University of the Cumberlands

Graduate Education Handbook
Guidelines & Requirements
November 2008
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Introduction

The Graduate Education Program at University of the Cumberlands is dedicated to preparing initial and advanced certification teachers with the knowledge, skills, and dispositions necessary to impact learning of all students and close the achievement gaps existing in today’s schools. The Education Department supports the University’s goal to provide learning experiences that enable graduates to become leaders in ethical deliberation and to use their reflective-critical thinking and problem-solving skills to become productive members of a democratic society. Both the initial and advanced programs are based on best practices and are designed to prepare candidates to be Reflective Constructors of Quality Learning Experiences through Critical Thinking.

**Reflective** - basing reflections on student assessment data  
**Constructors** - designing lessons based on students’ existing knowledge and skills; basing instruction on contextual information; actively engaging students in the learning process; enabling students to connect learning to their own lives  
**Quality** - consistently improving instruction based on student assessment data, feedback from peers and supervisors, and self evaluations  
**Critical Thinking** - demonstrating the higher level cognitive processes in the planning, implementation, and evaluation processes: providing students with opportunities to think at higher levels (DOK 2,3,4)

During the student teaching/practicum semester, candidates are required to demonstrate their conceptual, strategic, evaluative, and communicative knowledge. The consistent evidence of the dispositions of caring, critical and creative thinking, a strong work ethic, and a commitment to excellence and the Professional Code of Ethics is paramount to successfully completing University of the Cumberlands’ teacher education program. Embedded in these dispositions is the candidate’s ability to treat students, colleagues, and others fairly and through their actions, exhibit the strong belief that all students can learn. All candidates, both in the initial and advanced programs, are required to use technology as a tool for teaching and learning. Both teacher use and student use of technology must serve as the vehicle for meeting the needs of a diverse student population. Additionally, the candidates must demonstrate competency in using technology for the purposes of aggregating and disaggregating assessment data.

Candidates seeking certification at all levels and for all content areas must, when appropriate, demonstrate their instructional skills as teachers of reading and writing. A strong emphasis is placed on all candidates intentionally developing the students’ literacy skills during the student teaching semester.

Welcome

Welcome to the graduate education program at University of the Cumberlands. This packet of information is an overview of the different programs we offer and provides instructions to help you, the candidate, to successfully complete your program. It is also designed to give you answers to questions about admission procedures, continuous assessment requirements and exit criteria. Once you have been admitted to University of the Cumberlands and have enrolled in your first course, you are eligible to enroll yourself in future course offerings. By using your Jenzabar user name and password, you can log on to Jenzabar and proceed with registration. If you have problems and/or questions, please contact your advisor, the Graduate On-line Coordinator or the Department of Education Chair. The doctoral level Ed.D. program has its own handbook, which can be found on the Graduate Education Website.
At your initial enrollment, you should receive a planned program either by coming to campus or by e-mail. Please review the planned program for accuracy, sign it, and mail it back to us. This is your curriculum contract. It tells you what courses you need to take to complete your program. If you would like to review other courses that University of the Cumberlands offers, you may view the Graduate Catalog on our web-site. Should you see other courses you would like to take, in addition to the required courses listed on your planned program, you may sign up for them. Remember, we recommend no more than six (6) credit hours per session for a total of twelve (12) per semester. Plan to take the Research course within the first 15 hours. Overloads must be approved prior to enrollment of over twelve (12) credit hours. It is recommended that during the Practicum / Student Teaching semester that is the only class you take, and, it should be the last class you take.

If you are a first-time student in an on-line course, please sign in to the class through the e-portal at http://cc.elearnportal.com and click on “Student Orientation.” This will give you a short overview of how to navigate through the portal and course. Then browse through the “Are you ready?” section. This will help you get oriented to the procedure used in on-line courses. In some cases, instructors will e-mail you before the class begins with further clarification and/or directions. Each on-line course includes a MANDATORY chat one night per week. These chats are designed to provide you with clarifications, additions, and instructions about course requirements. This is a guaranteed time to discuss issues with your instructor and for you to receive feedback on assignments, quizzes, test, papers, etc. Because most on-line courses at University of the Cumberlands are only eight (8) weeks, you are only allowed one missed chat session without penalty. Attendance is taken each session. You are responsible for all material(s) covered or assigned during the missed chat session. Not all professors use Learning House exclusively. It is the responsibility of the candidate to communicate with the professor before beginning a class.

You will find, in this document, a checklist of documents that you must have from the beginning of your program to its completion, a timeline of when these documents are to be received by University of the Cumberlands, a list of requirements for portfolios and/or comprehensive exams, a copy of Kentucky Teacher Standards and the University of the Cumberlands Standards, and a copy of Interstate School Leader’s Licensure Consortium Standards. You will also find an application for student teaching and/or practicum for the Master of Arts in Teaching degree, an application for administrative practicum, and an application for the portfolio review/comprehensive exam.

**Program Assessment**

Multiple measures are used to assess effectiveness of program outcomes. Assessments are compiled and reviewed by faculty at various intervals in the program. These points of review are called Pillars; each one a checkpoint that assesses candidate’s preparation for continuation through the educator preparation program. Pillars I, II, and III are for undergraduate candidates; Pillars IV, V, and VI are for graduate candidates.
### Assessments at Each Pillar for Graduate Programs (see checklists for individual programs)

<table>
<thead>
<tr>
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<th>Pillar V</th>
<th>Pillar VI</th>
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<tr>
<td>Admission to the Program</td>
<td>Continuous Assessment (Program Experiences)</td>
<td>Graduation from Program</td>
</tr>
<tr>
<td>- Bachelor’s degree from accredited institution</td>
<td>- GPA 3.0</td>
<td>- GPA 3.0</td>
</tr>
<tr>
<td>- GPA 2.5</td>
<td>- C or better in all degree coursework</td>
<td>- Completion of all degree/certification coursework</td>
</tr>
<tr>
<td>- Three letters of recommendation with favorable dispositions</td>
<td>- Advising when candidate accumulates 12-18 hrs., Portfolio or comprehensive exam discussed</td>
<td>- Fifteen (15) hrs. of 600 level coursework</td>
</tr>
<tr>
<td>- Graduate Application completed</td>
<td>- Planned Program on file</td>
<td>- Minimum of 18-21 hrs. at University of the Cumberlands</td>
</tr>
<tr>
<td>- Praxis II Content Knowledge appropriate to area of certification (with a minimum of 24-27 hrs) OR</td>
<td>- Two favorable Disposition Surveys</td>
<td>- Completed application for Graduation</td>
</tr>
<tr>
<td>- GRE (675) or Miller Analogies Test (400)</td>
<td>- Praxis II PLT passing scores</td>
<td>- Field experiences completed in applicable coursework</td>
</tr>
<tr>
<td>- Valid teaching certificate or Statement of Eligibility</td>
<td>- Praxis II Content Knowledge passing scores</td>
<td>- Exit portfolio (Standards-based)</td>
</tr>
<tr>
<td>- KY Code of Ethics signed</td>
<td>- Standards-based assessments embedded in coursework</td>
<td>- Exit interview (Standards-based)</td>
</tr>
<tr>
<td>- Assessment of entry level writing assignment</td>
<td>- Application to Administrative Practicum completed</td>
<td>- KY Code of Ethics signed</td>
</tr>
<tr>
<td>- Additional admission requirements for specific administrative certifications are identified on each Curriculum Contract</td>
<td>- Application for Student Teaching/Practicum completed</td>
<td>- Disposition Survey</td>
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<td></td>
<td>- Submission of Medical Exam, TB skin test and Criminal background check</td>
<td>- TC-1 or TC-TP Completed</td>
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<tr>
<td></td>
<td>- School Leader/Principal – KY Specialty Test &amp; School Leader Licensure Assessment</td>
<td>- Six (6) year time limit not exceeded</td>
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Program Checklists

The following are checklists of program requirements that you must complete for graduation or exit. Please take time to review the list appropriate to your program of study. There are several course documents you will need to keep after completing specific classes. These documents must be included in your exit portfolio (if applicable.) For candidates in Instructional Leadership: Principalship, these documents may provide useful information to help you successfully complete your comprehensive exam. Also, please note that the requirements for programs vary. The best recommendation is to keep everything and be able to use anything you complete to show competency in the Kentucky Teacher Standards/ ISLLC Standards.

NOTICE:
Before any student may engage in field experience, a valid and current medical examination with a Tuberculosis test and an FBI criminal background check must be completed.

Also, before any candidate may enroll in EDUC/EDOL 698 or EDUC/EDOL 699, appropriate PRAXIS II passing scores must be received and/or verified by the certification officer at University of the Cumberlands. Each item in the checklists is to be successfully completed and documented in a timely manner. Completion and documentation is solely the candidate’s responsibility. Questions about items on this list can be answered by the candidate’s advisor.
Master of Arts in Education Checklist

1. Application to graduate program at UC
2. Official Transcripts received by UC
3. 3 Letters of Recommendation with favorable candidate dispositions
   a. 1st Letter of Recommendation (official form)
   b. 2nd Letter of Recommendation (official form)
   c. 3rd Letter of Recommendation (official form)
4. Planned Program – Signed by Candidate, Advisor, Chair
5. Valid and current medical exam form with TB test received by UC
6. (For field experience) FBI criminal background check - sometimes done by school placement)
7. Field Experience Logs for appropriate courses
   a. EDUC/EDOL 537/538/539
   b. EDUC/EDOL 631
   c. EDUC/EDOL 632
8. Instructor Assessment of Dispositions from appropriate courses
   a. EDUC/EDOL 630
   b. EDUC/EDOL 631
9. Self-assessment of Dispositions from EDUC/EDOL 630
10. Self-assessment of Dispositions at exit
11. Graded and corrected copy of major paper in following courses: - Total of 4
    a. EDUC/EDOL 630
    b. EDUC/EDOL 631
    c. 1 paper from a specialty area
    d. 1 paper from a specialty area
12. Application for Portfolio Review (Comprehensive Exam for Principalship)
13. Portfolio & Scoring Rubric (passing score) – Not required for Principalship
14. Review Committee Evaluation of Candidate Dispositions
15. Comprehensive Exam passing score - Principalship Only
16. Intent to Graduate form
17. Graduate Review (from Registrar)
18. Survey and Alumni Form (from Registrar)
19. TC-1 Completed and on file with Teacher Certification Officer
20. Official Transcripts for Master’s degree requested

The Recommendation Form may be downloaded at
http://www.ucumberlands.edu/academics/graduate/downloads/recommendation.pdf
**Master of Arts in Teaching Checklist**

1. Application to graduate program at UC
2. Official Transcripts received by UC
3. Official GRE or Miller’s Analogy passing scores received by University of the Cumberlands/Praxis II Content Passing Scores
4. 3 Letters of Recommendation with rating of candidate dispositions
   a. 1st Letter of Recommendation (official form)
   b. 2nd Letter of Recommendation (official form)
   c. 3rd Letter of Recommendation (official form)
5. Planned Program – Signed
6. Valid and current medical exam form with TB test received by UC
7. (For field experience) FBI criminal background check – sometimes done by school placement
8. Field Experience Logs for appropriate courses
   a. EDUC/EDOL 537/538/539
   b. EDUC/EDOL 631
   c. EDUC/EDOL 632
   d. EDUC/EDOL 635
   e. EDUC/EDOL 639
   f. EDUC/EDOL 698/699
9. Instructor Assessment of Dispositions from appropriate courses
   a. EDUC/EDOL 630
   b. EDUC/EDOL 631
   c. EDUC/EDOL 698/699
10. Self-assessment of Dispositions from EDUC/EDOL 630
11. Self-assessment of Dispositions at exit
12. Official copies of all PRAXIS II passing scores (before EDUC/EDOL 698/699)
13. Application for Student Teaching or Practicum (EDUC/EDOL 698/699)
14. Graded and corrected copy of major artifact in following courses (for portfolio)
   a. EDUC/EDOL 630
   b. EDUC/EDOL 631
   c. 1 artifact from a specialty area
   d. 1 artifact from a specialty area
   e. Unit of study from EDUC/EDOL 698 or 699
15. Application for Portfolio Review
16. Portfolio & Scoring Rubric (passing score) – Not required for Principalship
17. Review Committee Evaluation of Candidate Dispositions
18. Intent to Graduate form completed
19. Graduate Review
20. Survey and Alumni Form (from Registrar)
21. TC-1/TC-TP Completed and on file with Teacher Certification Officer
22. Official Transcripts for Master’s degree requested

The Recommendation Form may be downloaded at http://www.ucumberlands.edu/academics/graduate/downloads/recommendation.pdf
### Master of Arts in Teaching – Special Education Checklist

