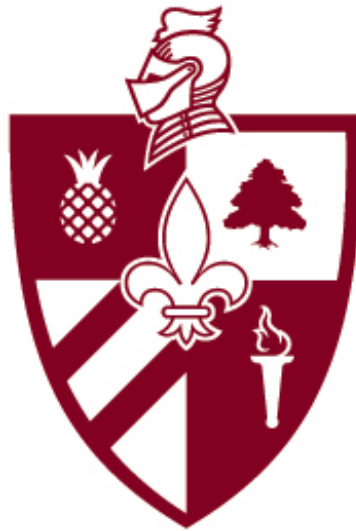


**ANNSLEY FRAZIER THORNTON  
SCHOOL OF EDUCATION**

**BELLARMINE UNIVERSITY  
2001 NEWBURG ROAD  
LOUISVILLE, KY 40205**



**The Candidate Performance Record  
For Cooperating Teachers  
2014-2015 Academic Year**

**Placement Director:**  
Dr. Rosie Young  
502-272-8447  
[ryoung@bellarmine.edu](mailto:ryoung@bellarmine.edu)

**LiveText Coordinator:**  
Juliet Bianca  
502-272-5467  
[jbianca@bellarmine.edu](mailto:jbianca@bellarmine.edu)

**Candidate Name:** \_\_\_\_\_

This document and forms may be downloaded from the Bellarmine University Annsley Frazier Thornton School of Education Website at <http://bellarmine.edu/education/index.asp> under "Forms."

The heart of the professional semester is contained within the Candidate Performance Record (CPR) and is a natural extension of the AFTSE's Continuous Assessment Plan, built upon a foundation of benchmark assignments. The CPR contains all assignments, paperwork, and assessment rubrics that must be completed during the professional semester.

Before the professional semester begins, each candidate should create a **CPR document** in LiveText. This document will ultimately house all lessons, projects, and forms completed during the professional semester. For evaluative purposes, this document will be submitted for review to the Bellarmine supervisor and shared with the LiveText coordinator **on a designated date**.

The Bellarmine candidate will maintain a **daily journal** to record insights and reflections from their work with children, teachers and the educational system as a way of documenting his / her process of change from candidate to teacher. An additional weekly journal entry will record the observation of, teaching, assessment and general characteristics of a child with special needs from the candidate's classroom.

The bulk of the work related to the professional semester involves the preparation of, teaching of, and reflection upon lessons. The **lesson plan** template can be found in the Professional Semester handbook and on LiveText.

- Lesson plans (for observed lessons) should be created by accessing the lesson template on LiveText and must be either sent as an attachment by email or printed out and given to your cooperating teachers and/or Bellarmine supervisors 48 hours in advance of an observation.
- Each lesson should be attached to your CPR document on LiveText.
- Each observed lesson is evaluated by the assessment rubrics in the CPR.
- Standard 6 is only evaluated once per placement.
- During the post-observation conference, candidates should ask to see the scored rubrics in the cooperating teacher or Bellarmine supervisor CPR. You should record these scores in your CPR and make photocopies of any comments. **NOTE: A holistic score of Proficient is required.**

Bellarmino candidates will also complete one **Standards Based Unit of Study (SBUS)** during the professional semester. (If two placements are completed, the Bellarmine candidate should decide in consultation with the Bellarmine Supervisor, which placement would be most appropriate.) The SBUS template and rubric can be found in the Handbook and on LiveText. An overall rating of proficient is required as the SBUS is a benchmark assignment.

Bellarmino candidates will also complete a **Collaboration/Leadership Project**. This assignment can be found in the CPR.

Bellarmino candidates will also complete a **Professional Growth Plan**. This assignment can be found in the CPR.

Finally, Bellarmine candidates are required to complete:

- A **Dispositions Self-Assessment** found in the CPR and should be attached to your CPR document on LiveText
- The **Professional Semester Log of Hours** is to be turned in to your appropriate Bellarmine supervisor
- A **Narrative Evaluation** (sent to the Student Placement Coordinator) of:
  - Professional semester placement
  - Bellarmine supervisor
  - Cooperating teacher

## **Responsibilities of Cooperating Teacher**

The cooperating teacher shall hold a valid provisional or standard certificate for the grade(s) or subject(s) taught, shall have completed a master's degree or fifth year program, have at least four (4) years of teaching experience, and shall have taught in the present school system at least one year prior to being assigned a student teacher (TEC 12.4 Section 2). Prior to the student teaching experience, a meeting is held at Bellarmine University for students and cooperating teachers orienting them to the Bellarmine University Student Teaching Program.

The cooperating teacher's contribution is critical to the effectiveness of the professional semester experience. The cooperating teacher adds components such as team member, model, and guide to existing teacher characteristics. Knowledge of the Bellarmine professional semester policies and procedures allows the teacher to clearly communicate to his/her classes and to other teachers the candidate's role during the experience.

Each placement is comprised of 2 cycles of formal observations (i.e., a minimum of two observations completed by a cooperating teacher, and a minimum of two observations completed by a Bellarmine supervisor). In the case of one 14 week placement 4 observations will be completed by the cooperating teacher and the Bellarmine supervisor

### ***Specifically the cooperating teacher should:***

1. Attend the orientation meeting for Bellarmine University's professional semester program.
2. Orient the candidate by helping him/her to feel welcome. Introduce the candidate to other school personnel and students; show and supply appropriate materials; explain school and classroom routines, rules, and policies.
3. Demonstrate various teaching methods. Alert the candidate to key observation points. Allow observations of other teachers and classrooms during the placement.
4. Plan cooperatively with the candidate. Direct the daily plans as well as long-range learning outcomes throughout the placement.
5. Encourage the development of varied and effective teaching techniques. Allow the candidate the freedom to assume graduated levels of teaching and classroom management responsibilities.
6. Explain principles of teaching techniques. Help the candidate develop effective presentation techniques.
7. Provide weekly conferences with the candidate. Schedule changes, short and long-range instructional plans, and formative evaluation of teaching performance are examples of discussion topics.
8. Complete a minimum of two formal observations and critiques of the actual teaching situation and share this information with the candidate, securing the candidate's signature. More observations are strongly encouraged.
9. Complete the Survey of Candidate Professional Semester Preparation. Completed surveys should be returned to the Student Placement Director at the close of the semester by the designated date (or at the end of the candidate's placement with a specific cooperating teacher).

