equivalent, in instructional settings that correspond to the grade levels and content areas of the student teacher's certification program." The University of Louisville adheres to this statute by requiring a 15-week commitment to earn student teaching credit hours, plus additional days if needed to meet the seventy day requirement. University supervisors review and sign a calendar, which requires teacher candidates to verify each day of attendance. Student teachers who cannot complete the time required prior to the established deadline for submission of grades will receive an incomplete (I) grade until the requirement has been met.

Attendance:

- Student teachers are expected to be in attendance all day every school day for the duration of the assignment.
- The assignment begins the first day district teachers must report to schools at the beginning of the student teaching semester not the first day that the university begins the semester.
- Student teachers follow the district calendar for holidays and scheduled breaks. Student teachers do not follow the university calendar for fall or spring breaks.
- Student teachers are required to attend site-scheduled meetings, conferences, and professional development activities.

If unable to attend school for any reason, it is the responsibility of the student teacher to notify the cooperating teacher and the university supervisor of the absence prior to the beginning of the school day, and to submit lesson plans or other materials as appropriate to fulfill professional responsibilities. The 15-week requirement is not waived for illness. Candidates must continue in the placement until the assignment is met.

Attendance at professional conferences:

Student teachers may spend one day or two half days during the student teaching semester attending a) conferences of professional organizations or b) participating in other approved professional development experiences. Either of these activities requires prior approval of the

university supervisor, in consultation with the student's cooperating teacher. Validation of attendance at professional conferences or professional development activities in the form of a certificate of attendance must be presented to the university supervisor and/or cooperating teacher. Students are encouraged to share their experiences with others at the school site. With EPSB approval, the day may be considered as a required "instructional day."

Participation in job-seeking ventures: Student teachers may spend up to one day or two half days during the student teaching semester participating in interviews, school visits or other activities related to securing a teaching position. This leave time must have prior approval of the university supervisor, in consultation with the cooperating teacher. Evidence of participation must be presented to the university supervisor.

Confidentiality:

In compliance with the Kentucky School Personnel Code of Ethics student teachers ..."shall keep in confidence all information about students..." It is an expectation of the University that this commitment to confidentiality be upheld.

Degree and Certification:

It is the responsibility of the student teacher to submit degree and certification applications during the semester prior to graduation. The applications should be submitted during the Capstone Seminar, if applicable.

Academic Integrity and Dishonesty

All contributions and assessments will demonstrate academic integrity which means that submitted work is of high quality, is original, and represents a single submission, unless otherwise noted through explicit and appropriate citations.

"Academic dishonesty is prohibited at the University of Louisville...Academic dishonesty includes, but is not limited to, the following:

- Cheating
- Fabrication
- Falsification
- Multiple Submission [the same assignment should not be submitted for more than one

course]

- Plagiarism
- Complicity in Academic Dishonesty (U of L Code of Conduct, Section 5)

Plagiarism:

<http://louisville.edu/dos/students/codeofconduct>

Representing the words or ideas of someone else as one's own in any academic exercise, such as the following:

- a) submitting as one's own a paper written by another person or by a commercial "ghost writing" service
- b) exactly reproducing someone else's words without identifying the words with quotation marks or by appropriate indentation, or without properly citing the quotation in a footnote or reference
- c) paraphrasing or summarizing someone else's work without acknowledging the source with a footnote or reference
- d) using facts, data, graphs, charts, or other information without acknowledging the source with a footnote or reference

Borrowed facts or information obtained in one's research or reading must be acknowledged unless recognized as "common knowledge." Clear examples of "common knowledge" include names of leaders of prominent nations, basic scientific laws, and the meaning of fundamental concepts and principles in a discipline. The specific audience for which a paper is written may determine what can be view as "common knowledge": for example, the facts commonly known by a group of chemists will differ radically from those known by a more general audience. Students should check with their instructors regarding what can be viewed as "common knowledge" within a specific field or assignment, but often the student will have to make the final judgment. When in doubt, footnotes or references should be used.

Discipline Procedures for Academic Dishonesty:

Charges of academic dishonesty shall be handled through the appropriate academic unit level

procedures. An academic unit that determines that a student is guilty of academic dishonesty may impose any academic punishment on the student that it sees fit, including suspension or expulsion from the academic unit. A student has no right to appeal the final decision of an academic unit. However, a student who believes he or she has been treated unfairly, has been discriminated against, or has had his or her rights abridged by the academic unit may file a grievance with the Unit Grievance Committee, pursuant to the provisions of the Student Academic Grievance Procedure; the Academic Grievance Committee may not substitute its judgment on the merits for the judgment of the academic unit.

An academic unit that suspends or expels a student from the academic unit because the student has been found guilty of academic dishonesty may recommend to the University Provost in writing that the student also be suspended or expelled from all other programs and academic units of the University. Within four weeks of receiving such a recommendation, the Provost shall issue a written decision. Neither the student nor the academic unit shall have the right to appeal the Provost's decision. However, a student who believes that he or she has been treated unfairly, has been discriminated against, or has had his or her rights abridged by the issuance of a decision by the Provost may file a grievance with the University Student Grievance Committee, pursuant to the provisions of the Student Academic Grievance Procedure; the University Student Academic Grievance Committee may not substitute its judgment on the merits for the judgment of the Provost.

Request for Student Teaching Placement Outside Established Partner Districts

Student teacher candidates are placed in sites that are aligned with the College of Education and Human Development's mission statement and Conceptual Framework. Placements are arranged in collaboration with established partners, which include our two largest partners - Jefferson County Public Schools (JCPS) the Ohio Valley Educational Cooperative (OVEC), and the Archdiocese of Louisville.

The Office of Educator Development and Clinical Practice (OEDCP), JCPS, OVEC, and/or Archdiocese leadership coordinate placements of all candidates to ensure that candidates are supported throughout the experience. In addition, a Capstone Seminar Course, which meets once a week on campus, is a critical component of the support offered to student teachers. The Capstone Seminar offers an opportunity to collaborate within a critical friends' network and provides support for the completion of the Hallmark Assessment Tasks (HATs) required for graduation and certification. **Elementary MAT Candidates do not participate in a structured Capstone Seminar. Support is provided through meetings with university supervisors on site

and targeted seminar sessions on campus. **

A student teacher candidate requesting a placement other than those assigned through an established partner district or requesting a guest placement through another university must be a strong candidate in good standing, demonstrating the ability to work **independently**. Any placement is contingent on the OEDCP and/or district leadership finding a qualified mentor and a U of L university supervisor and approval by the appropriate program faculty.