1. Application to graduate program at UC  
2. Official Transcripts received by UC  
3. Official GRE or Miller’s Analogy passing scores received by UC  
4. 3 Letters of Recommendation with rating of candidate dispositions  
   a. 1st Letter of Recommendation (official form)  
   b. 2nd Letter of Recommendation (official form)  
   c. 3rd Letter of Recommendation (official form)  
5. Planned Program – Signed  
6. Valid and current medical exam form with TB test received by UC  
7. (For field experience) FBI criminal background check  
8. (For field experience – sometimes done by school placement) Field Experience Logs for appropriate courses  
   a. SPED 530  
   b. SPED 533  
   c. SPED 535  
   d. SPED 632  
   e. SPED 635  
   f. EDUC/EDOL 698/699  
9. Instructor Assessment of Dispositions from appropriate courses  
   a. SPED 530  
   b. SPED 632  
   c. EDUC/EDOL 698/699  
10. Self-assessment of Dispositions from EDUC/EDOL 630  
11. Self-assessment of Dispositions at exit  
12. Official copies of all PRAXIS II passing scores (before EDUC/EDOL 698/699)  
13. Application for Student Teaching or Practicum (EDUC/EDOL 698/699)  
14. Graded and corrected copy of major artifact in following courses (for portfolio):  
   a. EDUC/EDOL 630  
   b. SPED 635  
   c. 1 artifact from a specialty area  
   d. 1 artifact from a specialty area  
   e. Unit of study from EDUC/EDOL 698 or 699  
15. Application for Portfolio Review  
16. Portfolio & Scoring Rubric (passing score) – Not required for Principalship  
17. Review Committee Evaluation of Candidate Dispositions  
18. Intent to Graduate form completed  
19. Graduate Review  
20. Survey and Alumni Form (from Registrar)  
21. TC-1/TC-TP Completed and on file with Teacher Certification Officer  
22. Official Transcripts for Master’s degree requested

The Recommendation Form may be downloaded at  
[http://www.ucumberlands.edu/academics/graduate/downloads/recommendation.pdf](http://www.ucumberlands.edu/academics/graduate/downloads/recommendation.pdf)
Special Education Alternative Certification/Add-On Checklist

1. Application to graduate program at UC
2. Official Transcripts received by UC
3. Official GRE or Miller’s Analogy passing scores received by University of the Cumberlands (Alternative Certification only)
4. 3 Letters of Recommendation with rating of candidate dispositions
   a. 1st Letter of Recommendation (official form) ___
   b. 2nd Letter of Recommendation (official form) ___
   c. 3rd Letter of Recommendation (official form) ___
5. Planned Program – Signed
6. Valid and current medical exam form with TB test received by UC
7. (For field experience) FBI criminal background check – sometimes done by school placement
8. Field Experience Logs for appropriate courses
   a. SPED 530 ___
   b. SPED 533 ___
   c. SPED 535 ___
   d. SPED 632 ___
   e. SPED 635 ___
   f. EDUC/EDOL 698/699 ___
9. Instructor Assessment of Dispositions from appropriate courses
   a. SPED 530 ___
   b. SPED 632 ___
   c. EDUC/EDOL 698/699 ___
10. Self-assessment of Dispositions from EDUC/EDOL 630
11. Self-assessment of Dispositions at exit
12. Official copies of all PRAXIS II passing scores (before EDUC/EDOL 698/699)
13. Application for Student Teaching or Practicum (EDUC/EDOL 698/699)
14. Graded and corrected copy of major artifact in following courses (for portfolio):
   a. EDUC/EDOL 630 ___
   b. SPED 635 ___
   c. 1 artifact from a specialty area ___
   d. 1 artifact from a specialty area ___
15. Application for Portfolio Review
16. Portfolio & Scoring Rubric (passing score) – Not required for Principalship
17. Review Committee Evaluation of Candidate Dispositions
18. Intent to Graduate form completed
19. Graduate Review
20. Survey and Alumni Form (from Registrar)
21. TC-1 Completed and on file with Teacher Certification Officer
22. Official Transcripts for Master’s degree requested

The Recommendation Form may be downloaded at
http://www.ucumberlands.edu/academics/graduate/downloads/recommendation.pdf
**Administrative Certification and Rank I Programs Checklist**

(Director of Pupil Personnel) (Director of Special Education) (Supervisor of Instruction)  
(School Superintendent)

_____1. Application to graduate program at UC  
_____2. Official Transcripts received by UC  
_____3. 3 Letters of Recommendation with favorable rating of candidate dispositions  
   a. 1st Letter of Recommendation (official form) ___  
   b. 2nd Letter of Recommendation (official form) ___  
   c. 3rd Letter of Recommendation (official form) ___  
_____4. Planned Program – Signed ___  
_____5. Valid and current medical exam form with TB test received by UC  
   a. (For field experience) FBI criminal background check – sometimes done by school placement  
_____6. Field Experience Logs for appropriate courses  
   a. EDUC/EDOL 665 - EDUC/EDOL 667 - EDUC/EDOL 668/669  
_____7. Instructor Assessment of Dispositions from appropriate courses  
   a. EDAD/ADOL 633 ___  
   b. EDAD/ADOL 630 ___  
_____8. Self-assessment of Dispositions from EDAD/ADOL 633  
_____9. Self-assessment of Dispositions at exit  
_____10. Official Transcripts for Certification program or Rank I requested  
_____11. Survey and Alumni Form (from Registrar)  
_____12. TC-1 Completed and on file with Teacher Certification Officer  

The Recommendation Form may be downloaded at  
http://www.ucumberlands.edu/academics/graduate/downloads/recommendation.pdf
Timeline for Documents

It is important to submit program documents on time in order to move smoothly through the program.

<table>
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<th>Document Type</th>
<th>Deadline</th>
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<tbody>
<tr>
<td>All admission requirements</td>
<td>Beginning of program</td>
</tr>
<tr>
<td>Planned program - signed</td>
<td>Beginning of program</td>
</tr>
<tr>
<td>Medical Exam and TB test</td>
<td>Beginning of program</td>
</tr>
<tr>
<td>Field Experience Logs</td>
<td>With appropriate course (see checklist)</td>
</tr>
<tr>
<td>Instructor disposition assessments</td>
<td>With appropriate course</td>
</tr>
<tr>
<td>Self-assessment of dispositions (two)</td>
<td>EDUC/EDOL 630</td>
</tr>
<tr>
<td>PRAXIS II exams*</td>
<td>End of program w/ portfolio</td>
</tr>
<tr>
<td>Application for Portfolio Review</td>
<td>At least one/two semester(s) before student teaching/practicum semester</td>
</tr>
<tr>
<td>Application for Comprehensive Exam</td>
<td>Semester previous (end of Sept./Jan.)</td>
</tr>
<tr>
<td>Application to Student Teaching/Practicum</td>
<td>Semester previous (Nov. 15 / Apr. 15)</td>
</tr>
<tr>
<td>Intent to Graduate form</td>
<td>Beginning of last semester (1st week)</td>
</tr>
<tr>
<td>Portfolio Review / Comprehensive Exam</td>
<td>End of last semester</td>
</tr>
<tr>
<td>Official Transcripts for Master’s degree requested</td>
<td>End of last semester</td>
</tr>
<tr>
<td>Survey and Alumni Form (from Registrar)</td>
<td>End of last semester</td>
</tr>
<tr>
<td>TC-1 Completed and on file with Teacher Certification Officer</td>
<td>End of last semester</td>
</tr>
</tbody>
</table>

*PRAXIS II exams, through Educational Testing Service (ETS) are only given seven (7) times per year. In most cases specialty areas require two (2) content area exams and they are usually not available for the candidate to take on the same day. Scores are not available until approximately four (4) weeks after the test is taken.

NOTE: The PRAXIS tests and cut scores required at University of the Cumberlands are based on licensure requirements for Kentucky. Other state licensure exams and cut scores may vary. Please contact your state licensure department for the appropriate exams and scores in your area of study. University of the Cumberlands is not responsible for providing information about other states’ licensure requirements. Requirements for Kentucky MUST be met.

Exit Criteria

Master of Arts in Education – Instructional Leadership: Principalship Comprehensive Exam
The comprehensive exam for the M.A.Ed Instructional Leadership: Principal degree is comprised of a minimum of six (6) questions that are devised by the candidate’s advisor and the graduate faculty of University of the Cumberlands. The exam will cover material presented in coursework and will include an emphasis on the Interstate School Leader’s Licensure Consortium (ISLLC) standards for school leaders (see Appendix). Candidates must take the exam at University of the Cumberlands or must be supervised by an approved monitor at off-campus sites. The exam will be a written assessment that must be typed and submitted to the candidate’s advisor within the time frame allotted.

Master of Arts in Education and Master of Arts in Teaching (MAT) Portfolio Guidelines
Rationale for the Exit Portfolio:
Master’s candidates are required to be assessed under the guidelines of the continuous assessment portfolio format. Defense of the candidate’s portfolio is the final assessment in the Master’s program.
Portfolios are a formative/summative assessment that demonstrate the knowledge, skills, and dispositions of teacher candidates. The items in the portfolio, accompanied by a reflective Rationale, prove that the candidate can meaningfully analyze, synthesize, evaluate, and apply the knowledge gained from experiences, courses taken for the completion of the graduate program, and the content knowledge base. The Kentucky Teacher Standards and University of the Cumberlands standards must be addressed in the Rationale by all Master of Arts in Education candidates at University of the Cumberlands.

**Portfolio Components**  
The candidate must systematically organize the portfolio such that readers see the connection of artifacts to Kentucky Teacher Standards and University of the Cumberlands standards. All portfolio entries must be the work of the candidate. Group projects are not acceptable.

For Fall 2008 and Spring 2009, candidates will submit an electronic copy of their artifacts burned to CD. The format may be either web (HTML) or PDF which will allow both text and images to be linked or placed in a document, but regardless of format, the table of contents must accurately point to the location of the portfolio artifacts. Consult with your advisor to assure the portfolio meets guidelines.

Portfolios in the form of CDs and/or DVDs (3 copies of each) will be due on a given date (posted on the Education Department website). For three school-days thereafter, a portfolio may be turned in late for a fee of $25.00. After 12 noon on the third day, the portfolio may not be turned in until the following semester.

Beginning in Fall 2009, once admitted into Teacher Education, Graduate candidates will purchase a LiveText account. The advisor will discuss requirements and provide direction for initiating and completing the E-Portfolio process.

Candidates can begin creating files for the portfolio as soon as they begin coursework, as the artifacts (files) should be products/revisions of coursework taken. Certain documents are specifically required, and others are included by candidate choice to show that all Kentucky Teacher Standards and University of the Cumberlands Standards are met. All parts of the portfolio are linked by the Table of Contents and the Rationale (see *Writing the Rationale*, following).

Graduate candidates are expected to demonstrate professional writing and oral communication. Numerous and distracting typos and grammar errors may result in the portfolio being rejected or may result in revisions before it is accepted and/or passed as an exit assessment.

The candidate will be responsible for presenting the portfolio to a panel of graduate faculty (minimum of 2). A public school representative will also serve on the committee when possible. The candidate will orally explain, through a face-to-face interview or a conference call, any and/or all rationales for the inclusion of each item in the portfolio. Knowledge of the Department of Education’s Conceptual Framework “Reflective Constructors of Quality Learning Experiences through Critical Thinking” will be assessed at the time of the interview.

A scoring rubric (following) will be utilized to holistically evaluate the contents of the portfolio.

**Required Artifacts:**
- Letter to the Reviewer - The letter introduces the student and provides background information for the reviewer (e.g., teaching assignment, area of study, goals for the future).
Table of Contents (with working hyperlinks to each artifact)
Philosophy of Education
Resume
Rationale
Matrix of Standards and Artifacts - The matrix is used to identify standards and indicators evidenced by the various artifacts. (One artifact may fulfill the requirements of no more than two standards.)
Dispositions Survey (self-assessment with written narrative)
An artifact from EDUC 630, Research Methods in Education (Graded Copy and Final Copy that addresses editing notes of instructor)
An artifact from EDUC 631, Advanced Human Development, Research & Field Experience Reflective Piece
An artifact from two (2) of the specialty area courses (see Planned Program Curriculum Contract)
Unit of Study (MAT candidates should include the one from EDUC/EDOL 698 or 699)
Other artifacts chosen by the candidate to demonstrate skills and competency as outlined by the standard.