# BELLARMINE UNIVERSITY

## Candidate Performance Record Source Documentation

### Secondary

<p><b><u>Cycle 1 Source(s) of Evidence</u></b></p> <p style="text-align: center;">Lesson Plan Pre-observation conference Lesson Impact / Refinement Daily &amp; weekly journal (if appropriate)</p> <p style="text-align: center;">Standards Scored: 1, 2, 3, 4, 5, 7</p>	<p><b><u>Cycle 2 Source(s) of Evidence</u></b></p> <p style="text-align: center;">2<sup>nd</sup> Lesson Plan Pre-observation conference Lesson Impact / Refinement SBUS (scored by University Supervisor) Daily &amp; weekly journal (if appropriate)</p> <p style="text-align: center;">Standards Scored: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p>
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### Elementary / Middle

<p><b><u>Cycle 1 Source(s) of Evidence</u></b></p> <p style="text-align: center;">Lesson Plan Pre-observation conference Lesson Impact / Refinement Daily &amp; weekly journal</p> <p style="text-align: center;">Standards Scored: 1, 2, 3, 4, 5, 7</p>	<p><b><u>Cycle 2 Source(s) of Evidence</u></b></p> <p style="text-align: center;">2<sup>nd</sup> Lesson Plan Pre-observation conference Lesson Impact / Refinement SBUS (scored by University Supervisor) Daily &amp; weekly journal (if appropriate)</p> <p style="text-align: center;">Standards Scored: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p>
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### Final Paperwork

Cooperating Teacher	Bellarmine Candidate	Bellarmine Supervisor
<ul style="list-style-type: none"> <li>✓ Institutional Dispositions Assessment (paper)</li> <li>✓ Evaluation of Bellarmine Supervisor (paper)</li> <li>✓ Completed rubrics (1-5, 8, 9) in CPR (paper)</li> <li>✓ Final Evaluation on candidate performance</li> <li>✓ Survey of Professional Semester Preparation</li> </ul>	<ul style="list-style-type: none"> <li>✓ Professional Semester Log of Hours</li> <li>✓ CPR Application (LiveText)               <ul style="list-style-type: none"> <li>○ 4 lesson plans observed by cooperating teacher</li> <li>○ 4 lesson plans observed by university supervisor</li> <li>○ SBUS</li> <li>○ Collaboration / Leadership project</li> <li>○ PGP</li> <li>○ Self-Dispositions Assessment</li> <li>○ Narrative Evaluation of Professional Semester, University Supervisor, &amp; Cooperating Teacher</li> <li>○ Daily &amp; weekly Journal</li> </ul> </li> <li>✓ Survey of Professional Semester Preparation</li> </ul>	<ul style="list-style-type: none"> <li>✓ Institutional Dispositions Assessment (paper)</li> <li>✓ Completed ALL rubrics in CPR (paper)</li> <li>✓ Completed SBUS rubric (paper)</li> <li>✓ Final Evaluation on candidate performance (paper)</li> <li>✓ Survey of Professional Semester Preparation</li> </ul> <p style="font-size: small; margin-top: 10px;">Please note that an additional work day will be necessary to enter paper based data into LiveText system</p>

# BELLARMINE UNIVERSITY

## Observation Instrument Transition Point 3

Bellarmine Candidate _____				
Cooperating Teacher _____	Ethnicity _____	Check <input type="checkbox"/> box if you prefer not to respond		
School _____	Grade _____			
District _____				

### Cycle 1

Date of Observation _____				
Subject Area Observed _____		Type of Classroom _____		
Ages/Grades of Students _____	Number of Students in Class _____	Number of Students having IEP / 504 _____	Number of Gifted Students _____	Number of English Language Learners _____

**The signatures below verify that the analytic scores and feedback and holistic score for each Standard have been discussed with the Candidate.**

Observer's Signature \_\_\_\_\_

Candidate's Signature \_\_\_\_\_

### Cycle 2

Date of Observation _____				
Subject Area Observed _____		Type of Classroom _____		
Ages/Grades of Students _____	Number of Students in Class _____	Number of Students having IEP / 504 _____	Number of Gifted Students _____	Number of English Language Learners _____

**The signatures below verify that the analytic scores and feedback and holistic score for each Standard have been discussed with the Candidate.**

Observer's Signature \_\_\_\_\_

Candidate's Signature \_\_\_\_\_

**NOTE: A MINIMUM HOLISTIC SCORE OF PROFICIENT OVERALL MUST BE ACHIEVED ON CYCLE 2.**

## STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT

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

### HOLISTIC SCORING OF STANDARD 1

<u>Distinguished</u>				<u>Proficient</u>				<u>Apprentice</u>				<u>Novice</u>			
<b>Cycle 1</b>	<b>4+</b>	<b>4</b>	<b>4-</b>	<b>Cycle 1</b>	<b>3+</b>	<b>3</b>	<b>3-</b>	<b>Cycle 1</b>	<b>2+</b>	<b>2</b>	<b>2-</b>	<b>Cycle 1</b>	<b>1+</b>	<b>1</b>	<b>1-</b>
<b>Cycle 2</b>	<b>4+</b>	<b>4</b>	<b>4-</b>	<b>Cycle 2</b>	<b>3+</b>	<b>3</b>	<b>3-</b>	<b>Cycle 2</b>	<b>2+</b>	<b>2</b>	<b>2-</b>	<b>Cycle 2</b>	<b>1+</b>	<b>1</b>	<b>1-</b>

### ANALYTIC SCORING OF STANDARD 1 INDICATORS

Rating □ Indicator □	Distinguished	Proficient	Apprentice	Novice	Indicator Rating
<b>a. Communicates concepts, processes and knowledge</b>	Accurately and effectively communicates concepts, processes and/or knowledge AND uses vocabulary that is clear, correct and appropriate for students	Accurately communicates concepts, processes and/or knowledge AND uses vocabulary that is clear, correct and appropriate for students	Accurately communicates concepts, processes and knowledge BUT omits some important ideas, uses vocabulary inappropriate for students OR overlooks student misconceptions	Inaccurately and ineffectively communicates concepts, processes and knowledge	Cycle 1 D P A N
					Cycle 2 D P A N
<b>b. Connects contents to life experiences of students</b>	Effectively connects ALL content, procedures, and activities with relevant life experiences of students	Effectively connects MOST content, procedures, and activities with relevant life experiences of students	Connects SOME content, procedures, and activities with relevant life experiences of students	RARELY or NEVER connects content, procedures, and activities with relevant life experiences	Cycle 1 D P A N
					Cycle 2 D P A N
<b>c. Demonstrates instructional strategies that are appropriate for content and contribute to student learning</b>	Demonstrates instructional strategies that are INSIGHTFUL and CLEARLY appropriate for the content and processes of the lesson AND make a SIGNIFICANT contribution to student learning	Demonstrates instructional strategies that are CLEARLY appropriate for the content and processes of the lesson AND make a CLEAR contribution to student learning	Demonstrates instructional strategies that are SOMEWHAT appropriate for the content and processes of the lesson AND make SOME contribution to student learning	Demonstrates instructional strategies that are RARELY or NEVER appropriate for the content and processes of the lesson OR make NO contribution to student learning	Cycle 1 D P A N
					Cycle 2 D P A N
<b>d. Guides students to understand content from various perspectives and across disciplines</b>	REGULARLY provides opportunities and guidance for students individually and collectively to consider lesson content from different perspectives and across disciplines to extend their understanding	REGULARLY provides opportunities and guidance for students individually OR collectively to consider lesson content from different perspectives and across disciplines to extend their understanding	SOMETIMES provides opportunities and guidance for students individually OR collectively to consider lesson content from different perspectives and across disciplines to extend their understanding	RARELY or NEVER provides opportunities and guidance for students to consider lesson content from different perspectives or content areas to extend their understanding	Cycle 1 D P A N
					Cycle 2 D P A N

**FEEDBACK AND QUESTIONS ON CANDIDATE PERFORMANCE ON STANDARD 1**

**Cycle 1**

**Cycle 2**

If more space is needed for feedback, attach additional pages. Be sure that the candidate's name and the date are on any additional pages.