In addition to requirements outlined in the U of L CEHD *Student Teaching and Clinical Practice Application*, candidates requesting an alternative site placement must meet the following criteria:

- Over-all grade point of 3.5 (MAT) or 3.25 (B.A.)
- Written recommendation of Advisor **and** Methods Instructor
- Pre-Approval of Capstone Seminar Instructor as to method of completing all required assignments (e.g., independent study, participation via SKYPE) [Note: candidates completing the Capstone Seminar off-campus must complete all assignments including participating in a critical friends' network and communicating weekly with Capstone Instructor.]

Candidates requesting a guest placement through another university must also meet any requirements set forth by that university.

Candidates, choosing to student teach in an OVEC district that requires considerable travel, are asked to contact Capstone Seminar Instructor regarding options to participate via SKYPE or other media. It will be the responsibility of the teacher candidate to coordinate with a classmate to set up the technology for participation. The candidate will work with the cooperating teacher and school administration to leave early on days when attendance at Capstone is mandatory.

Legal Action:

In addition to the initial background checks, charges of violation of criminal law or evidence of a criminal record against anyone in field placements will result in suspension from the Teacher Education Program and/or student teaching until the case is resolved. Student teachers must assume responsibility for reporting such charges to the assistant dean for student services.

PRAXIS Testing for Certification:

Student teacher candidates must successfully complete the PRAXIS in order to be eligible for a certified teaching position. Student teachers are responsible for testing expense. Information may be found online at <http://www.ets.org/praxis>

Many programs offered through the College of Education & Human Development may require a standardized test for admission, program completion, and/or certification. The University of Louisville's **Testing Services** offers additional information on individual tests and is an official testing site for many of the tests. <http://louisville.edu/education/admissions/testing>

Calendar/Vacations:

Student teaching dates correspond with those of the school and district of placement. District vacation schedules will be followed by the student teacher, including beginning semester dates. Questions or concerns should be directed to the university supervisor or program director.

LEGAL ISSUES RELATED TO STUDENT TEACHING

According to regulation 16 KAR 5:040, “the educator preparation institution shall provide opportunities for the student teacher to assume major responsibility for the full range of teaching duties, including extended co-teaching experiences, in a real school situation under the guidance of qualified personnel from the educator preparation institution and the cooperating elementary, middle, or high school. The educator preparation program and the school district shall make reasonable efforts to place student teachers in settings that provide opportunities for the student teacher to develop and demonstrate the practical skills, knowledge, and professional dispositions essential to help all P-12 students learn and develop.” Although the student teacher assigned to a school will assume major responsibility for a full range of teaching duties, it is the cooperating teacher who is the person legally responsible for the class to which he/she is assigned.

- Student teachers may not assume full responsibility of the classroom without the supervision of a certified teacher who is employed by the school district.
- The student teacher MAY NOT serve as a substitute teacher during student teaching placement. A regular or substitute teacher employed by the district must be present in the classroom when the student teacher is teaching.

This policy is based on various opinions delivered from the attorney general’s office, and reflected in KRS 161.042. The student teacher does not yet have a regular or emergency teaching certificate from the Department of Education and therefore is not authorized to teach except under supervision.

Student teachers are covered by University of Louisville insurance (see Professional Liability Insurance Coverage) but may also purchase another policy.

Educator Legal Liability coverage describes a policy that covers wrongful acts of employees, including student teachers, operating within the scope of their duties. Wrongful acts include failure to educate, fiscal irresponsibility, libel and slander, discrimination invasion of privacy, broadcasting or telecasting activities.

Questions may be directed to Risk Management at <http://louisville.edu/riskmanagement>

PROFESSIONAL LIABILITY INSURANCE COVERAGE

For University of Louisville Pre-service Teachers In Required Field Placements

The University of Louisville provides professional liability insurance coverage for student teachers in field placements required by their programs. However, students are advised that they can secure additional coverage through various private carriers of their choice to supplement this coverage. Please note that some insurance policies exclude or limit coverage if other insurance is applicable. Students should review the terms and conditions prior to purchasing any policy. The University of Louisville and the College of Education and Human Development do not endorse any insurance carrier, but do make students aware that organizations such as the National Education Association/Kentucky Education Association – Student Program (NEA/KEA-SP) provide insurance coverage through student memberships.

The Kentucky Association of Professional Educators provides up to \$2 million in coverage of activities conducted in the member's professional capacity. The website is <http://www.kentuckyteachers.org/>

PROFESSIONAL DISPOSITIONS

University of Louisville students who are in pre-service teaching roles are expected to contribute to the creation of a positive and effective climate with peers, teachers and faculty in field and clinical placements and U of L courses. Critical dispositions, as defined by InTASC Model Core Teaching Standards, are those habits of *professional action and moral commitment* that underlie how teachers act in practice.

The CEHD Dispositions Assessment has been based on Qsort data, program data collection, the InTASC Model Core Teaching Standards, the Council for Accreditation of Educator Preparation (CAEP) Standards, and other current research.

The InTASC offers the following: “Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher’s primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration.” This self- reflection is a key element to the Teacher Professional Growth Effectiveness System, a process by which teachers among other elements assess dispositions for the purpose of self-improvement.

Instructors, cooperating teachers, and university supervisors assess candidate dispositions as they progress through the U of L Developmental Teacher Preparation Model or Clinical Model.

Teacher Candidate Dispositions looks at three (3) key areas:

- Professionalism
- Critical Thinking
- Commitment to Teaching

Evaluators assess each of ten (10) dispositional competencies guided by the examples of indicated, observable behaviors.

- Collaboration
- Respect for Student Differences
- Preparation
- Ethical Teaching Behavior
- Reflection to Impact Student Learning

- Accepting and Implementing Feedback
- Intellectual Curiosity
- Initiative
- Flexibility
- Leadership

Here is a link to the website's Disposition Assessment. <http://louisville.edu/education/field-placement/forms/2018/cehd-dispositions-rubric-2018.pdf>

PERFORMANCE ISSUES AND CONCERNS

Performance Issues and Concerns

Issues and concerns related to performance in clinical placements and any other capacity related to the program in Teacher Education may arise. A Communication of Concern and Intensive Assistance Plan are two established protocols developed to establish a plan of action and document a process toward resolution.