The portfolio artifacts should be products of the coursework taken during the total master’s program. Professional Leadership (Standard X), Professional Development (Standard IX), and University of the Cumberlands Standards (XI & XII) are the only standards in which artifacts/documents from the public school may be included. Examples of public school artifacts can be:
- Professional Development Plan and Documentation
- Memberships in Professional Organizations
- Attendance at Conferences
- Photographs with descriptive captions

The Kentucky Teacher Standards with Possible Artifacts/Evidence Listed
Following each Kentucky Teacher Standard and University of the Cumberlands Standard are suggestions/examples of evidence for each standard (artifacts) that can be included in the portfolio. This list is not all-inclusive, nor are all of these required. The evidence presented in portfolios will depend on the indicators selected by the Candidate for each standard. Note that this list is the SHORT form of the Standards – in the complete text of the standards there are separate indicators for initial-level (MAT) and advanced level (MA.Ed.) Candidates that should be used to write the Rationale.

Standard 1: The Teacher Demonstrates Applied Content Knowledge
The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.
1.1 Communicates concepts, processes, and knowledge.
1.2 Connects content to life experiences of student.
1.3 Demonstrates instructional strategies that area appropriate for content and contribute to student learning.
1.4 Guides students to understand content from various perspectives.
1.5 Identifies and addresses students’ misconceptions of content.

Possible Artifacts for Standard 1
Application of: Learned societies standards
Units aligned with Kentucky Goals, Academic Expectations, and Core Content
Publications related to your discipline by students and teacher (e.g., Foxfire, local issues)
Refereed journals, reading and applying or publishing in Hyperstudio presentations
Travel
Integrated courses (e.g., interdisciplinary)
Lesson planning and instruction (Core Content)
Performance videos
Self-study with discipline (e.g., getting, sharing, and using resources, advising colleagues, peers)
Philosophy of Education
EDUC/EDOL 631 Artifact
Artifact from Specialty Area Courses

Standard 2: The Teacher Designs and Plans Instruction
The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
2.1 Develops significant objectives aligned with standards.
2.2 Uses contextual data to design instruction relevant to students.
2.3 Plans assessments to guide instruction and measure learning objectives.
2.4 Plans instructional strategies and activities that address learning objectives for all students.
2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.

Possible Artifacts for Standard 2
Lesson plans/Units aligned with Kentucky Goals, Academic Expectations and Core Content
Instructional design
Integrated units with embedded assessments
Varied instructional strategies to meet needs of all students (Multiple Intelligences Table)
Plans included technology – emphasis on student inquiry
Instruction related to real world application
Plans related to teacher’s professional development

Standard 3: The Teacher Creates and Maintains Learning Climate
The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
3.1 Communicates high expectations.
3.2 Establishes a positive learning environment.
3.3 Values and supports student diversity and addresses individual needs.
3.4 Fosters mutual respect between teacher and students and among students.
3.5 Provides a safe environment for learning.

Possible Artifacts for Standard 3
Discipline plans – clarifying expectations – showing how climate enhances learning for all students
Promoting intrinsic motivation
Communication with parents
Interdisciplinary coordination – thematic units (teachers working together)
Testimonials from custodians
Management skills – videotape
Peer mentoring among teachers
Standard 4: The Teacher Implements and Manages Instruction
The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.
4.2 Implements instruction based on diverse student needs and assessment data.
4.3 Uses time effectively.
4.4 Uses space and materials effectively.
4.5 Implements and manages instruction in ways that facilitate higher order thinking.

Possible Artifacts for Standard 4
Lesson plans; unit plans; showing results of instruction
Achievement for all students
Show motivation (examples of activities, samples of student work)
Use of multiple teaching strategies
Management plan
Physical environment
Interdisciplinary units – Awareness of and implementation
Incorporate technology meaningfully into instruction
Field Experience Documentation

Standard 5: The Teacher Assesses and Communicates Learning Results
The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

5.1 Uses pre-assessments.
5.2 Uses formative assessments.
5.3 Uses summative assessments.
5.4 Describes, analyzes, and evaluates student performance data.
5.5 Communicates learning results to students and parents.
5.6 Allows opportunity for student self-assessment.

Possible Artifacts for Standard 5
Designs/shows use of rubric/scoring guide
Evaluation criteria
Student assessed work/grading
Feedback to students and parents
Graphs of student improvement
Samples of authentic assessment
Impact of assessment on future teaching
Reflections on assessment activities
Standard 6: The Teacher Demonstrates the Implementation of Technology
The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

6.1 Uses available technology to design and plan instruction.
6.2 Uses available technology to implement instruction that facilitates student learning.
6.3 Integrates student use of available technology into instruction.
6.4 Uses available technology to assess and communicate student learning.
6.5 Demonstrates ethical and legal use of technology.

Possible Artifacts for Standard 6
Utilization of technology to support instruction (PowerPoint, Publisher, Internet sites)
Application of research-based instructional practices that use computers and other technology
Utilization of technology to support multiple assessments of student learning
Lesson Designs that use technology to address diverse student needs and learning styles
Utilization of appropriate assistive and adaptive devices for students with special needs
Creation of multimedia presentations using scanners, digital cameras, video cameras, etc.

Standard 7: Reflects On and Evaluates Teaching and Learning
The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

7.1 Uses data to reflect on evaluate student learning.
7.2 Uses data to reflect on and evaluate instructional practices.
7.3 Uses data to reflect on and identify areas for professional growth.

Possible Artifacts for Standard 7
Corrected lesson plans with reflection, collaborative efforts
Error analysis
Reflection on the use of test scores
Continuous refinement/Journals
Reflections on classroom learning environment
Field Experience Documentation
Revise As Required And Reflect Again (RA! RA! RA!)
Seek new strategies and analyze impact on student learning
Philosophy of Education
Diversity Documentation/Reflections

Standard 8: Collaborates With Colleagues/Parents/Others
The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

8.1 Identifies students whose learning could be enhanced by collaboration.
8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.
8.3 Implements planned activities that enhance student learning and engage all parties.
8.4 Analyzes data to evaluate the outcomes of collaborative efforts.

Possible Artifacts for Standard 8
Collaboration Plan
Using community resources/internship/involving community in the classroom (grant writing)
Team teaching
Evidence of positive outcomes from communications with parents/explanation when parents don’t participate
Quality of collaboration in specific context
Impact of participation in school/community
Penal settings/foster homes/social work/other agencies
Logs, daily schedules, minutes of meetings
Field Experience Documentation

Standard 9: Evaluates Teaching and Implements Professional Development
The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky’s learning goals, refines the skills and processes necessary, and implements a professional development plan.
9.1 Self assesses performance relative to Kentucky’s Teacher Standards.
9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.
9.3 Designs a professional growth plan that addresses identified priorities.
9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.

Possible Artifacts for Standard 9
Multiple evidence of student performance
Connections between goals and standards
Involvement of other professionals
Deliberate, systematic pursuit of goals
Applying new learning to instructions
Field Experience Documentation
Professional Development Plan
Keeping up with current research

Standard 10: Provides Leadership within School/Community/Profession
The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.
10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.
10.2 Develops a plan for engaging in leadership activities.
10.3 Implements a plan for engaging in leadership activities.
10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.

Possible Artifacts for Standard 10
Active participation in Committee membership; leadership; results
Offices in professional organizations
Presentations at professional meetings (officers, committees, conferences)
Publications; action research; sharing results
P-12 team sponsorship
Work with parents, community
Guest speaker with specialized knowledge (e.g., safety, technology, natural disasters)
KTIP/other supervision / Mentoring beginning teachers
Lead study groups and research projects
Provide training for colleagues and community, including presenting information from conferences to peers
Attendance at workshops, classes, and state/national conferences and evidence of impact on teaching and learning
Serving on accrediting/monitoring teams
Reviewing textbooks

University of the Cumberlands Standards

Standard 11: Evidence Behaviors Ascribed in the College’s Mission Statement with Particular Emphasis on the Service and Work
The extent to which the teacher:
11.1 Successfully completes coursework with evidence of voluntary participation.
11.2 Gives evidence of leadership in school and community organizations.
11.3 Attends college classes, seminars, and in-service opportunities regularly for professional development.
11.4 Engages in creative problem solving and reflective critical thinking.

Possible Artifacts for Standard 11
Dispositions
Documented volunteer work in P-12 schools
Philosophy of Education
Research Course Artifact
Specialty Area Course Artifact
EDUC/EDOL 631 Artifact
Field Experience Documentation

Standard 12: Demonstrates Behaviors Described in the Kentucky Code of Ethics
The extent to which the teacher:
12.1 Maintains a professional relationship with college and public school, faculty, and students.
12.2 Engages in activities that will strengthen understanding of diversities of students.
12.3 Validates moral and professional behavior with satisfactory evaluations in courses and in public school position.
12.4 Completes all independent assignments through own effort.

Possible Artifacts for Standard 12
Code of Ethics - signed Dispositions
Video Lesson Plan
Philosophy of Education
Research Course Artifact
Specialty Area Course Artifact
EDUC/EDOL 631 Artifact
Writing the Rationale

A Rationale is a typewritten and grammatically correct explanation of how each artifact in the portfolio addresses the Kentucky Teacher Standards and the University of Cumberlands Standards. To clarify your writing, it is suggested that you organize the sections of the Rationale by Standard from I-XII, and for each standard, write about how portfolio artifacts meet at least TWO of the Standard Indicators. For example, here is a good start for Standard I:

“Standard I, indicator 1.1 is met in the unit (hyperlink to the unit here) that I taught to 8th grade students about the Civil Rights era. I was able to accurately and effectively communicate concepts, processes and/or knowledge to the students, shown by the extensive resource list included in the unit that was used for notes, PowerPoint lectures, and small-group projects. I also showed the use of vocabulary that is clear, correct and appropriate for students, as shown in the PowerPoint lectures, written exams, and handouts.” Students rarely ask me to clarify something I have written on an exam or handout.

Notice that the language of Standard I, indicator 1.1 is italicized. That makes it very clear to the reviewers what you are addressing. Other things that reviewers look for in the Rationale are the reasoning process that you go through when selecting artifacts. Why were those particular artifacts chosen? What other options were considered? Does the artifact do a particularly good job showing competency in literacy, technology, diversity, or closing the achievement gap (EPSB Themes)? What changes would you make if you were to use this artifact again? If you made changes, explain why you made them (especially for the artifacts included that have the original copy and the revised copy).

Answers to questions like these provide evidence of the candidate’s ability to synthesize knowledge and skills gained from program experiences. Again, candidates are advised to discuss at least two or more indicators of each standard, and to be prepared to orally defend any of the other indicators during the Exit Interview.

The following pages contain forms that you will need to include in your portfolio, as applicable.
Permission to Review Portfolio

I give permission to the Education Professional Standards Board, State and National Accreditation personnel and the Graduate Exit Interview Committee to review and reprint, if necessary, the materials contained in this Portfolio.

Candidate’s Name (please print): ______________________________________________________

Candidate’s Signature: __________________________________________________________________

Content Area /Grade Level: __________________________________________________________________

University/College Name: __________________________________________________________________

Date: __________________________________________________________________

This page should be signed, then scanned and inserted into the electronic Graduate Exit Portfolio – please remember to link to this form from the Table of Contents.
Permission to Videotape Class

If a teaching video is used in the Graduate Exit Portfolio, copies of this page from each students’ parent or a signed letter should be scanned and inserted into the electronic Portfolio – please remember to link to this form from the Table of Contents. Forms or a letter should be included in the EDUC/EDOL 698 and 699 Video Project.

If agreeable we would like for the supervising teacher to keep the parent copies and that each University of the Cumberlands Teacher Candidate prepare a letter for the supervising teacher to sign. The letter should indicate that the teacher has permission to videotape forms on file in his/her room (include in your letter the teacher’s name and the date).

Permission to Videotape Class

I hereby give permission for my child, ______________________________________, to participate in a class that is recorded by videotape. I understand the videotape will be created as part of the process of development of a teacher assessment program as well as for the certification of the University of the Cumberlands Teacher Candidate. I understand the videotape will be submitted to his/her University of the Cumberlands education professor for class requirements and could be included in the candidate’s Portfolio to be viewed by representatives of the college, school district, and the Education Professional Standards Board for the purposes stated above.

Name of Parent /Guardian (please print): ______________________________________

Signature of Parent /Guardian: ____________________________ Date: __________
Candidate Statement of Integrity

The material contained in this Graduate Exit Portfolio is my own work. None of the artifacts are the result of a group activity or project. For confidentiality purposes, any names of children included have been changed or deleted.