## STANDARD 2: THE TEACHER DESIGNS & PLANS INSTRUCTION

The teacher candidate 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.

### HOLISTIC SCORING OF STANDARD 2

<u>Distinguished</u>				<u>Proficient</u>				<u>Apprentice</u>				<u>Novice</u>			
<b>Cycle 1</b>	4+	4	4-	<b>Cycle 1</b>	3+	3	3-	<b>Cycle 1</b>	2+	2	2-	<b>Cycle 1</b>	1+	1	1-
<b>Cycle 2</b>	4+	4	4-	<b>Cycle 2</b>	3+	3	3-	<b>Cycle 2</b>	2+	2	2-	<b>Cycle 2</b>	1+	1	1-

### ANALYTIC SCORING OF STANDARD 2 INDICATORS

Rating □ Indicator □	Distinguished	Proficient	Apprentice	Novice	Indicator Rating
<b>a. Develops significant outcomes aligned with standards</b>	States learning outcomes that are observable, measurable, and contextual, that reflect key concepts of the discipline, AND are aligned with local or state standards	States learning outcomes that are observable and measurable, that reflect key concepts of the discipline, AND are aligned with local or state standards	States learning outcomes that are mostly observable and measurable, that reflect key concepts of the discipline but are not aligned with local or state standards, OR states learning outcomes that are not measurable and that do not reflect key concepts of the discipline	Uses outcomes that are not observable and/or measurable, or are trivial, AND are not aligned with local or state standards	<b>Cycle 1 D P A N</b>
					<b>Cycle 2 D P A N</b>
<b>b. Uses contextual data to design instruction relevant to students; lesson plan is clearly connected to a standards-based unit of instruction</b>	Plans and designs ALL instruction that is clearly and appropriately based on critical student attributes, community and/or cultural data, and that is connected to a standards-based instruction and/or uniquely connected to student(s) IEP goal	Plans and designs MOST instruction that is clearly and appropriately based on critical student attributes, community and/or cultural data, and that is connected to a standards-based instruction and/or uniquely connected to student(s) IEP goal	Plans and designs SOME instruction that is appropriately based on critical student attributes, community and/or cultural data, and that is connected to a standards-based instruction and/or uniquely connected to student(s) IEP goal	Plans and designs LITTLE TO NO instruction that is based on critical student attributes, OR community and/or cultural data, OR planning and design reflect biased or inappropriate use of data OR lesson plan is not connected to standards-based of instruction and/or uniquely connected to student(s) IEP goal	<b>Cycle 1 D P A N</b>
					<b>Cycle 2 D P A N</b>



<b>c. Plans assessments to guide instruction and measure learning outcomes</b>	Plans ALL assessments that guide instruction, measure learning results, align with learning outcomes, and describe accommodations necessary to promote the success of all students	Plans MOST assessments that guide instruction, measure learning results, align with learning outcomes, and describe accommodations necessary to promote the success of all students.	Plans SOME assessments that guide instruction, measure learning results, align with learning outcomes, and describe accommodations necessary to promote the success of all students.	Plans FEW or no assessments that guide instruction, measure learning results, and align with learning outcomes, and describe accommodations necessary to promote the success of all students.	<b>Cycle 1 D P A N</b>
					<b>Cycle 2 D P A N</b>
<b>d. Plans instructional strategies and activities that address learning outcomes for all students</b>	Aligns ALL instructional strategies and activities to prior knowledge and real world application and with learning outcomes for all students, including accommodations for diverse learners	Aligns MOST instructional strategies and activities to prior knowledge and real world application and with learning outcomes for all students, including accommodations for diverse learners	Aligns SOME instructional strategies and activities to prior knowledge and real world application and with learning outcomes for all students, including accommodations for diverse learners	Aligns FEW instructional strategies and activities with prior knowledge and real world application and with learning outcomes; accommodations for diverse learners are inappropriate.	<b>Cycle 1 D P A N</b>
					<b>Cycle 2 D P A N</b>
<b>e. Plans instructional strategies and activities that facilitate multiple levels of learning</b>	Plans ALL instructional strategies that include several levels of learning with MOST requiring higher order thinking	Plans MOST instructional strategies that include several levels of learning with SOME requiring higher order thinking	Plans instructional strategies that include at least TWO levels of learning with at least ONE requiring higher order thinking	Plans instructional strategies that do not include levels of learning OR do not require higher order thinking	<b>Cycle 1 D P A N</b>
					<b>Cycle 2 D P A N</b>

**FEEDBACK AND QUESTIONS ON CANDIDATE PERFORMANCE ON STANDARD 2**

**Cycle 1**

**Cycle 2**

If more space is needed for feedback, attach additional pages. Be sure that the candidate's name and the date are on any additional pages

### STANDARD 3: THE TEACHER CREATES & MAINTAINS LEARNING CLIMATE

The teacher candidate 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.

#### HOLISTIC SCORING OF STANDARD 3

<u>Distinguished</u>				<u>Proficient</u>				<u>Apprentice</u>				<u>Novice</u>			
<b>Cycle 1</b>	<b>4+</b>	<b>4</b>	<b>4-</b>	<b>Cycle 1</b>	<b>3+</b>	<b>3</b>	<b>3-</b>	<b>Cycle 1</b>	<b>2+</b>	<b>2</b>	<b>2-</b>	<b>Cycle 1</b>	<b>1+</b>	<b>1</b>	<b>1-</b>
<b>Cycle 2</b>	<b>4+</b>	<b>4</b>	<b>4-</b>	<b>Cycle 2</b>	<b>3+</b>	<b>3</b>	<b>3-</b>	<b>Cycle 2</b>	<b>2+</b>	<b>2</b>	<b>2-</b>	<b>Cycle 2</b>	<b>1+</b>	<b>1</b>	<b>1-</b>

#### ANALYTIC SCORING OF STANDARD 3 INDICATORS

Rating □ Indicator □	Distinguished	Proficient	Apprentice	Novice	Indicator Rating
<b>a. Communicates high expectations</b>	Sets relevant and challenging outcomes for ALL students AND verbally/nonverbally communicates confidence in students' ability to achieve these outcomes	Sets relevant and challenging outcomes for MOST students AND verbally or nonverbally communicates confidence in students' ability to achieve these outcomes	Sets relevant and challenging outcomes for SOME students BUT does not communicate confidence in students' ability to achieve these outcomes	Does not set relevant and challenging outcomes for students AND does not communicate confidence in students	<b>Cycle 1</b> D P A N
					<b>Cycle 2</b> D P A N
<b>b. Establishes a positive learning environment</b>	Establishes clear standards of conduct, shows awareness of student behavior, and unique individual needs AND responds in ways that are both appropriate and respectful of students and their individual needs	Establishes clear standards of conduct, shows awareness of student behavior, AND responds in ways that are both appropriate and respectful of students	Makes efforts to establish standards of conduct, to monitor and respond to student behavior, BUT efforts are ineffective and/or inappropriate	Does not establish clear expectations for student conduct, nor effectively monitor behavior, or appropriately respond to behavior	<b>Cycle 1</b> D P A N
					<b>Cycle 2</b> D P A N
<b>c. Values and supports student diversity and addresses individual needs</b>	Consistently supports student diversity and addresses individual needs using a WIDE VARIETY of strategies and methods	Supports student diversity and addresses individual needs using a VARIETY of strategies and methods	Inconsistently supports student diversity and addresses individual needs OR uses a LIMITED repertoire of strategies and methods	Makes LITTLE or NO attempt to respond to student diversity and individual needs -- tends to use a "one size fits all" approach	<b>Cycle 1</b> D P A N
					<b>Cycle 2</b> D P A N
<b>d. Fosters mutual respect between teacher and students and among students</b>	Consistently treats all students with respect and concern AND initiates / supports student interactions between teacher and students and among students to encourage students to treat each other with respect and concern	Consistently treats all students with respect and concern AND monitors student interactions between teacher and students and among students to encourage students to treat each other with respect and concern	Inconsistently treats all students with respect and concern OR does not monitor students interactions between teacher and students and among students	Does not treat all students with respect and concern AND does not monitor students interactions between teacher and students and among students	<b>Cycle 1</b> D P A N
					<b>Cycle 2</b> D P A N