Communication of Concern

A university professor/instructor, teaching candidate, cooperating teacher, university supervisor, or other stakeholders involved in the candidate's progress may initiate a Communication of Concern. A Communication of Concern describes and establishes a date to discuss the concern among the teaching candidate, university professor/instructor, cooperating teacher, university supervisor, advisor and/or other interested parties.

A Communication of Concern **will be** issued to a candidate:

- 1) absences
- 2) habitual tardies;
- 3) late assignments;
- 4) failure to complete assignments within the course/field placement after meeting with your instructor/university supervisor to get clarification and assistance;
- 5) failure to communicate with the instructor/university supervisor as required.
- 6) failure to demonstrate adequate academic progress;
- 7) demonstrating competencies and dispositions that do not meet the criteria for the pre- service teacher program; and
- 8) planning/taking elective time off during the student teaching assignment.
- 9) other actions at the discretion of the instructor/university supervisor.

Extenuating situations will be considered on an individual basis.

Using the Communication of Concern form, the committee members create, in writing, a plan of action for addressing the concern, including the support that will be provided by each appropriate member and a date by which the plan of action is to be completed. Possible consequences will be specified if the action plan does not lead to the resolution of the concern. The result of the follow-up may also lead to the decision that an Intensive Assistance Plan is needed. Here is the link <http://louisville.edu/education/field-placement/forms/concerns.pdf>

Intensive Assistance Plan (IAP)

An Intensive Assistance Plan is initiated to communicate the serious nature of a concern that raises in question the successful completion of the program. Like a Communication of Concern, an IAP meeting can be scheduled upon the recommendation of the teaching candidate, cooperating teacher, university supervisor, or other stakeholder who feels that intensive assistance is necessary for a candidate's progress.

An IAP Advising Committee follows a series of procedural steps to review the documentation, discuss the resources and intensive assistance needed and specify the behaviors the candidate will need to demonstrate to continue in the program.

It is the goal of the U of L Faculty to do all that is possible to enable students in the program to successfully complete the program. In that spirit, the following plan was designed to:

- a. let candidates know when serious concerns have been raised about their likelihood of successfully completing the program;
- b. offer intensive assistance to those candidates;
- c. document what behaviors candidates will need to demonstrate within a particular time period in order to continue in the program; and
- d. document the kinds of resources available to the candidate.

An IAP meeting will be scheduled upon the recommendation of any of the following:

1. The candidate him/herself, should s/he become concerned about progress or lack thereof;

2. Any of the cooperating teachers working with the candidate;
3. The principal;
4. The university supervisor working with the candidate;
5. Any of the methods professors/instructors.

Concerns must be documented in order for a meeting to be scheduled. Documentation may include, but is not limited to: candidate assignments, observation forms, performance review, absence/tardy records, informal communications, weekly action plans, working portfolio, etc.

PROCEDURAL STEPS

Step 1

Upon recommendation of one of the above-listed persons and presentation of documentation, the candidate's supervisor will schedule a meeting of the "candidate's advising committee" to discuss the concerns, gather multiple perspectives, and decide if an Intensive Assistance Plan should be implemented. The advisory committee shall consist of the following people:

- University Supervisor
- Mentor teacher(s)
- Candidate's advisor
- Methods professors (one in each of the candidate's teaching disciplines)
- Candidate (only if s/he initiated the recommendation)
- Others may be involved depending on the relevance of their input

Step 2

If the Advising Committee feels there is sufficient concern to warrant an IAP, they will meet with the candidate. After considering the candidate's input, if the committee decides to proceed with an IAP, they will notify the candidate in writing.

Step 3

The committee will meet (without the candidate) and indicate in writing:

1. what changes need to occur

2. behavioral indicators of those changes and relevant sources of documentation
3. dates by which change must be demonstrated
4. resources that will be provided to the candidate to facilitate such changes.

All committee members will sign the IAP, indicating their willingness to uphold its requirements and provide assistance as listed in the plan.

Step 4

The candidate's advisor will meet with him/her to explain all elements of the IAP, answer questions, etc. The candidate will be required to sign the IAP, acknowledging understanding that if the conditions are not met, s/he will not be able to continue in the program. The advisor will also secure the signatures of any other people listed in the plan as assistance providers. Copies of the plan, signed by all, will be given to the candidate, everyone on the committee, and those otherwise directly involved in the IAP. A copy will also be placed in the candidate's file.

Step 5

Participants will implement the IAP, documenting all assistance provided, whether it was required by the plan or not. The candidate and involved professionals will collect behavioral indicators as indicated in the IAP (e.g. Teacher Observation Chart, Weekly Action Plans, Performance Reviews, reviews of working portfolio, lesson plans, course assignments, documentation of relevant conversations, etc.).

Step 6

On or soon after the date indicated on the IAP, the candidate's advisory committee will meet to examine all behavioral indicators and documentation, and then decide if the IAP has been satisfactorily completed. If so, they will document progress made and assistance provided and place the plan in the candidate's file. If not, the advisor will schedule a meeting with the candidate to discuss the lack of satisfactory compliance with the plan, his/her termination from the program at this time, and any options for future participation in U of L programs.

PROFESSIONAL CODE OF ETHICS FOR KENTUCKY SCHOOL CERTIFIED PERSONNEL

<http://www.epsb.ky.gov/mod/page/view.php?id=55%22>

KRS 161.028 requires that the Education Professional Standards Board develop a professional code of ethics. The Professional Code of Ethics for Kentucky Certified Personnel is codified in 16 KAR 1:020, establishes the ethical standards for Kentucky certified school personnel and establishes that violation of the code may be grounds for revocation or suspension of Kentucky teacher or administrator certification.

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.

PART II

ROLES, RESPONSIBILITIES, AND RELATIONSHIPS

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PROFESSIONALISM

Expected – and accepted – teacher behaviors should become part of the demeanor of student teachers. All educators must practice dispositions recognized as essential by this profession. Consequently, these dispositions are centered in the Professional Code of Ethics established by the Education Professional Standards Board. All education faculty and practicing educators agree to abide by these principles.

Expectations of the Student Teacher Candidate

Dress and appearance during clinical practice should conform to the norm of the school and district. During this time student teachers are viewed as guests of the school and district, and should maintain discrete behavior. Be aware that inappropriate behaviors outside of school may impact negatively when applying for a paid faculty position.