Candidate’s Name (please print): ________________________________________________________

Candidate’s Signature: ___________________________________________________________________

Content Area /Grade Level: __________________________________________________________________

University/College Name: __________________________________________________________________

Date: _________________________________________________________________________________

This page should be signed, then scanned and inserted into the electronic Portfolio – please remember to link to this form from the Table of Contents.
### Rubric for Graduate Portfolio Assessment

All portfolio components must be accurately completed according to specification. Please rate each category. **A rating of 3 is required in all areas to successfully pass the portfolio assessment.**

1. Satisfactory completion of all components / standards
2. Satisfactory pending revisions or additions
3. Unacceptable

<table>
<thead>
<tr>
<th>Rating</th>
<th>Introductory Artifacts</th>
<th>Comments/Documentation</th>
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<tbody>
<tr>
<td></td>
<td>Resume</td>
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<td>Letter of Introduction approx. 500 words</td>
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<td>Table of Contents (links to artifacts)</td>
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<td>Matrix of artifacts congruent with the Standards</td>
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<th>Rating</th>
<th>Knowledge/Skills KY and UC Standards</th>
<th>Comments/Documentation</th>
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<tr>
<td></td>
<td>Rationale connects each standard to artifacts supporting at least two indicators of each standard (matching the matrix of artifacts)</td>
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<td></td>
<td>Philosophy of Education based on identified theory or theorist (reflects critical thinking, University of the Cumberlands dispositions, the KY Code of Ethics and the belief that all children can learn)</td>
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<td>Research class artifact</td>
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<td>Two artifacts from Specialty Area Courses</td>
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<td>EDOL 631 Advanced Human Development/Special Education artifact</td>
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<td>Artifacts represent all 12 Standards and show that candidates are Reflective Constructors of Quality Learning Experiences through Critical Thinking</td>
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<td></td>
<td><strong>Artifacts with corrections/revisions as needed</strong> (Research and specialty area artifacts must be retyped/revised, corrected and original copy included)</td>
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<th>Rating</th>
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<th>Conceptual Framework</th>
<th>QEP</th>
<th>Comments/Documentation</th>
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<td>Clarity and depth of written idea development</td>
<td>Communicative/ Strategic/ Conceptual/ Evaluative</td>
<td>Clarity</td>
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<td>Few surface or structural errors</td>
<td>Communicative</td>
<td>Clarity</td>
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<td>Logical, coherent organization of written ideas</td>
<td>Communicative</td>
<td>Clarity/ Discernment Integration</td>
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<td>Precisely, accurately orally explicates how artifacts reflect, support Standards</td>
<td>Conceptual/ Communicative Strategic</td>
<td>Clarity/ Discernment</td>
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<td>Provides evidence of personal, professional growth as a result of the graduate experience</td>
<td>Communicative/ Evaluative</td>
<td>Clarity/ Discernment</td>
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</table>
The portfolio, oral defense, and Disposition Self-Assessment and Reflection provide strong evidence of the candidate’s caring, strong work ethic, critical and creative thinking, and commitment to excellence and professional integrity.

Please rank each of the standards using the following rating scale entering whole numbers in each cell. Use the attached copy of the Kentucky Teacher Standards with the specific performance criteria. Refer to and use the performance indicators to support each ranking.

3- Satisfactory Progress on the Standard
2- Making Progress on the Standard
1- Not Making Progress on the Standard
0- No evidence of the Standard

Kentucky Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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University of the Cumberlands’ Standards

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<tr>
<th>Disposition</th>
<th>Caring</th>
<th>Strong Work Ethic</th>
<th>Critical/Creative Thinking</th>
<th>Commitment to Excellence/Professional Integrity</th>
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<tbody>
<tr>
<td>Rank</td>
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</table>

Overall Score (circle one)  3  2  1

Faculty Reviewer Signature/Date

Faculty Reviewer Signature/Date

Candidate Signature/Date

Comments:
Multicultural/Diversity Experiences Summary Guidelines

Part of the accreditation process for the Education Department is determining how well teacher candidates have been able to experience diversity in the program. Please give a complete summary of your interactive experiences with multicultural and diverse populations during your time at University of the Cumberlands. Be certain you have interacted with all diversity categories. You may include additional categories if necessary, as these suggestions are not comprehensive. Some of the diversities that you might consider are:

- Racial Exceptionalities
- Cultural
- LBD
- Socioeconomic
- FMD
- Background experience
- Gifted
- Readiness
- Hearing impaired
- Religious beliefs
- Visually impaired

After identifying the diverse populations with which you have worked, complete a one to two (2) page, machine-printed summary that describes the populations, your role in working with these populations, an analysis of the teaching-learning process, and significant lessons learned. This summary can be used as an artifact linked to several of the Kentucky Teacher Standards.
Appendix – Forms & Standards


Interstate School Leader’s Licensure Consortium Standards for School Leaders

Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Knowledge: The administrator has knowledge and understanding of:
- Learning goals in a pluralistic society
- The principles of developing and implementing strategic plans
- Systems theory
- Information sources, data collection, and data analysis strategies
- Effective communication
- Effective consensus-building and negotiation skills

Dispositions: The administrator believes in, values, and is committed to:
- The educability of all
- A school vision of high standards of learning
- Continuous school improvement
- The inclusion of all members of the school community
- Ensuring that students have the knowledge, skills, and values needed to become successful adults
- A willingness to continuously examine one’s own assumptions, beliefs, and practices
- Doing the work required for high levels of personal and organization performance

Performances: The administrator facilitates processes and engages in activities ensuring that:
- The vision and mission of the school are effectively communicated to staff, parents, students, and community members
- The vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities
- The core beliefs for the school vision are modeled for all stakeholders
- The vision is developed with and among stakeholders
- The contributions of school community members to the realization of the vision are recognized and celebrated
- Progress toward the vision and mission is communicated to all stakeholders
- The school community is involved in school improvement efforts
- The vision shapes the educational programs, plans, and activities
- An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated
- Assessment data related to the student learning are used to develop the school vision and goals
- Relevant demographic data pertaining to students and their families are used in developing the school vision and goals
- Barriers to achieving the vision are identified, clarified, and addressed
- Needed resources are sought and obtained to support the implementation of the school mission and goals
- Existing resources are used in support of the school vision and goals
- The vision, mission, and implementation plans are regularly monitored, evaluated, and revised
Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conductive to student learning and staff professional growth.

Knowledge: The administrator has knowledge and understanding of:
- Student growth and development
- Applied learning theories
- Applied motivational theories
- Curriculum design, implementation, evaluation, and refinement
- Principles of effective instruction
- Measurement, evaluation, and assessment strategies
- Diversity and its meaning for educational programs
- Adult learning and professional development models
- The change process for systems, organizations, and individuals
- The role of technology in promoting student learning and professional growth
- School cultures

Dispositions: The administrator believes in, values, and is committed to:
- Student learning as the fundamental purpose of schooling
- The proposition that all students can learn
- The variety of ways in which students can learn
- Life long learning for self and others
- Professional development as an integral part of school improvement
- The benefits that diversity brings to the school community
- A safe and supportive learning environment
- Preparing students to be contributing members of society

Performances: The administrator facilitates processes and engages in activities ensuring that:
- All individuals are treated with fairness, dignity, and respect
- Professional development promotes a focus on student learning consistent with the school vision and goals
- Students and staff feel valued and important
- The responsibilities and contributions of each individual are acknowledge
- Barriers to student learning are identified, clarified, and addressed
- Diversity is considered in developing learning experiences
- Life long learning is encouraged and modeled
- There is a culture of high expectations for self, student, and staff performance
- Technologies are used in teaching and learning
- Student and staff accomplishments are recognized and celebrated
- Multiple opportunities to learn are available to all students
- The school is organized and aligned for success
- Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
- Curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies
- The school culture and climate are assessed on a regular basis
- A variety of sources of information is used to make decisions
- Student learning is assessed using a variety of techniques
- Multiple sources of information regarding performance are used by staff and students
- A variety of supervisory and evaluation models is employed
- Pupil personnel programs are developed to meet the needs of students and their families
Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Knowledge: The administrator has knowledge and understanding of:
- Theories and models of organizations and the principles of organizational development
- Operational procedures at the school and district level
- Principles and issues relating to school safety and security
- Human resources management and development
- Principles and issues relating to fiscal operations of school management
- Principles and issues relating to school facilities and use of space
- Legal issues impacting school operations
- Current technologies that support management functions

Dispositions: The administrator believes in, values, and is committed to:
- Making management decisions to enhance learning and teaching
- Taking risks to improve schools
- Trusting people and their judgments
- Accepting responsibility
- High-quality standards, expectations, and performances
- Involving stakeholders in management processes
- A safe environment

Performances: The administrator facilitates processes and engages in activities ensuring that:
- Knowledge of learning, teaching, and student development is used to inform management decisions
- Operational procedures are designed and managed to maximize opportunities for successful learning
- Emerging trends are recognized, studied, and applied as appropriate
- Operational plans and procedures to achieve the vision and goals of the school are in place
- Collective bargaining and other contractual agreements related to the school are effectively managed
- The school plant, equipment, and support systems operate safely, efficiently, and effectively
- Time is managed to maximize attainment of organizational goals
- Potential problems and opportunities are identified
- Problems are confronted and resolved in a timely manner
- Financial, human, and material resources are aligned to the goals of schools
- The school acts entrepreneurially to support continuous improvement
- Organizational systems are regularly monitored and modified as needed
- Stakeholders are involved in decisions affecting schools
- Responsibility is shared to maximize ownership and accountability
- Effective problem-framing and problem-solving skills are used
- Effective conflict resolution skills are used
- Effective group-process and consensus-building skills are used
- Effective communication skills are used
- There is effective use of technology to manage school operations
- Fiscal resources of the school are managed responsibly, efficiently, and effectively
- A safe, clean, and aesthetically pleasing school environment is created and maintained
Human resource functions support the attainment of school goals
Confidentiality and privacy of school records are maintained

Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community interests.

Knowledge: The administrator has knowledge and understanding of:
- Emerging issues and trends that potentially impact the school community
- The conditions and dynamics of the diverse school community
- Community resources
- Community relations and marketing strategies and processes
- Successful models of school, family, business, community, government and higher education partnerships

Dispositions: The administrator believes in, values, and is committed to:
- Schools operating as an integral part of the larger community
- Collaboration and communication with families
- Involvement of families and other stakeholders in school decision-making processes
- The proposition that diversity enriches the school
- Families as partners in the education of their children
- The proposition that families have the best interests of their children in mind
- Resources of the family and community needing to be brought to bear on the education of students
- An informed public

Performances: The administrator facilitates processes and engages in activities ensuring that:
- High visibility, active involvement, and communication with the larger community is a priority
- Relationships with community leaders are identified and nurtured
- Information about family and community concerns, expectations, and needs is used regularly
- There is outreach to different business, religious, political, and service agencies and organizations
- Credence is given to individuals and groups whose values and opinions may conflict
- The school and community serve one another as resources
- Available community resources are secured to help the school solve problems and achieve goals
- Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals
- Community youth family services are integrated with school programs
- Community stakeholders are treated equitably
- Diversity is recognized and valued
- Effective media relations are developed and maintained
- A comprehensive program of community relations is established
- Public resources and funds are used appropriately and wisely community collaboration is modeled for staff
- Opportunities for staff to develop collaborative skills are provided
**Standard 5:** A school administrator is an educational leader who promotes the success of all students by **acting with integrity, fairness, and in an ethical manner.**

*Knowledge: The administrator has knowledge and understanding of:*
- The purpose of education and the role of leadership in modern society
- Various ethical frameworks and perspectives on ethics
- The values of the diverse school community
- Professional code of ethics
- The philosophy and history of education

*Dispositions: The administrator believes in, values, and is committed to:*
- The ideal of the common good
- The principles of the Bill of Rights
- The right of every student to a free, quality education
- Bringing ethical principles to the decision-making process
- Subordinating one’s own interest to the good of the school community
- Accepting the consequences for upholding one’s principles and actions
- Using the influence of one’s office constructively and productively in the service of all students and their families
- Development of a caring school community

*Performances: The administrator facilitates processes and engages in activities ensuring that:*
- Examines personal and professional values
- Demonstrates a personal and professional code of ethics
- Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
- Serves as a role model
- Accepts responsibility for school operations
- Considers the impact of one’s administrative practices on others
- Uses the influence of the office to enhance the educational program rather than for personal gain
- Treats people fairly, equitably, and with dignity and respect
- Protects the rights and confidentiality of students and staff
- Demonstrates appreciation for sensitivity to the diversity in the school community
- Recognizes and respects the legitimate authority of others
- Examines and considers the prevailing values of the diverse school community
- Expects that others in the school community will demonstrate integrity and exercise ethical behavior
- Opens the school to public scrutiny
- Fulfills legal and contractual obligations
- Applies laws and procedures fairly, wisely, and considerately
Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Knowledge: The administrator has knowledge and understanding of:
- Principles of representative governance that undergird the system of American schools
- The role of public education in developing and renewing a democratic society and an economically productive nation
- The law as related to education and schooling
- The political, social, cultural and economic resolution as applied to the larger political, social, cultural and economic contexts of schooling
- Global issues and forces affecting teaching and learning
- The dynamics of policy development and advocacy under our democratic political system
- The importance of diversity and equity in a democratic society