<b>e. Provides a safe environment for learning</b>	Creates a classroom environment that is BOTH emotionally and physically safe for each student individually and all students collectively	Creates a classroom environment that is BOTH emotionally and physically safe for MOST students	Creates a classroom environment that is physically OR emotionally safe for most or all students BUT is inconsistent in one OR the other forms of safety	Fails to create an emotionally AND physically safe environment for students	<b>Cycle 1 D P A N</b>
					<b>Cycle 2 D P A N</b>

**FEEDBACK AND QUESTIONS ON CANDIDATE PERFORMANCE ON STANDARD 3**

<b>Cycle 1</b>	
<b>Cycle 2</b>	

If more space is needed for feedback, attach additional pages. Be sure that the candidate's name and the date are on any additional pages

## STANDARD 4: THE TEACHER IMPLEMENTS & MANAGES INSTRUCTION

The teacher candidate 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.

### HOLISTIC SCORING OF STANDARD 4

<u>Distinguished</u>				<u>Proficient</u>				<u>Apprentice</u>				<u>Novice</u>			
<b>Cycle 1</b>	<b>4+</b>	<b>4</b>	<b>4-</b>	<b>Cycle 1</b>	<b>3+</b>	<b>3</b>	<b>3-</b>	<b>Cycle 1</b>	<b>2+</b>	<b>2</b>	<b>2-</b>	<b>Cycle 1</b>	<b>1+</b>	<b>1</b>	<b>1-</b>
<b>Cycle 2</b>	<b>4+</b>	<b>4</b>	<b>4-</b>	<b>Cycle 2</b>	<b>3+</b>	<b>3</b>	<b>3-</b>	<b>Cycle 2</b>	<b>2+</b>	<b>2</b>	<b>2-</b>	<b>Cycle 2</b>	<b>1+</b>	<b>1</b>	<b>1-</b>

### ANALYTIC SCORING OF STANDARD 4 INDICATORS

Rating □ Indicator □	Distinguished	Proficient	Apprentice	Novice	Indicator Rating
<b>a. Uses a variety of effective instructional strategies that engage students in active learning aligned with learning outcomes and students' prior knowledge</b>	Uses a wide variety of effective instructional strategies that engage students throughout the lesson on tasks aligned with learning outcomes, student's prior knowledge and individual needs	Uses a variety of effective instructional strategies that engage students throughout the lesson on tasks aligned with learning outcomes and student's prior knowledge	Uses a variety of effective instructional strategies that engage students BUT are not aligned with learning outcomes and/or student's prior knowledge OR tasks are aligned with learning outcomes BUT do not keep students engaged	Uses instructional strategies that do not engage student AND are not aligned with learning outcomes or student's prior knowledge	<b>Cycle 1</b> D P A N
					<b>Cycle 2</b> D P A N
<b>b. Implements planned instruction based on diverse student needs and assessment data; demonstrates specific accommodations</b>	Implements planned instruction based on diverse student needs and assessment data AND adapts instruction to individual needs and / or unanticipated circumstances if necessary	Implements planned instruction based on diverse student needs and assessment data AND adapts instruction to unanticipated circumstances if necessary	Implements planned instruction based on diverse student needs and assessment data BUT does not adapt instruction to unanticipated circumstances	Does not base instruction on diverse student needs and assessment data AND does not adapt instruction to unanticipated circumstances	<b>Cycle 1</b> D P A N
					<b>Cycle 2</b> D P A N
<b>c. Uses time effectively; paces instruction to appropriately meet the needs of students</b>	Establishes organized procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work so that there is MINIMAL loss of instructional time	Establishes organized procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work so that there is SOME loss of instructional time	Establishes SOMEWHAT organized procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work that vary in their effectiveness so there is loss of instructional time	Fails to establish consistent procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work resulting in significant loss of instructional time	<b>Cycle 1</b> D P A N
					<b>Cycle 2</b> D P A N

<b>d. Uses space and materials effectively</b>	Uses classroom space AND materials effectively to facilitate student learning and support individual needs	Uses classroom space AND materials effectively to facilitate student learning but neglects individual needs	Fails to uses classroom space or materials to effectively facilitate student learning	Fails to effectively use classroom space AND materials to facilitate student learning	<b>Cycle 1</b> D P A N
					<b>Cycle 2</b> D P A N
<b>e. Implements and manages instruction in ways that facilitate higher order thinking</b>	Maximizes the use of instruction which includes higher order thinking	MOST instruction includes higher order thinking	SOME instruction includes higher order thinking	LITTLE or NO instruction includes higher order thinking	<b>Cycle 1</b> D P A N
					<b>Cycle 2</b> D P A N

**FEEDBACK AND QUESTIONS ON CANDIDATE PERFORMANCE ON STANDARD 4**

<b>Cycle 1</b>	
<b>Cycle 2</b>	

If more space is needed for feedback, attach additional pages. Be sure that the candidate's name and the date are on any additional pages.

## STANDARD 5: THE TEACHER ASSESSES & COMMUNICATES LEARNING RESULTS

The teacher candidate 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.