Working directly with students in a classroom will provide opportunity for demonstration of acquired skills. The actual teaching experience will provide both satisfying and frustrating periods during the semester. Both the cooperating teacher and the university supervisor will serve as mentors for all experiences. This cooperative approach is intended to make the semester one that is successful in all respects.

Responsibilities associated with this role include but are not limited to:

- review of the handbook with the cooperating teacher
- adherence to school rules, policies, procedures regarding discipline and school safety
- communication with school personnel in a professional, respectful manner *via email ONLY. No communication with school personnel via text message.*
- seeking constructive criticism of both the cooperating teacher and the university supervisor
- maintaining a professional demeanor at all times
- successful completion of all certification requirements

Supervision of Student Teachers

Primary responsibility for supervision of student teachers lies with the cooperating teacher and the university supervisor. Guidance of instructional practice and feedback of progress expands professional growth that is desirable in candidates. Data that is collected will include observations, both formal and informal. This is part of the assessment process used in determination of grades.

The Cooperating Teacher

The cooperating teacher works closely with the student teacher on a daily basis to provide a link between theory and application of prior training. During the initial or orientation conference, textbooks, curriculum guides, daily schedules, sample lesson plans, sample report cards, school/district report cards and handbooks, and other materials of significance should be available to the student teacher.

Prior to the arrival of the student teacher, it is suggested that students in the classroom be prepared by:

- explaining that there will be two teachers in the classroom for a period of weeks;
- giving examples of how the teachers will work together; and
- explaining expectations of the class with the additional teacher.

Additional information provided in the section, "Role of the Cooperating Teacher."

CORRESPONDENCE AND COMMUNICATION

The primary form of communication with student teacher candidates and the University of Louisville College of Education and Human Development will be via the University email account. **No personal accounts will be used for sending email; only the U of L account will be utilized for transmitting messages.** Do not rely on mail forwarding as many messages may be blocked and critical information not transmitted.

Student teachers may not communicate with teachers or other school personnel via private text message any messaging platform (imessage, text message, snapchat, Instagram, Whatsapp, Groupme. The use of cell phones will only be used for CALLING in emergency situations.

Student teacher candidates will need to check on a daily basis for important information

concerning placement, significant calendar dates or modifications, upcoming events, and graduation/commencement activities. It is the responsibility of the student teacher to read email in order to remain apprised of pertinent information. If a student believes an email contact has failed please contact the Helpdesk at 502-852-7997.

CLINICAL PLACEMENT SUPPORT

How to Get the Best Out of Your Experience (and Be Professional)

Be proactive in seeking the guidance, structure, and ideas that will be helpful in your growth as a teacher. If you do not believe that the placement to which you are assigned is meeting your needs, below is a suggested professional protocol to use to approach the issue:

- 1) Speak with the cooperating teacher or mentor teacher. Ask for what you need. Let the teacher know that you would benefit from having more of “this,” or opportunities to do “that.” Have specific examples to share that would be most helpful.
- 2) If the teacher is not responsive to requests, step 2 is to talk with your supervisor and *only to the supervisor*. It is not professional to talk with other candidates, teachers, or even U of L faculty without first consulting the person whose job it is to help you have a successful field experience. The supervisor will work with you to design a manner for handling the situation that is respectful to all involved.
- 3) In consultation with the supervisor, the next step may be a meeting with all three of you (the mentor teacher, supervisor, and you). A principal or counselor may be included, at the discretion of the supervisor.
- 4) The next step is to involve the Program Director or a representative from the Office of Educator Development and Clinical Practice at the University of Louisville. You or the supervisor will contact this individual.
- 5) While your advisor is your personal contact at the University of Louisville, this individual is not the one to be involved in working with the teacher in the school unless the advisor is your university supervisor. The advisor may counsel you in how to handle the situation yourself, but typically it is the supervisor and Program Director who are able to work through these situations as individuals who work most closely in the placement context(s).
- 6) Only in very special circumstances are changes made to original field and/or clinical placements.

7) Keep in mind that the way you choose to handle this situation will have direct implications for how you are perceived as a professional and the kinds of professional dispositions you exemplify which, in turn, may positively or negatively impact whether you are hired as a teacher.

What NOT to do:

1. Do not share your concerns with other student teachers, field experience students, or teachers at your school.
2. Do not let the problem fester for weeks.
3. Do not contact past supervisors or instructors.
4. Do not complain about what is NOT happening in your case (you can constructively rephrase in a way that communicates what you need in order to learn).
5. Do not gossip about your situation in public or social places where others may overhear or misconstrue your comments.

ROLE OF THE STUDENT TEACHER

The student teaching experience should be the most satisfying phase of your preparation for teaching. The opportunity to work directly with students in the classroom will provide a laboratory experience with many characteristics similar to that of your own future classroom. Although you have had opportunities to observe, participate, and perhaps teach in a classroom, full-time student teaching carries many additional responsibilities.

At the University of Louisville, faculty and staff in the College of Education and Human Development attempt to prepare students to meet the challenges of the classroom with a varied program of professional and academic studies. It is impossible, however, to substitute course work for the actual experience of working with students. There will be periods of frustration and normal cycles of “lows” and “highs” during the student teaching period. How much is gained through this experience is largely up to the student teacher. The university supervisor and the cooperating teacher stand ready to help with any problem affecting the student teacher. This cooperative approach is intended to make available the best possible teaching experience for all students.

Each student teacher should approach student teaching with an honest and sincere desire to learn as much as possible about children and youth, the teaching profession, the teaching process, the school program, and the community. The experience is not intended to create a polished teacher, but the opportunities for growth in a real school situation are outstanding. To help “set the stage” for this meaningful experience, this chapter is dedicated to you, the student teacher.

Cooperating Teacher Selection: The classroom teacher will provide the vital link between theory and the practical application of your University training. The school district personnel and University staff collaborate to identify and select cooperating teachers. State regulation 16 KAR 5:040 outlines the requirements for cooperating teachers. The cooperating teacher must hold a valid teaching certificate or license for each grade and subject taught and have a least three (3) years of teacher experience as a certified educator. Two other major criteria used in the selection of qualified cooperating teachers are exceptional performance as a teacher and a desire to supervise and mentor a teacher candidate. Additional information is included in the section, “Role of the Cooperating Teacher.”

Emergency Procedure: When a student teacher is involved in an emergency situation, the cooperating teacher and school principal should be notified immediately. The student teacher

should become familiar with the school handbook to know procedural descriptors. If necessary to contact the University of Louisville, please notify the Assistant Dean of Student Services at 502- 852-6411.