Dispositions: The administrator believes in, values, and is committed to:
- Education as a key to opportunity and social mobility
- Recognizing a variety of ideas, values, and cultures
- Importance of a continuing dialogue with other decision makers affecting education
- Actively participating in the political and policy-making context in the service of education
- Using legal systems to protect students rights and improve student opportunities

Performances: The administrator facilitates processes and engages in activities ensuring that:
- The environment in which schools operate is influenced on behalf of students and their families
- Communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate
- There is ongoing dialogue with representatives of diverse community groups
- The school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities
- Public policy is shaped to provide quality education for students
- Lines of communication are developed with decisions outside the school community
University of the Cumberlands Dispositions Survey

Candidate Name: _______________________________ Date: ____________

Evaluator Name (if not the Candidate): _______________________________

Please rate on a 3 point scale.
   3 - Satisfactory Progress
   2 - Making Progress
   1 - Not Making Progress

<table>
<thead>
<tr>
<th>Strong Work Ethic (average score)</th>
<th>Critical &amp; Creative Thinking (average)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has high expectations for self</td>
<td>Is flexible</td>
</tr>
<tr>
<td>Is dependable</td>
<td>Provides for all learners</td>
</tr>
<tr>
<td>Is timely in completing responsibilities</td>
<td>Expresses thoughts and ideas clearly</td>
</tr>
<tr>
<td>Is a self starter; takes initiative</td>
<td>Demonstrates ability to problem solve</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Caring (average)</th>
<th>Excellence/ Professional Integrity (average)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has a positive attitude</td>
<td>Has a professional appearance</td>
</tr>
<tr>
<td>Is cooperative</td>
<td>Uses technology effectively</td>
</tr>
<tr>
<td>Is respectful of others</td>
<td>Demonstrates leadership abilities</td>
</tr>
<tr>
<td>Establishes rapport with diverse populations</td>
<td>Uses appropriate spoken &amp; written English</td>
</tr>
</tbody>
</table>

Note: This survey is to be used by Candidates as a self-evaluation survey in EDUC/EDOL 630 or EDAD/ADOL 633 and at Exit.

It is to be used by instructors in the following courses:
   EDUC/EDOL 630
   EDUC/EDOL 631
   EDUC/EDOL 698/699
   SPED 530
   SPED 632
   EDAD/ADOL 633
   EDAD/ADOL 630
**MAT**
Student Teaching/Practicum Application
University of the Cumberlands

---

Check degree to which you are applying
___ Student Teaching  ___ Practicum

---

**Fall**  **Spring**
Year       Year

---

Name: ___________________________  Student ID#: ___________  Date: ___________  
Social Security# ___________  Home Phone: ___________  Work Phone: ___________
E-mail: ____________________________  
Home Address: ____________________________________________________________

---

Level and Area of Certification:

<table>
<thead>
<tr>
<th>___Elementary</th>
<th>___Middle Grades</th>
<th>___Secondary</th>
<th>___5-12</th>
<th>___P-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emphasis Area</td>
<td>Specialization Area</td>
<td>Specialization Area</td>
<td>Specialization Area</td>
<td>Specialization Area</td>
</tr>
<tr>
<td>Additional Area</td>
<td>Specialization Area</td>
<td>Specialization Area</td>
<td>Specialization Area</td>
<td>Specialization Area</td>
</tr>
<tr>
<td>Minor (Teaching)</td>
<td>Minor (Teaching)</td>
<td>Minor (Teaching)</td>
<td>Minor (Teaching)</td>
<td>Minor (Teaching)</td>
</tr>
</tbody>
</table>

---

Where do you plan to do your student teaching/practicum?

1st Location ______________________________________________________________

2nd Location ______________________________________________________________

---

Are you currently teaching in either location listed above? ____ Yes  ____ No

---

I understand that I must take and pass all the appropriate PRAXIS exam(s) for my Kentucky certification and must provide with this application a copy of a current medical exam which includes a tuberculosis test prior to student teaching/practicum. I also understand that I must arrange my own placement(s) and contact the certification officer. (If you are having difficulty securing a placement, contact your instructor.) I know I must also check with the placement school for requirements for Criminal Background Checks.

---

Candidate Signature _____________________________________________

Date ___________
### Department of Education Use Only:

PRAXIS II Exams Scores and Dates:

<table>
<thead>
<tr>
<th>Elementary</th>
<th>Middle Grades</th>
<th>Secondary</th>
<th>5-12</th>
<th>P-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Content</td>
<td>First Specialization Test</td>
<td>Specialization Test</td>
<td>Specialization Test</td>
<td>Specialization Test</td>
</tr>
<tr>
<td>Additional Area</td>
<td>2nd Specialization Test</td>
<td>Specialization Test</td>
<td>Specialization Test</td>
<td>Specialization Test</td>
</tr>
<tr>
<td>PLT</td>
<td>Additional Area</td>
<td>Specialization Test</td>
<td>Specialization Test</td>
<td>Specialization Test</td>
</tr>
<tr>
<td>PLT</td>
<td>PLT</td>
<td>PLT</td>
<td>PLT</td>
<td>PLT – not Special Ed</td>
</tr>
</tbody>
</table>
Application for Administrative Practicum
University of the Cumberlands

Name: ______________________________ Student ID# ______________________ Date__________

Social Security#__________________ Home Phone: __________ Work Phone: _________

Home Address: ________________________________________________________________
Street   City   State   Zip Code

Email: ________________________________________________________________

School: ________________________________________________________________
Name                           Phone Number

St Address    City   State   Zip Code

Semester/Year you will participate in Practicum: __________________________

Practicum: (please check the practicum course you will be participating in)
___ Principal    ___ Supervisor of Instruction    ___ Director of Pupil Personnel
___ Director of Special Education    ___ Superintendent

Where do you plan to do your practicum?
1st Location ________________________________________________________________
School  City  State

2nd Location ________________________________________________________________
School  City  State

Are you currently employed in a school system? If so, please tell where and what you do.
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Please return this form to the Graduate Education Department
Fax (606) 539-4014
shjones@ucumberlands.edu

The Education Professional Standards Board requires that all practicum candidates file with their application, a copy of a valid and
current medical exam which includes a tuberculosis test.
Application for Graduate Portfolio Review/Comprehensive Exam
University of the Cumberlands

THIS FORM MUST BE COMPLETED AND APPROVED THE SEMESTER BEFORE THE REVIEW/EXAM IS TO BE GIVEN!!

Circle a semester to take Exam: Summer / Fall / Winter / Spring   Year: _______

Name: _______________________________   Today’s Date: _____________
E-mail: _______________________________   Student ID#: ______________
Home Address: _______________________________
Home Phone/Cell: _______________________________
School Name/Address: _______________________________
School Phone: _______________________________
Hours Completed: _______   Expected Graduation Date: ____________

Degree Program for Portfolio Review:

__MAT Elem  __ MAEd MS
__MAT MS  __ MAEd Sec
__MAT Sec  __ MAEd.Ed.R&W
__MAEd Elem  __ MAT Sped
__MAEd.Ed.SpEd  __ MAT P-12
__ MAT 5-12 Business & Marketing

Degree Program for Comprehensive Exam

__ Instructional Leadership: Principalship

All requirements for the comprehensive portfolio examination must be completed as outlined in University of the Cumberlands Graduate Catalog and in the graduate orientation packet.

______________________________
Advisor’s Signature

______________________________
Registrar’s Signature

______________________________
Director of Graduate Program’s Signature

I understand that it is my responsibility to fulfill all of the requirements for the exam/portfolio including meeting the required timeline. If not, my exam/portfolio will be delayed until the next semester. I also understand that I will complete a TC-1 with the Certification officer at the time of my exam/portfolio review.

______________________________
Candidate Signature

To be completed by the Registrar:

<table>
<thead>
<tr>
<th>REQUIREMENTS</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 24 hours completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Research &amp; 2 other required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>classes completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Planned Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>approved &amp; updated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Intent to Graduate signed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comprehensive Exam Date: ____________

Date Portfolio must be turned in to the Graduate Office: ____________
Section 1. Certified personnel in the Commonwealth:

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

(A) To Students

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

(B) To Parents

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

(C) To the Education Profession

- Shall exemplify behaviors which maintain the dignity and integrity of the profession.
- Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities.
- Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law.
- Shall not use coercive means or give special treatment in order to influence professional preparation and legal qualifications.
- Shall not knowingly falsify or misrepresent records of facts relating to the educator’s own qualifications or those of other professions.

I declare that I understand the standard for personal and professional conduct expected of a professional educator in Kentucky. I further certify that I have read and examined the CODE OF ETHICS printed above applicable to school personnel, understand its provisions and agree to abide by its terms during the course of my career as a pre-service teacher and as a professional educator.

SIGNATURE ___________________________________________ Date ______________________
PRINTED NAME ___________________________________________ ID# ____________________
Dispositions Reporting

Teacher candidates should be aware that their dispositions strongly inform their teaching. Supervising Teachers, Principals, Coordinators, and Course Instructors are always watching. The following form is not one that you must complete, but is one that could be completed about you.

Educational Professional Candidate Dispositions Feedback

CONFIDENTIAL

Please Check Area(s) of Concern:

<table>
<thead>
<tr>
<th>Strong Work Ethic</th>
<th>Critical &amp; Creative Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>____Has high expectations for self</td>
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<tr>
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<td>____Uses appropriate spoken &amp; written English</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KY Professional Code of Ethics</th>
</tr>
</thead>
<tbody>
<tr>
<td>____Demonstrates behavior aligned with the KY Professional Code of Ethics and University standards for attitude and conduct.</td>
</tr>
</tbody>
</table>

Explain and document incidents and/or reasons for concern:

Describe a plan to remediate negative dispositions:

Candidate’s Name (Please Print): ________________________________

Professor’s Name (Please Print): ________________________________

*Candidate’s Signature/Date    Signature/Title of Person Reporting/Date

Dept. _____________________________

*Candidate’s signature does not necessarily imply agreement; it does indicate the receipt of a copy of this form. The candidate has the right to submit a written rebuttal/response within five working days of the receipt of this form. A copy of this report and the rebuttal/response will be kept in the candidate’s file in the office of Teacher Education.
**University of the Cumberlands Field Experience Reporting/Timesheet**

Name______________________________  Semester/Year _____  UC Course_________________

Use this form for field experience hours during your University of the Cumberlands coursework. These forms are then kept in your permanent file by the Certification Officer.

Please summarize briefly what occurred during your time in the school, the actual clock hours, and the level of your involvement. (Level of Involvements are: O- Observation, P- Participation (Co-teaching, small group instruction, tutoring, etc.), and I- Full instructional responsibility). **ALL** levels are required. **ALL** sections must be completed. (Make copies as needed.)

Ages/Grades of Students_______________  Number of Students in the Class________________

<table>
<thead>
<tr>
<th>Level of Involvement</th>
<th>Briefly summarize what occurred during your time in the school</th>
<th>Time/Hours Spent</th>
<th>Principal/Supervising Teacher Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td></td>
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</tbody>
</table>

**Total Hours**
Forms & Instructions for Student Teaching

In addition to the forms already presented are the following forms that will make your student teaching / practicum semester go more smoothly. During the very beginning of the time in the classroom it is important to find out / articulate what the classroom rules and procedures are. The Classroom Procedures form following the Letter to Student Teachers/Practicum Candidates should be completed the first week of student teaching and shared with the Coordinator during the first visit.

The previous form for field experiences is also to be used during student teaching/practicum. If you jot down information on this form during the day EVERY DAY it is easier to write up your journal at the end of the day.

The field experience form can be downloaded from http://www.ucumberlands.edu/academics/education.faculty/mgibson/MAT/forms/FieldExperienceTimesheetMAT.rtf

In EDUC/EDOL 698 and EDUC/EDOL 699, the modified forms from the Kentucky Teacher Intern Performance Handbook will be used. Please download and read the Handbook (which has directions for filling in the forms), and download the forms that you can use to type in your information. All forms will remain digital for your portfolio, whether you complete a CD or use LiveText.