### HOLISTIC SCORING OF STANDARD 5

<u>Distinguished</u>				<u>Proficient</u>				<u>Apprentice</u>				<u>Novice</u>			
Cycle 1	4+	4	4-	Cycle 1	3+	3	3-	Cycle 1	2+	2	2-	Cycle 1	1+	1	1-
Cycle 2	4+	4	4-	Cycle 2	3+	3	3-	Cycle 2	2+	2	2-	Cycle 2	1+	1	1-

### ANALYTIC SCORING OF STANDARD 5 INDICATORS

Rating □ Indicator □	Distinguished	Proficient	Apprentice	Novice	Indicator Rating
<b>a. Uses assessments that are aligned with learning outcomes</b>	ALL assessments align with learning outcomes	REGULARLY uses assessments that are aligned with learning outcomes	OCCASIONALLY uses assessments that are aligned with learning outcomes	RARELY or NEVER uses assessments that are aligned with learning outcomes	Cycle 1 D P A N
					Cycle 2 D P A N
<b>b. Uses a variety of assessments (baseline, formative &amp; summative) to measure student learning</b>	REGULARLY uses a variety of assessments to allow each student individually and all students collectively to demonstrate learning based on individual needs	REGULARLY uses a variety of assessments AND assessments provide students increased opportunities to demonstrate learning	REGULARLY uses a variety of assessments BUT these assessments do not provide students increased opportunities to demonstrate learning OR uses a few types of assessments that provide students opportunities to demonstrate learning	RARELY or NEVER uses a variety of assessments AND these assessments do not provide students increased opportunities to demonstrate learning	Cycle 1 D P A N
					Cycle 2 D P A N
<b>c. Analyzes assessment data to guide instruction and learning and to measure learning progress</b>	REGULARLY analyzes assessment data to guide instruction and learning and measure learning progress for each student individually and all students collectively	REGULARLY analyzes assessment data to guide instruction and learning and measure learning progress for each student individually OR all students collectively	OCCASIONALLY analyzes assessment data to guide instruction and learning and measure learning progress for each student individually OR all students collectively	RARELY or NEVER analyzes assessment data to guide instruction and learning and measure learning progress	Cycle 1 D P A N
					Cycle 2 D P A N
<b>d. Communicates learning results to students and parents</b>	REGULAR communication of learning results to students AND parents in a meaningful and timely manner has been established for each student individually and all students collectively	REGULARLY communicates learning results to students AND parents in a meaningful and timely manner for each student individually OR all students collectively	REGULARLY communicates learning results to students OR parents in a meaningful and timely manner	RARELY or NEVER communicates learning results to students AND parents in a meaningful and timely manner	Cycle 1 D P A N
					Cycle 2 D P A N

<b>e. Based on student performance data, adapts assessments to accommodate diverse learning needs and situations</b>	Based on student performance data, CONTINUOUSLY adapts assessments to accommodate diverse learning needs AND situations for each student individually and all students collectively	Based on student performance data, REGULARLY adapts assessments to accommodate diverse learning needs AND situations	Based on student performance data REGULARLY adapts assessments to accommodate diverse learning needs OR situations	Based on student performance data RARELY or NEVER adapts assessments to accommodate diverse learning needs AND situations	<b>Cycle 1</b> <b>D P A N</b>
					<b>Cycle 2</b> <b>D P A N</b>

**FEEDBACK AND QUESTIONS ON CANDIDATE PERFORMANCE ON STANDARD 5**

<b>Cycle 1</b>	
<b>Cycle 2</b>	

If more space is needed for feedback, attach additional pages. Be sure that the candidate's name and the date are on any additional pages.



## STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY

The teacher candidate 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. **STANDARD 6 IS ONLY SCORED ONE TIME. Candidates are to attach the lesson plan that demonstrates Standard 6 into the Standard 6 assignment in LiveText. Additionally, Candidates provide a list of technological resources used during the Professional Semester at the Standard 6 assignment in LiveText.**

### HOLISTIC SCORING OF STANDARD 6

<u>Distinguished</u>			<u>Proficient</u>			<u>Apprentice</u>			<u>Novice</u>		
4+	4	4-	3+	3	3-	2+	2	2-	1+	1	1-

### ANALYTIC SCORING OF STANDARD 6 INDICATORS

Rating □ Indicator □	Distinguished	Proficient	Apprentice	Novice	Indicator Rating
<b>a. Uses technology to design and plan instruction</b>	REGULARLY uses technology to design and plan instruction and justifies appropriate versus inappropriate usage	REGULARLY uses technology to design and plan instruction when appropriate.	SOMETIMES uses technology to design and plan instruction when appropriate	RARELY or NEVER uses technology to design and plan instruction when appropriate	<b>D P A N</b>
<b>b. Uses technology to implement instruction and facilitate student learning</b>	REGULARLY uses technology to implement instruction and facilitate student learning and justifies appropriate versus inappropriate usage	REGULARLY uses technology to implement instruction and facilitate student learning when appropriate	SOMETIMES uses technology to implement instruction and facilitate student learning when appropriate	RARELY or NEVER uses technology to implement instruction and facilitate student learning when appropriate	<b>D P A N</b>
<b>c. Uses technology to assess and communicate student learning</b>	REGULARLY uses technology to assess and communicate student learning and justifies appropriate versus inappropriate usage	REGULARLY uses technology to assess and communicate student learning when appropriate	SOMETIMES uses technology to assess and communicate student learning when appropriate	RARELY or NEVER uses technology to assess and communicate student learning when appropriate	<b>D P A N</b>
<b>d. Integrates student use of technology into instruction (legally &amp; ethically)</b>	REGULARLY integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs and justifies appropriate versus inappropriate	REGULARLY integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs when appropriate	SOMETIMES integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs when appropriate	RARELY or NEVER integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs when appropriate	<b>D P A N</b>

### FEEDBACK AND QUESTIONS ON CANDIDATE PERFORMANCE ON STANDARD 6

If more space is needed for feedback, attach additional pages. Be sure that the candidate's name and the date are on any additional pages.

## STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING

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

### HOLISTIC SCORING OF STANDARD 7

<u>Distinguished</u>				<u>Proficient</u>				<u>Apprentice</u>				<u>Novice</u>			
<b>Cycle 1</b>	<b>4+</b>	<b>4</b>	<b>4-</b>	<b>Cycle 1</b>	<b>3+</b>	<b>3</b>	<b>3-</b>	<b>Cycle 1</b>	<b>2+</b>	<b>2</b>	<b>2-</b>	<b>Cycle 1</b>	<b>1+</b>	<b>1</b>	<b>1-</b>
<b>Cycle 2</b>	<b>4+</b>	<b>4</b>	<b>4-</b>	<b>Cycle 2</b>	<b>3+</b>	<b>3</b>	<b>3-</b>	<b>Cycle 2</b>	<b>2+</b>	<b>2</b>	<b>2-</b>	<b>Cycle 2</b>	<b>1+</b>	<b>1</b>	<b>1-</b>

### ANALYTIC SCORING OF STANDARD 7 INDICATORS

Rating □ Indicator □	Distinguished	Proficient	Apprentice	Novice	Indicator Rating
<b>a. Uses data to reflect on and evaluate student learning</b>	REGULARLY reflects on and evaluates individual and collective student learning using appropriate data	REGULARLY reflects on and evaluates individual OR collective student learning using appropriate data	SOMETIMES reflects on and evaluates student learning using appropriate data	RARELY or NEVER reflects on and evaluates student learning using appropriate data	<b>Cycle 1</b> D P A N
					<b>Cycle 2</b> D P A N
<b>b. Uses data to reflect on and evaluate instructional practice</b>	REGULARLY reflects on and evaluates instructional practice using appropriate individual and collective student data	REGULARLY reflects on and evaluates instructional practice using appropriate individual OR collective student data	SOMETIMES reflects on and evaluates instructional practice using appropriate data	RARELY or NEVER reflects on or evaluates instructional practice using appropriate data	<b>Cycle 1</b> D P A N
					<b>Cycle 2</b> D P A N
<b>c. Uses data to identify areas for professional growth</b>	REGULARLY identifies areas for professional growth using appropriate individual and collective student data	REGULARLY identifies areas for professional growth using appropriate individual OR collective student data	SOMETIMES identifies areas for professional growth using appropriate data	RARELY or NEVER identifies areas for professional growth using appropriate data	<b>Cycle 1</b> D P A N
					<b>Cycle 2</b> D P A N

**FEEDBACK AND QUESTIONS ON CANDIDATE PERFORMANCE ON STANDARD 7**

**Cycle 1**

**Cycle 2**

If more space is needed for feedback, attach additional pages. Be sure that the candidate's name and the date are on any additional pages.