Should questions arise concerning a problem related to the extra-curricular activities of the student teacher, contact should be made at once with the university supervisor and Office of Educator Development and Clinical Practice.

Grade Appeals: The College of Education makes provisions for students to appeal a grade in student teaching that, in the student's opinion, is unfair. It becomes the student's responsibility to initiate the appeal procedure with the specific department, consult individual program handbooks and graduate and undergraduate catalogs in the appropriate sections.

Orientation: Many cooperating school systems have requested that student teachers arrange to visit the school for an interview and orientation before beginning student teaching. Upon receiving the school assignment, the student teacher will be encouraged to make a pre-visitation to the school. It is the student's responsibility to contact the cooperating teacher and principal by telephone or email.

Teaching—A Full-Time Responsibility: During student teaching, the student is expected to devote full attention to teaching in the assigned school. It is suggested that if employment is an absolute necessity, it should be kept to a minimum and confined to weekends only.

Termination of Student Teaching: Student teachers are responsible for planning subject matter, maintaining professional relations with teachers and administrators, and working effectively with young people. Should the student teacher fail to meet any of these responsibilities, the school administration and/or the Office of Educator Development and Clinical Practice have the option to terminate the student teaching experience.

Transportation: Students operating motor vehicles are cautioned against using them for transporting students on field trips, special activities, etc. Should an accident occur during such transportation, the student teacher would be considered liable.

Planning for Teaching: When the student teacher receives notification of placement, the student teacher should plan to contact the university supervisor and cooperating teacher.

Induction into Full-Time Teaching—Prearranging: Effective planning is the basis of successful teaching. Planning that is truly meaningful cannot properly take place without goals and

objectives related to the teaching-learning situation. It is most important that early planning be done with the aid and counsel of the cooperating teacher, under whose guidance a healthy working relationship must be established. The plans must include day-by-day objectives and long-range objectives so that the teacher is better able to chart the course through student teaching.

Co-teaching in the Classroom: It is important that student teachers or **teacher candidates** begin the experience as a partner in teaching. A teacher candidate is expected to collaborate in lesson planning, delivery, and assessment throughout the entire placement. Cooperating teachers and teacher candidates will utilize seven research-based strategies as best suited to maximize learning for all student within the classroom. [Copyright 2009, St. Cloud State University, Teacher Quality Enhancement Center]

If during the first days of student teaching, the teacher candidate utilizes the strategy, *One Teach One Observe*, the observations should be meaningful. The student teacher should have specific things in mind to observe followed by a period of reflection and discussion with the cooperating teacher.

The questions below were designed to offer suggestions for the focus of your observations. This is not intended to be an exhaustive list, but some suggestions to get you started.

A. The Student

- Do you have available information about each student?
- Is there an opportunity to meet with the new students?
- How do students react to the school?
- What takes place in student conversations?
- Are you able to develop a good rapport with students?
- Is there positive interaction between students?
- How does your cooperating teacher record interest and self-concepts of students?
- What techniques are used to discover individual differences?
- How does a teacher gain skill in working with students?

B. The Classroom

- How does the teacher secure needed supplies?
- How is the school day organized?
- How does the teacher distribute his/her time?

- How is student attention secured to start the lesson?
- What did the teacher do to create a learning environment?
- Do questions stimulate appropriate responses?
- Are assignments challenging?
- How are activities properly spaced within time allocation?
- What are problems of classroom management and how are they solved?
- How does the teacher anticipate behavior problems?

C. The School

- What is the structure and organization of the school?
- What kinds of teaching materials and aids are available?
- What special services are available (health, clerical, physical education, fine arts, speech and hearing, custodial, etc.)?
- What process is used in ordering supplies and does each teacher have a supply budget?
- Are teachers involved in formulation of building regulations?
- How does the school serve the needs of the community?
- What kinds of parent activities exist and are teachers requested to serve on committees with parents?
- What is the general attitude of students toward schools?

D. The School System

- How is the school organized?
- What is the geographical area served by the school?
- Are there special programs available in the school system?

Student Teaching Orientation

Prior to student teaching, the Office of Educator Development and Clinical Practice will arrange a mandatory orientation program.

Evaluation

Evaluation is a collaborative process involving the teacher candidate (student teacher), cooperating teacher and university supervisor. The cooperating teacher will offer daily formative feedback during the period of student teaching. Over the course of the semester, student teachers who have one or two placements will be formally observed a minimum of six

(6) times, three (3) observations for each placement or three by mid-semester and three by completion. Over the course of a semester, student teachers who have three (3) placements will be formally observed a minimum of seven (7) times. This provides opportunity for each of the three cooperating teachers to complete a formal observation as well as the four (4) university observations required. A formal observation is one that the candidate schedules with the university supervisor or cooperating teaching in advance, provides a lesson plan, and teaches independently or as the lead teacher.

The university supervisor will set up four (4 - 6) official observations, 2 per placement. The cooperating teacher will set up one (1) official observation for each placement. Teacher candidates should follow the UL Official Lesson Plan Format in Live Text for all formal observations. This lesson plan includes the following:

- Source of Evidence: Lesson Plan
- Source of Evidence: Observation of Teaching
- Source of Evidence: Post-Lesson Reflection

While university supervisors may view the lesson plan templates in Live Text, the candidate must print out a copy for the cooperating teacher. The *Steps to Completing a Formal Observation for Student Teachers* should be followed. Here is the link

<https://louisville.edu/education/field-placement/forms/2021/steps-to-completing-formal-teach-obs-2021.pdf>

Teacher Candidate Observation Requirements for Two Placements

First Placement/Mid-Semester		Second Placement/Completion of Semester	
University Supervisor	Two (2) formal observations	University Supervisor	Two (2) formal observations
Cooperating Teacher	One (1) formal observation	Cooperating Teacher	One (1) formal observation
Total	Three (3) formal observations		Three (3) formal observations
Candidates will be formally observed a minimum of six (6) times, three (3) observations for each placement or three by mid-semester and three by completion.			