Modified TPA forms for candidates can be downloaded at http://www.ucumberlands.edu/academics/education.faculty/mgibson/MAT/forms.htm
# Student Teaching / Practicum Checklist

<table>
<thead>
<tr>
<th>Requirement / Due Dates</th>
<th>1st placement (Before midterm)</th>
<th>2nd placement (After midterm)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contract from Supervising Teacher</td>
<td>Wk1</td>
<td>Wk1</td>
</tr>
<tr>
<td>Expectations from Supervising Teacher &amp; Cooperating Teacher</td>
<td>Wk1</td>
<td>Wk8</td>
</tr>
<tr>
<td>Contextual Statement: TPA Task A1 (for all classes)</td>
<td>Wk1</td>
<td>Wk8</td>
</tr>
<tr>
<td>Classroom Procedures (including emergency procedures)</td>
<td>Wk1</td>
<td>Wk8</td>
</tr>
<tr>
<td>Schedule of Classes</td>
<td>Wk1</td>
<td>Wk8</td>
</tr>
<tr>
<td>School Handbook</td>
<td>Wk1</td>
<td>Wk8</td>
</tr>
<tr>
<td>Seating Chart(s) (for all classes)</td>
<td>Wk1</td>
<td>Wk8</td>
</tr>
<tr>
<td>Professional Growth Plans (Entry &amp; Exit): TPA Task E</td>
<td>Wk1, Wk 14</td>
<td></td>
</tr>
<tr>
<td>Video: Peer and Self Reflective Analysis</td>
<td>Wk2</td>
<td></td>
</tr>
<tr>
<td>Candidate’s Interaction with Students: Peer &amp; Self Analysis</td>
<td>Wk2</td>
<td></td>
</tr>
<tr>
<td>Formative Assessment #1 from Supervising Teacher</td>
<td>Wk3</td>
<td>Wk9</td>
</tr>
<tr>
<td>Unit Preplanning Form (Modified Task G)</td>
<td>Wk2</td>
<td></td>
</tr>
<tr>
<td>Unit Pre-planning templates</td>
<td>Wk2</td>
<td></td>
</tr>
<tr>
<td>Unit Bibliography</td>
<td>Wk3</td>
<td></td>
</tr>
<tr>
<td>Unit Pre-test/Posttest</td>
<td>Wk3</td>
<td></td>
</tr>
<tr>
<td>Unit components (Modified Tasks H, I)</td>
<td>Wk4</td>
<td></td>
</tr>
<tr>
<td>Lessons (Modified Task A-2 – at least 5 of them)</td>
<td>Wk5</td>
<td></td>
</tr>
<tr>
<td>Analysis of Student Work: Modified TPA Tasks C (one for each lesson), J</td>
<td>Wk6</td>
<td></td>
</tr>
<tr>
<td>Unit – all components revised &amp; burned to CD with working links to Table of Contents (Modified Tasks A-2, G, H, I)</td>
<td>Wk7</td>
<td></td>
</tr>
<tr>
<td>Leadership TPA Modified Task F</td>
<td>Wk3 (practicum)</td>
<td>Wk8 (ST)</td>
</tr>
<tr>
<td>Formative Assessment #2 from Supervising Teacher</td>
<td>Wk6</td>
<td>Wk12</td>
</tr>
<tr>
<td>Collaboration Plan TPA Task D</td>
<td>Wk4 (practicum)</td>
<td>Wk8 (ST)</td>
</tr>
<tr>
<td>Multicultural/ Diversity Summary</td>
<td></td>
<td>Wk12</td>
</tr>
<tr>
<td>Journal (every day for 14 weeks)</td>
<td>Every Day</td>
<td>Every Day</td>
</tr>
<tr>
<td>Evaluation of Supervising Teacher</td>
<td>Wk7</td>
<td>Wk14</td>
</tr>
<tr>
<td>Summative Assessment from Supervising Teacher</td>
<td>Wk7</td>
<td>Wk14</td>
</tr>
<tr>
<td>Summative Grade for Student Teaching</td>
<td></td>
<td>Wk14</td>
</tr>
</tbody>
</table>

**THERE ARE NO EXCUSED ABSENCES FROM STUDENT TEACHING.**
Any missed days or portions of days will be made up during the semester. If they cannot be made up the candidate will repeat the course.
Letter to Student Teachers / Practicum Candidates

Dear Student Teacher,

Today I sat in on the orientation for our undergraduate student teachers and heard words of wisdom both from UC professors and practitioners in the field. All the words were good and were things I would tell you, so I’m going to repeat a lot of it here. I hope this helps you to get your year off to a good start and finish well.

Things you should do **before** the 1st day:

1. Read through the Graduate Handbook (more than once).
2. Read through the KTIP Handbook (more than once).
3. Contact your supervising teacher and find out when to get to school.
4. Get your paperwork in for the Graduate School (intent to graduate, portfolio, etc.)
5. Get some sleep.
6. Pack a nutritious lunch.
7. Iron your shirt ;-)

Things you should do the **1st day** (these are in no special order):

1. Get there early – before the teachers are supposed to be there (call the school to find out)
2. Dress to the 9s – more about that later
3. Go immediately to the principal’s office, find out from the secretary how you sign in, etc., and go meet the principal. Ask him/her what is the most important thing that they want you to know.
4. Ask for a school handbook and become familiar with the content. You need to know about fire drills, tornado drills, lock-downs, etc.
5. Keep the phone numbers of your principal and your supervising teacher handy – you will need them if you need to call them in a hurry or if you know you are going to be absent.
6. Do everything (go everywhere) that the supervising teacher does today. If they have duty out of the classroom, so do you. Ask them where you should eat lunch. If they have a faculty meeting after school, so do you. If they have in-service, so do you. If they have to sell tickets at the football game, so do you.
7. Find out where to park.
8. Find out names of the support staff (secretary, maintenance, cafeteria ladies) and librarian and be friendly – call them by name.
9. Start making seating charts for all classes today. Start learning student names ASAP.
10. Turn your cell phone off. Better yet, leave it in the car. Do NOT turn it on AT ALL during the day (for the whole semester).

Suggestions for making your good semester a GREAT one:

1. Take initiative. Clean up, straighten up, offer to grade papers, put up bulletin boards, etc.
2. Follow the school calendar for breaks and vacation, NOT University of Cumberlands’ calendar.
3. Stay out of the teacher’s lounge. They can be very negative, gossipy places.
4. Keep your opinions about other people and students to yourself. You never know who you may be talking to that are kin to that person you’re dissing.
5. NEVER talk about your students to anyone other than your supervising teacher. Even when you don’t use their names – because in a small town people will know who you are talking about. This is a Kentucky Code of Ethics breach. VIP. Zip the lips.
6. Especially don’t talk about students to their parents. That is not your job, so kindly refer the
parent to the supervising teacher.

7. Attend extracurricular activities as much as possible – it helps you make a real connection with
your students. You can leave at half time if you need to. (You do have a unit to prepare soon).

8. Turn in your lesson plans to your supervising teacher when they ask you to (at LEAST the day
before you teach). If you don’t turn them in you shouldn’t be teaching.

9. If you have a problem, follow the chain of command:
   a. First, supervising teacher
   b. Second, college coordinator (me)
   c. Third, Chair of Education Department (Gary Pate)
   d. Fourth, Dean Cockrum
   e. Fifth, President Taylor (hope you never have to get this far)

10. Find out when your supervising teacher gets to school each day and then you get there 5 minutes
earlier.

11. Leave school only when your supervising teacher leaves and NO sooner than 15 minutes after
the last bus leaves. You must have time to prepare for the next day and leave your lessons at
school.

12. These are long days for you and it can get hot. You might bring a toothbrush, deodorant, etc.
with you so that you can freshen up at lunch.

13. Take care of yourself – exercise and eat right. Sometimes the school cafeteria has really good
food but not always so healthy.

14. Find out if your supervising teacher has some activities/lessons in reserve in case they are gone,
for a sub, etc. This is a good time for you to create some of these for yourself.

15. You are going to be exposed to all kinds of germs – be ready. Wash your hands often. Keep them
away from your face. Keep hand sanitizer on your desk. Teach kids to put their hands over their
mouths when they sneeze!!

16. Plan ahead for when you need the copy machine, library resources, etc. Show deference to the
teachers who are also using them and let them go first. You are a guest in their school.

17. Stay organized and don’t procrastinate. Because – once you get behind you are going to be
swimming upstream the rest of the semester and that’s miserable.

18. Every day, EVERY day, you are striving to meet the Kentucky Teacher Standards. Print them
out and keep them handy and read them EVERY day.

19. Stay at school and do not leave for errands, lunch, anything.

20. Don’t miss. Don’t be tardy. You are creating your professional persona, remember. You want to
be known as dependable. If you are sick, tough – be at school. Just don’t cough on the kids.

Now let’s hear about how to dress. I wish this were as simple as teaching you how to tie your shoe was
when you were little. What I am going to say will go against what you will want to do, the way society
wants you to dress, etc. But pay attention.

1. You are establishing your professional self and everyone’s perception of your work ethic – it is
important to dress professionally. You may need a job someday. Or a recommendation for a
different job.
2. Do not dress like the maintenance staff. As you dress so shall you be perceived. As you are perceived so shall you be treated. NO JEANS. NO JEANS. NO JEANS. I don’t care who else wears jeans. You wear NO JEANS. Not even on dress-down day. You may dress down with khakis.

3. You are a role model. You may be the only person in a child’s life who looks clean and tidy and smells good. If you look like you think your job is important, children will be way more likely to take their job as students seriously. And give you less flack.

4. Really important to have comfortable shoes – your feet are going to (should) hurt because you are on them all day long. Flip flops are verboten because you may have to run (don’t ask me why, you’ll see) and it’s hard to run in flip flops. You might want to take a pair of shoes to leave at school so you can change in the middle of the day to rest your feet.

5. Men, wear a collar shirt and tie – at least the first two or three weeks.

6. Cover up tattoos.

7. Take out piercings from eyebrows, nose, chin, tongue, mouth, etc.

8. Pull up your pants. No butt crack allowed. Make sure your shirt covers that part of your anatomy.

9. Girls, no cleavage. I realize it is hot sometimes, but sorry. You can’t teach without bending over, so cover yourself. Also watch out for sheer blouses – children will tell you that they can see your bra (and for God’s sake, wear one of those!).

10. Lose the tight clothing. It is not appropriate nor is it comfortable when you must sweat in it all day.

I am sure that there is more I could tell you from my vast fund of experience. Your supervising teacher will tell you more. Other teachers in your school can tell many war stories and give lots of advice.

Prayer is good. Use it.

And Best of Luck!! God Bless – you are going to be SUCH a great influence on SO many lives.
Class Procedures

Please complete the necessary information for each procedure in a step-by-step manner, the way that you will teach each one to your students.

1. Class Opener- (Attendance, Bell Ringers, Lunch Count, etc.)

2. Restroom, Concession, Break Procedures

3. Lunch Procedures

4. Class work Procedures (i.e., testing, homework, group work, etc.)

5. Emergency Procedures, Exits (Maps)

6. Student Early Release Procedures and Information

7. Student Accident and Illness Procedures

8. Students and Teachers Who Can Assist You

This form can be found in digital form at http://www.ucumberlands.edu/academics/education/faculty/mgibson/MAT/forms/Class_Procedures.rtf

The following form, Student Teacher / Practicum Candidate Pre-observation Worksheet, should be completed and sent to your professor (Coordinator) at least two days before you teach any observed lesson. The pre-observation worksheet can be found in digital form at http://www.ucumberlands.edu/academics/education/faculty/mgibson/MAT/forms/Pre-observation.rtf

You should send to your Coordinator (email) the Pre-Observation worksheet, the Task A-1 form and the modified Task A-2 form (your lesson plan) from the KTIP Handbook all at the same time. The modified Task A-2 form can be downloaded from http://www.ucumberlands.edu/academics/education/faculty/mgibson/MAT/forms/KTIP_Plus_Lesson_Plan_Blank.doc

The lesson plan including brief instructions is at http://www.ucumberlands.edu/academics/education/faculty/mgibson/MAT/forms/KTIP_Plus_Lesson_Plan.doc
**Student Teacher / Practicum Candidate Pre-observation Worksheet**

Please complete this form for each scheduled formal observation by your University Coordinator. Email the form to the Coordinator at least two days prior to the time the lesson is to be taught.