**STANDARDS 8 & 10: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS &  
DEMONSTRATES PROFESSIONAL LEADERSHIP WITHIN SCHOOL/COMMUNITY/EDUCATION**

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

**HOLISTIC SCORING OF STANDARDS 8 & 10**

<u>Distinguished</u>			<u>Proficient</u>			<u>Apprentice</u>			<u>Novice</u>		
4+	4	4-	3+	3	3-	2+	2	2-	1+	1	1-

**ANALYTIC SCORING OF STANDARDS 8 & 10 INDICATORS**

<b>Rating □ Indicator □</b>	<b>Distinguished</b>	<b>Proficient</b>	<b>Apprentice</b>	<b>Novice</b>	<b>Indicator Rating</b>
<b>a. Identifies students/situations whose/when learning could be enhanced by collaboration</b>	Identifies multiple students or situations whose/when learning could be enhanced by collaboration AND provides a well-articulated and richly-detailed rationale	Identifies multiple students or situations whose/when learning could be enhanced by collaboration AND provides an appropriate rationale	Identifies ONE student whose learning could be enhanced by collaboration AND provides an appropriate rationale	Does not identify any students whose learning could be enhanced by collaboration OR identifies students or situation but provides no or an inappropriate rationale	<b>D P A N</b>
<b>b. Collaborative effort builds from a synthesis and summary of the research literature and theory</b>	The synthesis and summary of research is EXTREMELY WELL ARTICULATED AND RICHLY DETAILED. Analysis of the research includes MANY themes, important figures and teacher/student, school/community, or teacher/parent roles.	The synthesis and summary of research is WELL STATED. Analysis of the research includes themes, important figures and teacher/student, school/community, or teacher/parent roles.	The synthesis and summary of research is EVIDENT, but analysis of the research LACKS detailed themes, important figures, and/or teacher/student, school/community, or teacher/parent roles.	Synthesis and summary of research is VAGUE, and analysis of research lacks detailed themes, important figures, and/or teacher/student, school/community, or teacher/parent roles	<b>D P A N</b>
<b>c. Designs and implements a plan to enhance student learning that includes all parties in the collaborative/leadership effort</b>	The collaboration plan is RICHLY DETAILED and makes EXPLICIT connections to the research	The collaboration plan is CLEARLY STATED and connects to the research	The collaboration is NOT CLEAR and/or only LOOSE connections are made to the research	The collaboration is VAGUE and DISCONNECTED to the research	<b>D P A N</b>
<b>d. Illustrates how this collaborative/leadership effort will demonstrate professional leadership</b>	Demonstration of leadership is RICHLY DETAILED and makes EXPLICIT connections to the research	Demonstration of leadership is CLEARLY STATED and shows some grounding in the research	Demonstration of leadership is NOT COMPLETELY CLEAR and/or only LOOSE connections are made to the research	Demonstration of leadership is VAGUE and DISCONNECTED to the research	<b>D P A N</b>

<b>e. Provides plan to analyze data in order to evaluate the outcomes of collaborative/leadership efforts</b>	Plan shows how student learning data will be analyzed in order to evaluate the outcomes of collaboration AND provides explicit details for next steps	Plan shows how student learning data will be analyzed in order to evaluate the outcomes of collaboration AND identifies next steps	Plan shows how student learning data will be analyzed in order to evaluate the outcomes of collaboration BUT does not identify next steps	Plan does not show how student learning will be analyzed or evaluated	<b>D P A N</b>
<b>f. Reflection</b>	Reflection specifically connects assignment to performance criteria of standards; areas for growth and of strength within the standards are explicit; extensive use of three of Valli's forms of reflection: In and On Action, Critical Reflection, and Deliberative Reflection, is evident to elaborate on decisions related to the assignment.	Reflection connects assignment to performance criteria of standards; areas for growth and of strength within the standards are clear; adequate use of three of Valli's forms of reflection: In and On Action, Critical Reflection, and Deliberative Reflection, is evident to elaborate on decisions related to the assignment.	Reflection is minimally connected to performance criteria of standards; minimal areas for growth and of strength within the standards are included; little use of three of Valli's forms of reflection: In and On Action, Critical Reflection, and Deliberative Reflection, is evident to elaborate on decisions related to the assignment.	Reflection does not adequately or accurately connect performance criteria to standards; areas for growth and of strength within the standards are vague and/or ambiguous; minimal use of three of Valli's forms of reflection: In and On Action, Critical Reflection, and Deliberative Reflection, is evident to elaborate on decisions related to the assignment.	<b>D P A N</b>

**FEEDBACK AND QUESTIONS ON CANDIDATE PERFORMANCE ON STANDARDS 8 & 10**

If more space is needed for feedback, attach additional pages. Be sure that the candidate's name and the date are on any additional pages.

## STANDARD 9: EVALUATES TEACHING & IMPLEMENTS PROFESSIONAL DEVELOPMENT

The teacher candidate 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.

### HOLISTIC SCORING OF STANDARD 9

Distinguished			Proficient			Apprentice			Novice		
4+	4	4-	3+	3	3-	2+	2	2-	1+	1	1-

### ANALYTIC SCORING OF STANDARD 9 INDICATORS

Rating □ Indicator □	Distinguished	Proficient	Apprentice	Novice	Indicator Rating
<b>a. Self-assesses performance relative to Kentucky's Teacher Standards</b>	THOROUGHLY and ACCURATELY assesses current performance on all Kentucky Teacher Standards	ACCURATELY assesses current performance on all Kentucky Teacher Standards	PARTIALLY assesses current performance on some Kentucky Teacher Standards	Does not assess current performance on Kentucky Teacher Standards	<b>D P A N</b>
<b>b. Identifies priorities for professional development based on self-assessment, student performance and feedback from colleagues</b>	Identifies priority areas for growth based on self-assessment, student performance AND feedback from colleagues	Identifies priority areas for growth based on two of the following; self-assessment, student performance AND/OR feedback from colleagues	Identifies priority areas for growth based on one of the following; self-assessment, student performance OR feedback from colleagues	Does not identify priority areas OR identified areas are not based on any self-assessment, student performance information or feedback from colleagues	<b>D P A N</b>
<b>c. Designs a professional growth plan that addresses identified priorities</b>	Designs a professional growth plan that is RICHLY DETAILED and logical AND addresses all identified priorities	Designs a professional growth plan that is CLEAR and logical AND addresses all identified priorities	Designs a professional growth plan that is SOMEWHAT CLEAR and logical and addresses all identified priorities OR only clearly and logically addresses some identified priorities	Designs a professional growth plan that is NOT CLEAR and logical AND does not address identified priorities	<b>D P A N</b>
<b>d. Shows evidence of professional growth and reflection relative to identified priority areas and impact on instructional effectiveness and student learning</b>	Shows RICHLY DETAILED evidence of professional growth and reflection relative to identified priority areas and impact on instructional effectiveness and student learning	Shows CLEAR evidence of professional growth and reflection relative to identified priority areas and impact on instructional effectiveness and student learning	Shows SOME evidence of professional growth relative to identified priority areas and impact on instructional effectiveness and student learning	Shows LITTLE evidence of professional growth relative to identified priority areas and impact on instructional effectiveness and student learning	<b>D P A N</b>

**FEEDBACK AND QUESTIONS ON CANDIDATE PERFORMANCE ON STANDARD 9**

If more space is needed for feedback, attach additional pages. Be sure that the candidate's name and the date are on any additional pages.