Teacher Candidate Observation Requirements for Three Placements

First Placement		Second Placement		Third Placement	
University Supervisor	One/two formal observation	University Supervisor	One/two formal observation	University Supervisor	One/two formal observations
Cooperating Teacher	One formal observation	Cooperating Teacher	One formal observation	Cooperating Teacher	One formal observation
Total	Two/Three formal observations		Two/Three formal observations		Two/Three formal observations
University supervisors must complete a minimum of four (4) official observations, which means that in one of the three placements two (2) observations must be completed. Supervisors can use professional judgment when scheduling official observations in each placement. Students seeking dual certification in special education will have formal observations in both areas of certification.					

Dispositions Assessment

University of Louisville students who are in pre-service teaching roles are expected to contribute to the creation of a positive and effective climate with peers, teachers and faculty in field placements and U of L courses through **professional dispositions and behaviors**. At mid-term and at completion, the university supervisor and cooperating teacher review the candidate's progress on key dispositions for teacher preparation and performance. This progress is captured through a Dispositions Assessment mapped to the Conceptual Framework. The candidate also self-assesses and reviews the assessment with the cooperating teacher and university supervisor.

Student Teaching Advanced Practicum Grading Rubric

The Student Teaching Grading Rubric provides a format to clearly communicate the expectations and promote consistency among university supervisors and cooperating teachers. Student teacher candidates must demonstrate progress toward meeting the initial-level performance of the Kentucky Teaching Performance Standards. The Dispositions Assessment for Educator Preparation and the U of L Diversity Standard holistic assessment are also considered in the final evaluation. The rubric is designed to measure performance against standards to compile a point total. It is not percentage-based. A Student Teaching Advanced Practicum Grading Rubric will be completed at the end of each placement or each certification area.

ROLE OF THE COOPERATING TEACHER

During the final phase of the Teacher Preparation Program, **Teacher Candidates** work with a **Cooperating Teacher** and a **University Supervisor** in order to demonstrate skills acquired in previous field experience placements and to begin to extend these abilities as they grow into the teaching profession. The cooperating teacher influences the quality of the student teaching experience more than any other single person. It is primarily the cooperating teacher who guides the student's professional growth during the professional semester.

A **Cooperating Teacher** must have a valid teaching certificate for each grade and subject taught, and have at least three (3) years of experience as a certified educator. In addition, all cooperating teachers must receive training approved by the Education Professional Standards Board provided at no cost to the teacher. The training must include the following: Basic responsibilities of a cooperating teacher; Best practice in supporting the student teacher; and Effective assessment of the student teacher.

The selection of cooperating teachers is a collaborative process in which both the district/school and CEHD have an important role. This collaboration ensures that only teachers who can effectively support a student teacher's development are asked to serve.

Cooperating teachers must demonstrate the following:

- Effective classroom management techniques that promote an environment conducive to learning;
- Best practice in the delivery of instruction;
- Mastery of the content knowledge or subject matter being taught;
- Aptitude and ability to contribute to the mentoring and development of a pre-service educator;
- Usage of multiple forms of assessment to inform instruction; and
- Creation of learning communities that value and build upon students' diverse backgrounds.

The OEDCP is involved in regular and frequent communication concerning student placements with JCPS, OVEC, Archdiocese, and community leaders throughout the service region to secure the appropriate type of placement and to ensure a variety of placements in urban, suburban

and/or rural settings with student populations diverse in cultural, economic, linguistic and special needs. In addition, teachers with Teacher Leader Endorsement and National Board Certification may be given priority.

Becoming a Cooperating Teacher

Teachers who meet the above criteria and understand the importance of growing and developing professionally and the importance of demonstrating service to the profession should have conversations indicating this with the principal, assistant principal, content specialists, or university faculty/advisor. The Office of Educator Development and Clinical Practice officially requests placements by contacting a designated administrator in each district and/or school site. The request may specify a particular educator(s) based on past teacher performance and/or recommendation from university faculty, university supervisor or school specialists.

Pre-arrival Preparations

Cooperating teachers have found it important that their classes and the school be prepared for the arrival of the student teacher. The following are suggestions, which will be helpful:

- ✓ Explain to the students in your class that there will be two teachers in the classroom for a few weeks
- ✓ Point out that both teachers will have many different experiences to share with the class.
- ✓ Give examples of how the teaching team will work together (co-teaching)
- ✓ Explain that the students should look to both teachers for instruction and assistance, when appropriate.

Students need time to become adjusted to the idea of working with two teachers in the classroom. They will manifest the cooperating teacher's attitude toward the student teacher so be aware of your actions toward the teacher candidate. To help develop the status of the student teacher candidate as another teacher in the classroom, it is important to refer to the student teacher as "Mr. Robinson," "Miss Hardy," and the like, or as the "other teacher" rather than the "student teacher candidate."

Helping the Teacher Candidate Get Started

One of the cooperating teacher's first concerns is to help the teacher candidate feel secure in the new situation. Teacher candidates and cooperating teachers have listed the following

suggestions as helpful:

- ✓ Establish a time to co-plan with the student teacher candidate.
- ✓ Accept the teacher candidate as a person. Establish rapport as soon as possible.
- ✓ Consider the teacher candidate as a member of the faculty. The teacher candidate should be included on faculty lists, taken to meetings, and encouraged to participate in committee work.
- ✓ Introduce the teacher candidate to school staff members.
- ✓ Design seating charts enabling the teacher candidate to identify students quickly.
- ✓ Provide a desk or a place for the teacher candidate's books and papers.
- ✓ Explain "formal" and "informal" classroom and school policies.
- ✓ Avoid correcting the teacher candidate in front of the students.
- ✓ Share daily chores.
- ✓ Provide an opportunity for the teacher candidate to have uninterrupted conferences with you.
- ✓ Provide an opportunity for the teacher candidate to teach units as you observe and assist.

Planning with the Teacher Candidate

The need for planning is fourfold:

1. to assist in clarifying the teacher candidate's purposes and procedures;
2. to learn the expectations of the cooperating teacher;
3. to communicate the teacher candidate's intentions to the cooperating teacher for constructive comments; and
4. to develop skills in lesson planning.

During the beginning days of student teaching, it is necessary to meet in order to begin the process of co-planning. Texts, curriculum guides, sample lesson plans, daily schedules, sample report cards, and school handbooks should be made available to the teacher candidate.

The cooperating teacher should give constructive criticism and provide adequate time for the teacher candidate to make suggested revisions to lesson plans. In addition to such informal conferences, about one hour per week should be set aside for an uninterrupted conference to evaluate progress toward goals, to reassess the plan for the unit and the next week, and to handle problems which have not already been discussed and solved.