<table>
<thead>
<tr>
<th>Candidate Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade:</td>
<td>Number in Class:</td>
</tr>
<tr>
<td>#IEP Students:</td>
<td>#GSS Students</td>
</tr>
</tbody>
</table>

1. What are the lesson objectives and learning outcomes?

2. What learning and assessment activities will take place?

3. On what particular teaching behaviors do you especially want your observer or University Coordinator to focus?

4. Of what special circumstances should this observer or University Coordinator be aware?

Other Comments:

__________________________
Student Teacher's Signature/Date

__________________________
Coordinator's Signature/Date

Signatures imply that both parties have discussed the information.
There are also other forms that will be used to evaluate your performance. The following form, the *Formative Evaluation*, will be completed four times during the semester for each Student Teacher. Practicum Candidates will be evaluated by the University Coordinator two times during the semester. You should take a look at it to see how you will be evaluated.

The Formative Evaluation can be downloaded at [http://www.ucumberlands.edu/academics/education/faculty/mgibson/MAT/forms/Student_Teacher_Formative_Evaluation.rtf](http://www.ucumberlands.edu/academics/education/faculty/mgibson/MAT/forms/Student_Teacher_Formative_Evaluation.rtf)

The next form, the *Summative Evaluation (3 pages)*, will be completed by the Supervising Teachers for Student Teachers two times during the semester (midterm and final) and once for Practicum Candidates at the end of the semester (by the Coordinator). The Summative Evaluation form is online at [http://www.ucumberlands.edu/academics/education/faculty/mgibson/MAT/forms/Student_Teacher_Summative_Evaluation.rtf](http://www.ucumberlands.edu/academics/education/faculty/mgibson/MAT/forms/Student_Teacher_Summative_Evaluation.rtf)

**THERE ARE NO EXCUSED ABSENCES FROM STUDENT TEACHING.**

Any missed days or portions of days will be made up during the semester. If they cannot be made up the candidate will repeat the course.
Student teachers will benefit from feedback throughout their student teaching experience. In an effort to increase specific feedback, you are asked to please complete these forms and discuss your comments with the student teacher during the third, fifth, tenth and final weeks of the student teaching semester. Fax signed form to Melissa Gibson 606-539-4014.

**Attendance:** Please record the student teacher’s attendance record for this specific evaluation period.

Dates Absent  __  __  __  __  __  __
Dates Tardy    __  __  __  __  __  __
Dates of Early Departures __  __  __  __  __  __

**Rating Scale:**

- 3 - Satisfactory Performance of the Standards
- 2 - Making Progress toward the Standards
- 1 - Not Making Progress toward the Standards

### KNOWLEDGE AND SKILLS

- Content Knowledge
- Planning
- Class Climate
- Management/Instruction
- Assessment
- Technology
- Reflection
- Collaborates with others
- Engages in Professional Development
- Takes initiative/Leadership

**Holistic Score** __________

### COMMUNICATION SKILLS

- Maintains Strong Eye Contact
- Articulates Words Clearly
- Uses Correct Grammar/Syntax
- Communicates Ideas Clearly
- Avoids Distracting Mannerisms
- Uses Appropriate Vocal Variety and Volume
- Uses Effective Questioning Skills
- Has Effective Writing Skills

**Holistic Score** __________

### ATTITUDES AND DISPOSITIONS

<table>
<thead>
<tr>
<th>Strong Work Ethic (average score)</th>
<th>Critical &amp; Creative Thinking (average score)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has high expectations for self</td>
<td>Is flexible</td>
</tr>
<tr>
<td>Is dependable</td>
<td>Provides for all learners</td>
</tr>
<tr>
<td>Is timely in completing responsibilities</td>
<td>Expresses thoughts and ideas clearly</td>
</tr>
<tr>
<td>Is a self starter; take initiative</td>
<td>Demonstrates ability to problem solve</td>
</tr>
</tbody>
</table>

**Caring (average score)**

- Has a positive attitude
- Is cooperative
- Is respectful of others
- Establishes rapport with diverse populations

**Excellence/Professional Integrity (average score)**

- Has a professional appearance
- Uses technology effectively
- Demonstrates leadership abilities
- Uses appropriate spoken & written English

Please identify specific strengths demonstrated by the student teacher

Please identify specific growth areas for the student teacher

Supervising Teacher/Date ___________________________  Student Teacher/Practicum Candidate/Date ___________________________

**THERE ARE NO EXCUSED ABSENCES FROM STUDENT TEACHING.**

Any missed days or portions of days will be made up during the semester. If they cannot be made up the candidate will repeat the course.
Reflective Constructors of Quality Learning Experiences Through Critical Thinking

<table>
<thead>
<tr>
<th>Signatures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Teacher ____________________________</td>
</tr>
<tr>
<td>Supervising Teacher ____________________________</td>
</tr>
<tr>
<td>University Coordinator ____________________________</td>
</tr>
</tbody>
</table>

Date ___________________

Cooperating School: ____________________________

Please indicate your rating by writing one number for each of the behaviors. Please use whole numbers rather than fractions or decimals. Use the ratings as the basis for determining your recommendation for the midterm and final grade. This form should be completed and discussed with your Student Teacher during the 5th and last week. Fax signed form to Melissa Gibson 606-539-4014.

3 – Satisfactory Performance on the Standard
2 – Making Progress toward the Standard
1 – Not Making Progress toward the Standard

Check appropriate spaces

<table>
<thead>
<tr>
<th>Midterm</th>
<th>Fall Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final</td>
<td>Spring Semester</td>
</tr>
</tbody>
</table>

Comments:

_____ OVERALL RATING (Please indicate 3, 2, or 1)

_____ Letter Grade

1. APPLIES CONTENT KNOWLEDGE
   - communicates concepts, processes and knowledge
   - connects content to life experiences of students
   - demonstrates instructional strategies that are appropriate for content and contribute to student learning
   - guides students to understand content from various perspectives
   - identifies and addresses students’ misconceptions of content

_HOLISTIC SCORE FOR STANDARD 1 (3, 2, OR 1)_

6. IMPLEMENTS TECHNOLOGY
   - uses available technology to design and plan instruction
   - uses available technology to implement instruction that facilitates student learning
   - integrates student use of available technology into instruction
   - uses available technology to assess and communicate student learning
   - demonstrates ethical and legal use of technology

_HOLISTIC SCORE FOR STANDARD 6 (3, 2, OR 1)_

2. DESIGNS/PLANS INSTRUCTION
   - develops significant objectives aligned with standards
   - uses contextual data to design instruction relevant to students
   - plans assessment to guide instruction and measure learning objectives
   - plans instructional strategies and activities that address learning objectives for all students
   - plans instructional strategies and activities that facilitate multiple levels of learning

_HOLISTIC SCORE FOR STANDARD 2 (3, 2, OR 1)_

7. REFLECTS ON/EVALUATES TEACHING/LEARNING
   - uses data to reflect on and evaluate student learning
   - uses data to reflect on and evaluate instructional practice
   - uses data to reflect on and identify areas for professional growth

_HOLISTIC SCORE FOR STANDARD 7 (3, 2, OR 1)_

3. CREATES/Maintains LEARNING CLIMATE
   - communicates high expectations
   - establishes a positive learning environment
   - values and supports student diversity and addresses individual needs
   - fosters mutual respect between teacher and students and among students
   - provides a safe environment for learning

_HOLISTIC SCORE FOR STANDARD 3 (3, 2, OR 1)_

8. COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS
   - identifies students whose learning could be enhanced by collaboration
   - designs a plan to enhance student learning that includes all parties in the collaborative effort
   - implements planned activities that enhance student learning and engage all parties
   - analyzes data to evaluate the outcomes of collaborative efforts

_HOLISTIC SCORE FOR STANDARD 8 (3, 2, OR 1)
<table>
<thead>
<tr>
<th>4. IMPLEMENTS/MANAGES INSTRUCTION</th>
<th>9. EVALUATES TEACHING/IMPLEMENTS PROFESSIONAL DEVELOPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ uses a variety of instructional strategies that align with learning objectives and actively engage students</td>
<td>_____ self assesses performance relative to Kentucky’s Teacher Standards</td>
</tr>
<tr>
<td>_____ implements instruction based on diverse student needs and assessment data</td>
<td>_____ identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues</td>
</tr>
<tr>
<td>_____ uses time effectively</td>
<td>_____ designs a professional plan that addresses identified priorities</td>
</tr>
<tr>
<td>_____ uses space and materials effectively</td>
<td>_____ shows evidence of professional growth and reflection on the identified priority areas impacted on instructional effectiveness and student planning</td>
</tr>
<tr>
<td>_____ implements and manages instruction in ways that facilitate higher order thinking</td>
<td></td>
</tr>
<tr>
<td><strong>HOLISTIC SCORE FOR STANDARD 4 (3, 2, OR 1)</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. ASSESES/COMMUNICATES LEARNING RESULTS</th>
<th>10. PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/EDUCATION PROFESSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ uses pre-assessments</td>
<td>_____ identifies leadership opportunities that enhance student learning and/or professional environment</td>
</tr>
<tr>
<td>_____ uses formative &amp; summative assessments</td>
<td>_____ develops a plan for engaging in leadership activities</td>
</tr>
<tr>
<td>_____ provides for student self-assessments</td>
<td>_____ implements a plan for engaging in leadership activities</td>
</tr>
<tr>
<td>_____ describes, analyzes, and evaluates student performance data</td>
<td>_____ analyzes data to evaluate the results of planned and executed leadership efforts</td>
</tr>
<tr>
<td>_____ communicates learning results to students and parents</td>
<td></td>
</tr>
<tr>
<td><strong>HOLISTIC SCORE FOR STANDARD 5 (3, 2, OR 1)</strong></td>
<td><strong>HOLISTIC SCORE FOR STANDARD 10 (3, 2, OR 1)</strong></td>
</tr>
</tbody>
</table>

**DEMONSTRATES THE DISPOSITIONS: CARING, A STRONG WORK ETHIC, CRITICAL AND CREATIVE THINKING, AND A COMMITMENT TO EXCELLENCE**

**Strong Work Ethic**

(average score)

____ has high expectations for self
____ is dependable
____ is timely in completing responsibilities
____ is a self starter; takes initiative

**Caring**

(average score)

____ has a positive attitude
____ is cooperative
____ is respectful of others
____ establishes rapport with diverse populations

**Critical & Creative Thinking**

(average score)

____ is flexible
____ provides for all learners
____ expresses thoughts and ideas clearly
____ demonstrates ability to problem solve

**Excellence/Professional Integrity**

(average score)

____ has a professional appearance
____ uses technology effectively
____ demonstrates leadership abilities
____ uses appropriate spoken & written English

**HOLISTIC SCORE FOR DISPOSITIONS (3, 2, OR 1)**

<table>
<thead>
<tr>
<th>11. EVIDENCE BEHAVIORS ASCRIBED IN THE COLLEGE’S MISSION STATEMENT WITH PARTICULAR EMPHASIS ON THE SERVICE AND WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ Successfully completes coursework with evidence of voluntary participation.</td>
</tr>
<tr>
<td>_____ Gives evidence of leadership in school and community organizations.</td>
</tr>
<tr>
<td>_____ Attends college classes, seminars, and in-service opportunities regularly for professional development.</td>
</tr>
<tr>
<td>_____ Engages in creative problem solving and reflective critical thinking.</td>
</tr>
<tr>
<td><strong>HOLISTIC SCORE FOR STANDARD 11 (3, 2, OR 1)</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12. DEMONSTRATES BEHAVIORS DESCRIBED IN THE KENTUCKY CODE OF ETHICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ Maintains a professional relationship with college and public school, faculty, and students.</td>
</tr>
<tr>
<td>_____ Engages in activities that will strengthen understanding of diversities of students.</td>
</tr>
<tr>
<td>_____ Validates moral and professional behavior with satisfactory evaluations in courses and in public school position.</td>
</tr>
<tr>
<td>_____ Completes all independent assignments through own effort.</td>
</tr>
<tr>
<td><strong>HOLISTIC SCORE FOR STANDARD 12 (3, 2, OR 1)</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROFESSIONAL INTEGRITY</th>
<th>COMMUNICATION SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ maintains student and teacher confidentiality</td>
<td>_____ articulates words clearly</td>
</tr>
<tr>
<td>_____ returns materials promptly</td>
<td>_____ uses correct grammar/syntax</td>
</tr>
<tr>
<td>_____ completes records neatly, efficiently, and in a timely manner</td>
<td>_____ modulates voice, varies volume, intensity and rate of speech</td>
</tr>
<tr>
<td>_____ has acceptable personal hygiene and appearance</td>
<td>_____ maintains strong eye contact</td>
</tr>
<tr>
<td>_____ demonstrates poise and a positive self-concept</td>
<td>_____ demonstrates active listening</td>
</tr>
<tr>
<td>_____ seeks and is receptive of feedback</td>
<td>_____ uses correct spelling</td>
</tr>
<tr>
<td>_____ does not allow arrival of personal worries to interfere with teaching</td>
<td>_____ has legible handwriting</td>
</tr>
<tr>
<td></td>
<td>_____ models acceptable writing skills</td>
</tr>
<tr>
<td></td>
<td>_____ has no distracting mannerisms</td>
</tr>
</tbody>
</table>