# BELLARMINE UNIVERSITY

## Collaboration Leadership Project

Each student should prepare a 7+ page, double-spaced, typed, APA-formatted research paper that explores a potential collaborative project and demonstrates leadership potential. This project is intended to (partially) fulfill elements D and F of the Teacher Work Sample, which connect to Teacher Standards 8 (Collaborates with Colleagues, Parents, and Others) and 10 (Demonstrates Professional Leadership within School/Community/Education). *Possible* topics for exploration include:

- Service-Learning Partnership(s)
- Parent-teacher conferences
- Parental involvement in schools: Implications for school adjustment and achievement
- Pedagogical/Instructional Strategies

Each paper should begin by discussing what has prompted you to explore this collaboration (i.e., what learning needs have you identified? What do you hope to accomplish?). The next portion of the paper should synthesize and summarize the research on the topic you chose (e.g., parent-teacher conferences, service-learning, etc.). The next portion of the paper should describe your collaboration with colleagues, parents, and/or others: Who is involved? What will the collaboration look like? What are the intended outcomes? The next section of the paper describes how implementation of this project/partnership/collaboration will demonstrate professional leadership: How will you be a leader for others (parents, teachers, students, school, and/or community)? How might this collaboration improve student learning? How might this collaboration improve the school culture? The final section provides a plan to analyze data gathered from the collaboration and evaluate the outcome of the efforts.

**NOTE: This paper should include APA style text citations and references**

**Reflection:** Each paper should conclude with a benchmark reflection that connects your project/experience to the teacher standards outlined below, discusses your strengths and weaknesses related to these standards, and evaluates your use of Valli's forms of reflection in the planning/research/implementation (during Transition Point III) of the collaboration.

Again, your reflections for the For the Collaboration / Benchmark Assignment should address the following:

- Reflections provide clear connections to performance criteria of Kentucky's Teacher Standards.
- Areas of strength and for growth within Kentucky's Teacher Standards are clear.
- Valli's forms of reflection: In and On Action, Critical Reflection, and Deliberative Reflection are used to elaborate on decisions related to the assignment.

**The rubric for scoring this project is located within the CPR (Standards 8 & 10) and is to be completed at the end of the professional semester by the Bellarmine University Supervisor.**



# BELLARMINE

## UNIVERSITY

### Collaboration / Leadership Project

#### Planning Worksheet

#### Orientation meeting

Discuss collaboration / leadership ideas and select a project with cooperating teacher and university supervisor input

Identify the need for collaboration in which students' learning will be enhanced

Objectives: What do you plan to accomplish? And, how will your leadership be demonstrated

How will you measure the impact of the collaborative efforts?

Proposed Activities

Timeline

Persons involved

Resources needed

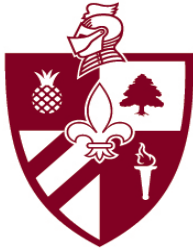
Periodically describe the progress made. Provide documentation and evidence of achievement

# BELLARMINE UNIVERSITY

## Professional Growth Plan – Planning Worksheet

Design and implement a professional growth plan that results in measurable improvement of your performance using the Kentucky Teacher Standards. “Share” this project with your university supervisor and cooperating teacher, who will review and evaluate your performance on this task using Standard 9: Evaluates Teaching & Implements Professional Development.

<b>Professional Growth Plan Planning Worksheet</b>	
<ul style="list-style-type: none"> <li>• Complete the Kentucky Teacher Standards Self-Assessment, completed via ‘forms’ in LiveText Use your reflections, student performance data, feedback from your faculty, and work with your University Supervisor and/or Cooperating Teacher to:               <ul style="list-style-type: none"> <li>○ Identify and document your strengths and areas for professional growth related to the Kentucky Teacher Standards, and</li> <li>○ Develop a work plan for improving your teaching performance by the end of the Candidateship year.</li> </ul> </li> <li>• Your PGP should be a MS word document organized using the following format:               <ul style="list-style-type: none"> <li>○ Strengths related to Kentucky Teacher Standards.</li> <li>○ Areas for Professional Growth (mark priority areas with an asterisk).</li> <li>○ Work Plan for Priority Areas for Growth (one plan for each area).</li> <li>○ Outcomes – what you plan to accomplish.</li> </ul> </li> </ul>	
Identify areas of strength related to the Kentucky Teacher Standards	
Identify areas for growth:	
Choose two priority areas for growth:	
Work Plan: What will you do to work on these areas for growth?	
What do you hope to accomplish?	
How will you monitor your progress?	
Periodically describe the progress made. Provide documentation and evidence of achievement.	



**School of Education**  
Final Evaluation of Professional Semester

<b>Candidate:</b>	<b>Date of Evaluation:</b>
<b>School:</b>	<b>Subject/Grade of Assignment:</b>

Describe this candidate's major strengths at this point in his/her professional semester.

Identify areas for the candidate's professional growth in terms of refining his/her skills and abilities.

Has this candidate passed student teaching successfully? \_\_\_\_ Yes \_\_\_\_ No  
If no, please explain.

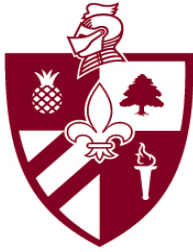
Can your recommendation be added to the candidate's placement file? \_\_\_\_ Yes \_\_\_\_ No

\_\_\_\_\_  
Cooperating Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher Candidate Signature

\_\_\_\_\_  
Date



## School of Education

### Final Evaluation of Professional Semester

Please record a number for the following **dispositional work behaviors** that best describe the teacher candidate. As you contemplate your score, compare the teacher candidate with others you have supervised during a professional semester.

- 4: Distinguished -- The candidate's dispositional work behavior is exemplary.
- 3: Proficient -- The candidate's dispositional work behavior is satisfactory.
- 2: Apprentice -- The candidate's dispositional work behavior needs improvement.
- 1: Novice -- The candidate's dispositional work behavior is unsatisfactory.