The cooperating teacher should:

- ✓ Be specific. An anecdotal record of the teacher candidate's actual behavior, expressions used, timing, etc., will help the teacher candidate evaluate teaching effectiveness.
- ✓ Encourage self-evaluation. Ask such questions as "How well did you meet your lesson plan objectives?" "What is your evidence?"
- ✓ Give definite suggestions. Include in the suggestions, techniques for motivating students, presentation of materials, etc.
- ✓ Indicate successes as well as suggest improvements for the teacher candidate. Conferences with the teacher candidate may be planned to discuss things such as adjustment to the school, classroom routines, evaluation, observations, lesson planning, professional activities, teaching materials, or basic subject matter and the teacher candidate's personal problems.

A teacher candidate must be continually informed of the rate of progress being made so that the teaching ability can be compared with teaching potential. It is expected that the teacher candidate would then capitalize on strengths and work toward overcoming weaknesses.

Helping the Teacher Candidate Teach

The cooperating teacher may wish to consider the following suggestions to help the teacher candidate become more effective:

- ✓ The teacher candidate should have the opportunity to take the lead with instruction as often as possible.
- ✓ The teacher candidate should not feel that there is only one correct pattern of teaching, but should begin to acquire a repertoire of strategies.
- ✓ The teacher candidate will need help to see the students as individuals. The teacher candidate should develop keener perceptions of the students' needs, interests, and aptitudes. The cooperating teacher should provide the teacher candidate with seating charts, arrange work with individuals and small groups, hold frequent informal conferences, and encourage the teacher candidate to take advantage of opportunities to meet parents.

- ✓ The teacher candidate should realize that good teaching is creative. To achieve this creativity, the teacher candidate must feel that actions are not narrowly outlined by a teaching manual, textbook, cooperating teacher, or University Supervisor.
- ✓ The teacher candidate should be encouraged to use a wide variety of teaching techniques. Student and teacher demonstrations, laboratory work, group discussions, lectures, question- and-answer periods, directed study, audiovisual presentations and other meaningful experiences should be employed.

Above all, one must remember that the teacher candidate is learning to teach. A teacher candidate is expected to make some mistakes. If this were not true, there would be little need for student teaching. Often the teacher candidate will recognize his or her teaching weaknesses and modify the approach to a given situation. It is the function of the cooperating teacher and the University Supervisor to work together to provide needed assistance in this regard.

Observing the Teacher Candidate

Every teacher has favored ways of presenting an idea or concept, leading a discussion, motivating students, or handling discipline problems. Frequently, it is difficult to sit silently in the back of the room and watch a teacher candidate make mistakes or exercise what appears to be poor judgment. On the other hand, if the cooperating teacher interrupts, corrects and questions the teacher candidate in front of the class, the candidate soon loses the opportunity to develop and maintain rapport with the students. This situation can usually be avoided when the cooperating teacher and teacher candidate plan together.

The cooperating teacher will set up one (1) official observation during each placement or two (2) official observations if the teacher candidate remains throughout the semester. If your teacher candidate is with you for one placement only, then you will be completing only one official or formal observation using the assessment documents provided. Teacher candidates will use the UL Official Lesson Plan Format in Live Text for all formal observations. This lesson plan includes the following:

- Source of Evidence: Lesson Plan
- Source of Evidence: Observation of Teaching
- Source of Evidence: Post-Lesson Reflection

You will be provided with a hard copy of the lesson plan at least two (2) days prior to the scheduled observation or the time you determine.

Activities Related to Classroom Teaching

While the primary purpose of student teaching is to provide an opportunity for the student to learn to teach in a specialized area, there should be an opportunity to experience as many aspects of the total teaching situation as time permits and engage in the co-teaching strategies as tools for instruction.

During the student teaching period, the teacher candidate may engage in as many of the following activities as possible:

- ✓ Observe teachers in a variety of academic disciplines.
- ✓ Study students' records in the presence of a certified employee -- cumulative records, achievement test scores, reading-grade-placement scores, etc.
- ✓ Seek supplementary materials that may be used to help present effective lessons -- books, models, charts, posters, filmstrips, community resources, etc.
- ✓ Provide help for a variety of students: the gifted, the learning disabled, those who have been absent, and those working on special projects.
- ✓ Involve students in experiences such as reading, writing, speaking, listening, and reasoning.
- ✓ Discuss grading standards and grading problems with the cooperating teacher.
- ✓ Become acquainted with library resources.
- ✓ Become acquainted with duties and responsibilities of administrative and special service personnel.
- ✓ Attend staff meetings.
- ✓ Administer achievement tests.
- ✓ Assist in supervision of study halls and homeroom.
- ✓ Become acquainted with school procedures in requesting equipment and supplies.
- ✓ Become acquainted with the total school program through conferences with the principal and the superintendent.
- ✓ Learn how to use the copier and media lab equipment.
- ✓ Participate in co-curricular and extra-curricular activities.

Assessment Requirements

Cooperating teachers will formally observe at least **one lesson** by mid-semester (end of the First Placement Period) and **one lesson** at the end of student teaching (end of the Second Placement Period). Teacher candidates receiving dual certification in special education will have three (3) placements and will be observed by the cooperating teacher in each placement.

Link to Completing a Formal Observation <https://louisville.edu/education/field-placement/forms/2021/steps-to-completing-formal-teach-obs-2021.pdf>

Teacher candidates will complete the lesson plan and provide the cooperating teacher with a hard copy. Feedback should be provided on the plan before the lesson is taught. During the observation of the lesson, cooperating teachers will provide feedback on Source of Evidence: Observation of Teaching, Kentucky Teacher Performance Standards appropriate for specific certifications as designated on the KTPS Rubrics. The feedback will be discussed post-observation. The teacher candidate must complete the Source of Evidence: Post-Lesson Reflection within two days and provide the cooperating teacher with a hard copy of this reflection. Feedback should be provided to the candidate. Once the lesson has been planned, taught and a reflection written, the cooperating teacher completes the rubrics for the lesson. A link will be provided by the OEDCP from Qualtrics to access the rubrics for final assessment.

Cooperating teachers will also complete a **Teacher Candidate Dispositions Assessment** at mid-semester and at the end of student teaching and provide feedback to the university supervisor for the **Effective Use of Technology Rubric**. Cooperating teachers will receive an email from the OEDCP from Qualtrics with a link to complete the Dispositions Assessment.