**HOLISTIC SCORE (3, 2, OR 1)**
University of the Cumberlands University Coordinator’s Summative Report

Name _______________________________________ Subject/ Level __________________

School ________________________________ Date __________________________

Rating Scale: 3-Satisfactory Progress 2- Making Progress 1-Not Making Progress

KNOWLEDGE & SKILLS (average score) COMMUNICATION SKILLS (average score)
Content Knowledge ____________________________ Maintains Strong Eye Contact ________
Planning ________________________________ Articulates Words Clearly ________
Class Climate ________________________________ Uses Correct Grammar/Syntax ________
Management/Instruction ____________________ Communicates Ideas Clearly ________
Assessment ________________________________ Avoids Distracting Mannerisms ________
Technology __________________________________ Uses Appropriate Vocal Variety and Volume ________
Reflection ________________________________ Uses Effective Questioning Skills ________
Collaborates with others ______________________ Has Effective Writing Skills ________
Engages in Professional Development ________
Takes initiative/ Leadership ________

ATTITUDES AND DISPOSITIONS

Strong Work Ethic (average score) Critical & Creative Thinking (average)
Has high expectations for self ________ Is flexible ________
Is dependable ________ Provides for all learners ________
Is timely in completing responsibilities ________ Expresses thoughts and ideas clearly ________
Is a self starter; take initiative ________ Demonstrates ability to problem solve ________

Caring (average score) Excellence/Professional Integrity (average)
Has a positive attitude ________ Has a professional appearance ________
Is cooperative ________ Uses technology effectively ________
Is respectful of others ________ Demonstrates leadership abilities ________
Establishes rapport with diverse populations ________ Uses appropriate spoken & written English ________

Rating Scale:
Satisfactory Performance on the Standards (Exceptional - 3) A - 90%
Making Progress toward the Standards (Satisfactory – 2 ) B - 80%
Making Progress toward the Standards (Needs Improvement - 1) C - 70%
Not Making Progress toward the Standards (Unsatisfactory – 0 ) F - 69% or less

Total points from University Coordinator

______________________________________________________________________________ 3, 2, or 1

Summative Evaluation from University Coordinator (Weight of three)

First Placement Summative from Supervising Teacher (or midterm)

Second Placement Summative from Supervising Teacher

Final Cumulative Grade (Average – Divide by 5)

THERE ARE NO EXCUSED ABSENCES FROM STUDENT TEACHING.
Any missed days or portions of days will be made up during the semester. If they cannot be made up the candidate will repeat the course.

Student/Practicum Teacher (Print) ______________________________________________________

Student/Practicum Teacher (Signature) __________________________________________________

University Coordinator (Signature) ______________________________________________________

*Signatures indicate that both parties have discussed the evaluation.

Comments:

______________________________________________________________________________

______________________________________________________________________________
Lesson Plan Format  “KTIP PLUS” (Modified TPA Task A-2)  
University of the Cumberlands Education Department

<table>
<thead>
<tr>
<th>Candidate Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Students:</td>
<td># of IEP Students:</td>
</tr>
<tr>
<td>Age/Grade Level:</td>
<td>Subject:</td>
</tr>
</tbody>
</table>

**Context** (Be concise – 1 paragraph maximum)  
Identify the unit topic, unit goal(s), essential question addressed by this lesson:

Describe the students’ prior knowledge (or pre-requisite knowledge) or the focus of the previous lesson:

Describe generally any critical student characteristics or attributes that will affect student learning:

**Lesson Objective(s)**  
State what students will demonstrate as a result of this lesson. Objective(s) must be student-centered, observable and measurable. Be certain to include the standard or criteria that students must achieve.

**Connections**  
Connect your goals and lesson objective(s) to appropriate Core Content and/or Program of Studies. Use no more than two or three connections, and if not obvious, explain how each objective is related to the Core Content and/or Program of Studies. Address any personal, social, cultural, or global concerns that will be relevant to the student learning. (Be concise – 2 paragraphs maximum)

**Academic Expectations (List and connect)**

<table>
<thead>
<tr>
<th>Core Content &amp; DOK# (List and connect)</th>
<th>Program of Studies (List and connect)</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Objective Number</th>
<th>Assessment Type</th>
<th>Assessment Description</th>
<th>Depth of Knowledge Level</th>
<th>Adaptations and/or Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex: 1</td>
<td>Formative</td>
<td>Checklist (see attached) of teamwork/content skills for project</td>
<td>DOK 3</td>
<td>Maria works with a reading buddy</td>
</tr>
</tbody>
</table>

**Resources, media and technology**  
List the specific materials and equipment needed for the lesson. Attach copies of printed materials to be used with the students. If appropriate, list technology resources for the lesson including hardware, software and Internet URLs, and be sure to cite the sources APA used to develop this lesson.
<table>
<thead>
<tr>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Script appropriate age and ability level definitions for all key vocabulary.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please use the following order: (Please indicate the time allocated for each lesson segment)</td>
</tr>
</tbody>
</table>

**Beginning Review** (?? min.): (engage students to help them recall yesterday’s material)

**Preview:** (Anticipatory Set) (?? min.): (what hook will you use to engage students in what is coming up, or to help them connect to prior knowledge?)

**Development of Lesson** (?? min. for each section):

1) Activities: Give step-by-step directions for implementation of the lesson. Focus on maximum student involvement and build on the prior knowledge of students. Explain how you will adapt strategies to meet individual student needs and the diversity in your classroom. Reinforce reading and writing skills whenever appropriate. Make a purposeful effort to demonstrate the indicators in Standards 1, 2, 3, 4, and 6. *Each step should be clear and concise.*

2) Blooms Taxonomy/DOK: Script Questions for all Levels. *(mark HOTQ)*

3) Essential Questions

**Ending Review** (?? min.): (engage students to help them recall content for this lesson)

**Assignment/Extending Activities:** *(Providing for practice)*

**Accommodations for Special Needs/Diversities:** *(Consider exceptionalities, socioeconomic background, gender, interests, ability, race, culture, etc.)*

**Enrichment:** What do you have prepared for students who are ready to go beyond this lesson or are early finishers?

**Remediation:** What do you have prepared for students who didn’t “get it” and need to learn this lesson a different way? (Think multiple intelligences, smaller steps, accommodations)

*Other things to consider putting in this section: High Expectations Statements* *(So you do not forget to say them!)*

**Attachments:**

Be sure to attach/link any materials to be used with the lesson – includes worksheets, teacher notes, PowerPoint presentations, pictures, assessments, etc.

This lesson plan template is based on the KTIP Task A-2. As candidates use the template, delete instructions or examples as you put in your own information.

A Blank Lesson Plan Template can be downloaded from:

http://www.ucumberlands.edu/academics/education/faculty/mgibson/MAT/forms/KTIP_Plus_Lesson_Plan_Blank.doc
**Unit Guidelines**

Candidates will follow the TPA Handbook for the most part when creating the unit of instruction. Download the KTIP TPA Handbook to read the instructions for filling out Tasks A-1, A-2, C, D, E, F, G, H, I, and J. However, use the MODIFIED TASK forms, which can be downloaded from the following locations:

Task A-1 - [http://www.ucumberlands.edu/academics/education/faculty/mgibson/MAT/forms/Task_A-1.doc](http://www.ucumberlands.edu/academics/education/faculty/mgibson/MAT/forms/Task_A-1.doc)
Task C - [http://www.ucumberlands.edu/academics/education/faculty/mgibson/MAT/forms/Task_C_Template.doc](http://www.ucumberlands.edu/academics/education/faculty/mgibson/MAT/forms/Task_C_Template.doc)
Modified Task D - [http://www.ucumberlands.edu/academics/education/faculty/mgibson/MAT/forms/TaskD_modified.doc](http://www.ucumberlands.edu/academics/education/faculty/mgibson/MAT/forms/TaskD_modified.doc)
Modified Task E - [http://www.ucumberlands.edu/academics/education/faculty/mgibson/MAT/forms/TaskE_modified.doc](http://www.ucumberlands.edu/academics/education/faculty/mgibson/MAT/forms/TaskE_modified.doc)
Modified Task F - [http://www.ucumberlands.edu/academics/education/faculty/mgibson/MAT/forms/TaskF_modified.doc](http://www.ucumberlands.edu/academics/education/faculty/mgibson/MAT/forms/TaskF_modified.doc)

The additions to the modified forms will be explained during your coursework. Additional instructions for completing the unit will be given during your coursework.
**Eight Ways of Teaching Weekly Checklist**

After completing your plans for the week, use this checklist to be certain that you are providing for diverse learner needs. Briefly document the activities that support each of the eight ways of learning.

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal/ Linguistic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Logical/ Mathematical</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual/ Spatial</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Body/ Kinesthetic</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Musical/ Rhythmic</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Interpersonal/ Social</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intrapersonal/ Reflective</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Naturalistic</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Student / Practicum Teacher Unit Preplanning Document

In an effort to better assist our student teachers with the unit planning process, we are asking that the supervising teacher, resource teacher, or principal and student teacher complete this form together.

Unit Topic: ____________________________________________________________
Projected date unit will be taught: __________________________________________
Projected length of unit: __________________________________________________

Collaboration: Who can assist with or enhance the unit development and effectiveness to provide for diverse learners and close the achievement gap? (Community members, parents, other faculty and staff, etc.)
________________________________________________________________________
________________________________________________________________________

Technology: What technology resources are available for both student and student teacher use in the school and community?
________________________________________________________________________
________________________________________________________________________

Interdisciplinary Connections: How might the unit topic be reinforced using other subject areas? How might literacy (reading/writing) skills be enhanced in the unit?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Signatures will verify that the supervising teacher, resource teacher, or principal has met with the student teacher and provided guidance, feedback and support in the preplanning process.

Supervising Teacher/Date

Student Teacher/Date

This blank form can be downloaded from http://www.ucumberlands.edu/academics/education/faculty/mgibson/MAT/forms/Unit_Preplanning_Document.doc
Planning for Diversity, Technology and Collaboration

The following templates are suggested formats to use in planning your unit. Creating a template for each of the three target areas, providing for diverse learners, collaboration, and the use of technology will

1. focus your attention on each of the areas,
2. insure intentional planning in each area, and
3. showcase or highlight your effective planning for external reviewers.

**Diversity**

<table>
<thead>
<tr>
<th>Diverse Learners</th>
<th>Accommodations &amp; Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex: Gifted</td>
<td>Provide higher level literature</td>
</tr>
<tr>
<td>Ex: LD</td>
<td>Additional time to complete written work</td>
</tr>
</tbody>
</table>

**Technology**

<table>
<thead>
<tr>
<th>DATE</th>
<th>STUDENT USE</th>
<th>TEACHER USE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ex: Complete Web Quest on Civil War</td>
<td>PowerPoint on major battles</td>
</tr>
</tbody>
</table>

**Collaboration**

<table>
<thead>
<tr>
<th>Collaborator</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex: Worked with media specialist</td>
<td>The media specialist assisted in securing multi-leveled books to enhance the unit. The literature provided resources for all children to use for researching information.</td>
</tr>
<tr>
<td>Ex: Invited parent as guest speaker</td>
<td>Student’s parent came and talked about Malaysian culture, brought pictures, foods for children to taste. The children were able to experience the culture of one of their peers.</td>
</tr>
</tbody>
</table>

A blank template may be downloaded from:
http://www.ucumberlands.edu/academics/education/faculty/mgibson/MAT/forms/Planning_Diversity_Technology_Collaboration_Template.doc
Finding Resources for your Unit

A bibliography of resources must accompany the unit plan, created before any lessons are written. The bibliography should be written in APA form and should include:

1. Textbook(s) – one or two;

2. Trade books – at least five (5), a mixture of fiction and non-fiction (especially picture books for older readers if you are secondary);

3. Magazine or journal article(s) – one or two;

4. Websites for your work with the unit and for your students (10) – each one should be accompanied by a short annotation describing information in the site that is useful for the unit or for your professional development;

5. Video (at least one) – may be one from the library or from EncycloMedia;

6. Other – any borrowed materials should be cited (work sheets, borrowed teacher guides, etc.).