Attendance and Dependability		Judgment and Common Sense	
Leadership Potential		Cooperation with Others	
Correct Use of Standard English		Maturity (poise and self-control)	
Personal hygiene and grooming		Enthusiasm for learning and teaching	
Vitality		Positive attitude toward supervision	
Flexibility		Initiative	
Integrity		Professional attitude	
Punctuality			

**Describe this candidate's major strengths at this point in his/her professional semester.**

**Identify areas for the candidate's professional growth in terms of refining his/her skills and abilities.**

\_\_\_\_\_  
**Cooperating Teacher Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Teacher Candidate Signature**

\_\_\_\_\_  
**Date**

# BELLARMINE UNIVERSITY

## Evaluation of the Bellarmine University Supervisor Completed by Cooperating Teachers

<b>Name of School:</b>	<b>Name of Principal:</b>	
<b>Cooperating Teacher(s):</b>	<b>Subject/Grade Observed:</b>	
<b>University Instructor:</b>	<b>Semester:</b>	<b>Year:</b>

Please rate the Bellarmine University Supervisor of your student teacher on the following:

1. Did the Bellarmine Supervisor conduct an initial meeting with you in a timely manner? **YES / NO**
2. Was the necessary information (handbook, evaluation forms) shared with you and thoroughly explained? **YES / NO**
3. Did the Bellarmine Supervisor discuss the progress of the student teacher with you? **YES / NO**
4. Was the Bellarmine Supervisor available to discuss any problems relative to the student teacher? **YES / NO**
5. Overall, how would you rate the Bellarmine Supervisor? (circle the appropriate rating)

**Distinguished Proficient      Apprentice      Novice**

**Comments:**

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# BELLARMINE UNIVERSITY

## Survey of Candidate Professional Semester Preparation for Candidates, Cooperating Teachers, and University Supervisors Annsley Frazier Thornton School of Education

**Part I:** Please mark the appropriate boxes to describe the program of the teacher candidate supervised during the professional semester \_\_\_\_\_.

Please mark the appropriate boxes to describe the teacher candidate's program:

Candidate Name \_\_\_\_\_

Undergraduate elementary/LBD     Undergraduate middle/LBD     Undergraduate secondary

(secondary content area: \_\_\_\_\_)

MAT elementary                       MAT middle                       MAT secondary

(secondary content area: \_\_\_\_\_)

School assigned: \_\_\_\_\_ Semester \_\_\_\_\_ Year \_\_\_\_\_

**Part II:** Using various sources of data (observations, conversations, work products, etc.), rate your perception of how well the Annsley Frazier Thornton School of Education at Bellarmine University prepares teacher candidates for the Professional Semester. Responses to this survey are **confidential**.

**4:**Distinguished -- The candidate's preparation is exemplary.

**3:**Proficient -- The candidate's preparation is satisfactory.

**2:**Apprentice -- The candidate's preparation needs improvement.

**1:**Novice -- The candidate's preparation is unsatisfactory.

### Design and Implementation of Instruction

1. Preparation in designing lessons/units that focus on learning goals, program of studies, and core content for assessment.

4    3    2    1    Not Observed    Comments: \_\_\_\_\_

2. Preparation in using information about the community and backgrounds of students to design and implement learning tasks.

4    3    2    1    Not Observed    Comments: \_\_\_\_\_

3. Preparation in designing instruction and implementing learning tasks that connect core content to real life experiences for students.

4    3    2    1    Not Observed    Comments: \_\_\_\_\_

4. Preparation in planning over a period of time (i.e., planning for several days vs. planning a one day lesson).

4    3    2    1    Not Observed    Comments: \_\_\_\_\_

5. Preparation in designing and using a variety of instructional strategies that address the learning needs of students.

4 3 2 1 Not Observed Comments: \_\_\_\_\_

6. Preparation in using questioning techniques to enhance instruction.

4 3 2 1 Not Observed Comments: \_\_\_\_\_

#### Assessment

7. Preparation in designing classroom assessments that are aligned with core content and CATS.

4 3 2 1 Not Observed Comments: \_\_\_\_\_

8. Preparation in designing classroom assessments that reliably measure student learning.

4 3 2 1 Not Observed Comments: \_\_\_\_\_

9. Preparation in designing formative assessments that provide feedback to students and guide their learning.

4 3 2 1 Not Observed Comments: \_\_\_\_\_

10. Preparation in using multiple assessments and data sources to interpret learning results for students.

4 3 2 1 Not Observed Comments: \_\_\_\_\_

11. Preparation in developing graphic and written presentations to show evidence of student learning resulting from instruction.

4 3 2 1 Not Observed Comments: \_\_\_\_\_

#### Technology

12. Preparation in using technology to enhance and extend learning tasks related to core concepts and/or content standards.

4 3 2 1 Not Observed Comments: \_\_\_\_\_

#### Classroom Environment

13. Preparation in using classroom management techniques.

4 3 2 1 Not Observed Comments: \_\_\_\_\_

14. Preparation in establishing a positive classroom climate.

4 3 2 1 Not Observed Comments: \_\_\_\_\_

15. Preparation in promoting high standards for students.

4 3 2 1 Not Observed Comments: \_\_\_\_\_

16. Preparation in implementing conflict management, de-escalation strategies, and behavior interventions.

4 3 2 1 Not Observed Comments: \_\_\_\_\_

Exceptional Child Education

17. Preparation in identifying characteristics of students with learning and/or behavioral disorders.

4 3 2 1 Not Observed Comments: \_\_\_\_\_

18. Preparation in understanding the legal requirements of Kentucky regulations and the Individuals with Disabilities Education Act, especially the implementation and monitoring of IEPs and 504 plans.

4 3 2 1 Not Observed Comments: \_\_\_\_\_

19. Preparation in developing useful strategies to address the learning and/or behavioral needs of students with disabilities included in the regular classroom.

4 3 2 1 Not Observed Comments: \_\_\_\_\_

20. Preparation in designing instruction and assessments for students with disabilities in the regular classroom and/or special education environment.

4 3 2 1 Not Observed Comments: \_\_\_\_\_

**Signature(s) (as appropriate)**

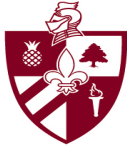
\_\_\_\_\_  
(Candidate)

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

\_\_\_\_\_  
(Cooperating Teacher)

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





**PROFESSIONAL SEMESTER LOG OF HOURS**

Name of Student: \_\_\_\_\_

Name of School Site:					
Name of Principal:					
Host Teacher(s):					
Subject/Grade:		Semester:		Year:	
Date/Week	Time IN & OUT-	Hours	Tasks Performed in Placement(s)	Authorized Signature	
1)					
2)					
3)					
4)					
5)					

\_\_\_\_\_ (Total Number of Hours)  
***My signature indicates that the information above is true and accurate to the best of my knowledge.***

\_\_\_\_\_  
Student signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Cooperating Teacher

\_\_\_\_\_  
Date

## **Suggestions for Professional Semester Activities**

OC – observation of (Insert Content)

OS –observation of (insert Strategy)

SGA - Small group assistance – be specific

SGT - Small Group teaching- be specific

WCT - Whole Class teaching – be specific

WCA – Whole class assistance – be specific

ELLA–Assisting with ELL students- be specific

SPED A –Assisting with special needs students- be specific

PLCA – Professional Learning Communities/Development attendance

AT – Assisting teacher in other classroom instructional activities- be specific

FA – Attend faculty meetings

ESS- Assist with ESS or Interventions

OD – Other duties outside classroom (bus, detention)

PTA – Attend and help with PTA sessions or Family nights

PPC – Parent Phone calls

PM – Parent Meetings

IEPM – IEP Meetings

CLP \_ Collaboration Leadership Projects

OA – Other Activities- Be specific

TEM- Teaming and or collaborating with your teacher