At mid-semester (end of the First Placement Period) and at the end of student teaching, (end of the Second Placement Period), cooperating teachers will also complete/collaborate on a **Student Teaching/Advanced Practicum Grading Rubric**. While the Source of Evidence KTPS Rubrics reflect progress as indicated on an observed lesson in time, the **Student Teaching/Advanced Practicum Grading Rubric** reports on the candidate's progress toward standards over time. Candidates seeking a dual certification in special education will receive feedback on two (2) **Student Teaching/Advanced Practicum Grading Rubrics** over a three-placement cycle.

TUITION BENEFIT

The University of Louisville recognizes the valuable contribution teachers make in helping prepare pre-service teachers and supporting them during their internship experience. The tuition benefit policy established by the Kentucky Legislature (KRS Chapter 164.2845) states:

In recognition of valuable service to the preparation of teachers and the need for all teachers to have continual professional growth, a supervising teacher or a resource teacher for teacher interns may, with prior approval of the course-offering institution, take a maximum of six (6) credit hours per term at any public postsecondary institution and pay no tuition. The postsecondary institution shall waive the tuition up to a maximum of six (6) credit hours.

Here is the link: <http://louisville.edu/financialaid/tuition-waivers/TuitionWaiverforSupervisingandResourceTeachers.pdf>

ROLE OF THE UNIVERSITY SUPERVISOR

The university supervisors are essentially specialists in education and in their individual academic areas. Many have taught for a number of years in the public schools and have visited a variety of classrooms. A university supervisor will be assigned to every student teacher from the University of Louisville.

The university supervisor is a link between the cooperating school and the University. The student teacher, the cooperating teacher, and the university supervisor function as a team as they work to implement effective learning procedures and create professional working relationships.

The university supervisor recognizes that the primary responsibility of the cooperating teacher is to provide an effective learning situation for the students. If the activities of the student teacher are not conducive to effective learning, the student teacher must adjust techniques or perhaps be reassigned or even withdrawn from student teaching.

Preparation for Student Teaching

Many additional responsibilities of the University supervisor are fulfilled prior to the student teaching term, including the following:

- The university supervisor meets with prospective student teachers prior to the student teaching experience to become better acquainted and function more effectively with them.
- The university supervisor prepares students for entrance into student teaching by explaining the role of the student teacher in school and the expectations of the school administration, the cooperating teacher, and the University staff.

School Visits

The purpose of the university supervisor's visits is to observe the student engaged in the teaching process and to help the student attain a satisfactory professional experience. In addition to observing and meeting with the student, the university supervisor confers with the cooperating teacher. The university supervisor also completes a final evaluation at the end of the student teaching period in conjunction with the cooperating teacher.

Observations of Teacher Candidates

Observations refer to the actual presence of the university supervisor. Although the minimum number of visits is four, it is not unusual for a candidate to be visited several times in addition to the minimum. During these periods, the university supervisor observes the candidate's progress in meeting Kentucky Teacher Performance Standards. In addition, the candidate's teaching methods and techniques in the subject matter area are observed. The university supervisor will set up four (4) official observations or two (2) for each placement. University supervisors follow the Steps to Completing a Formal Observation provided in this handbook.

After observing the classes, the university supervisor meets privately with the candidate to discuss the student's general progress and to offer constructive advice. All comments and constructive suggestions should be based on the principle that the university supervisor is to help the student develop and improve as a teacher. The student will be encouraged to discuss openly and frankly all phases of the teaching situation.

Dispositions Assessment: At mid-term and at completion, the university supervisor reviews the candidate's progress on key dispositions for teacher preparation and performance. This progress is captured through a Dispositions Assessment, which is mapped to the Conceptual Framework. The candidate also self-assesses and reviews the assessment with the cooperating teacher and university supervisor.

When possible the university supervisor meets with the candidate and the cooperating teacher in a three-way conference to discuss the candidate's progress in meeting state standards and dispositions. In such conferences, all are encouraged to speak openly and frankly about any and all phases of the student's work. When appropriate university supervisor may e-mail the cooperating teacher with concerns.

Relationship with School Officials

The presence of the university supervisor is always made known to the school office when visiting and, when possible communicates directly with the principal.

Student Teaching Grading Rubric

The final responsibility for the assignment of a grade in student teaching rests with the university supervisor. The grade is based upon direct observations, written lesson plans, the

conferences described previously, other program-specific requirements and the evaluation form completed by the cooperating teacher.

Resource Assistance

University supervisors welcome opportunities to describe the student teaching program and to serve as a consultant. Occasionally, the superintendent or the principal may wish to have the university supervisor share formally with a group of teachers some of the recent research results, teaching techniques, activities, or other developments in the university supervisor's area of specialty. This activity may be arranged for the school staff by the principal or department head and the university supervisor.

Steps for Completing a Formal Observation are located here:

<https://louisville.edu/education/field-placement/forms/2021/steps-to-completing-formal-teach-obs-2021.pdf>

LINKS TO PROGRAM ASSESSMENT TEMPLATES AND RUBRICS

(Click on the link or copy and paste into the address line of your web browser)

U of L Official Lesson Plan Template Source of Evidence: *Lesson Plan*

<http://louisville.edu/education/field-placement/forms/2016/2016%20UofL%20Official%20Lesson%20Plan%20Template.pdf>

U of L Official Lesson Plan Template Source of Evidence: *Post-Lesson Reflection*

<http://louisville.edu/education/field-placement/forms/2016/2016-UofL-Official-Post-Lesson-Template-7-16.pdf>

U of L Kentucky Teacher Performance Standard (KTPS) Rubrics: *Lesson Plan Rubric*

<http://louisville.edu/education/field-placement/forms/2017/lesson-plan-rubric-elem-mise-mued-hss-p-122017-2018-dt.pdf>

U of L Kentucky Teacher Performance Standard (KTPS) Rubric: *Observation of Teaching Rubric*

<http://louisville.edu/education/field-placement/forms/2017/observation-teaching-rubric-elementary-secondary-p-12.pdf>

U of L Kentucky Teacher Performance Standard (KTPS): *Post-Lesson Reflection Rubric*

<http://louisville.edu/education/field-placement/forms/2017/post-lesson-reflection-rubric-elem-mise-mued-hss-p-12-2017-18-dt.pdf>

Student Teaching/Advanced Practicum Rubric

<http://louisville.edu/education/field-placement/forms/2017-student-teaching-advanced-practicum-grading-rubric.pdf>