Professional Education Unit
Early Childhood, Elementary, and Special Education

Supervised Student Teaching Practicum (Hybrid Course)
EDEE 423 Section 001
Supervised Student Teaching (Hybrid Course)
EDMG 446 Section 001
Supervised Teaching Practicum – LBD (Hybrid Course)
EDSP 435 Section 001
Student Teaching Practicum in Education – MSD (Hybrid Course)
EDSP 437 Section 001

Fall 2013

University Supervisor
801 Ginger Hall
Office Phone:

Course Descriptions:

EDEE 423. Supervised Student Teaching Practicum (4 to 12 hrs.); I, II.
Prerequisite: completion of requirements for admission to the professional semester. Student is
assigned to student teaching center during which time observation, participation, and student
teaching are done. The student teaching must be done in nonadjacent grades splitting the six-
week period between two of the grades. Special conferences with supervising teacher,
attendance, and participation in faculty meetings and out-of-school activities required.

EDMG 446. Supervised Student Teaching (4 to 12 hrs.); I, II.
Prerequisite: completion of requirements for admission to the professional semester. Placement
in a student teaching center during which time observation, participation, and student teaching
are done. Special conferences with the supervising teacher, attendance, and participation in
faculty meetings and co-curricular activities are also required.

EDSP 435. Supervised Teaching Practicum (4 to 12 hrs.); I, II.
Prerequisites: admission to TEP, attainment of scholastic standing of 2.5 on residence courses at
MSU, minimum standing of 2.5 on all work completed in area of concentration, major(s), and
minor(s), minimum of one semester residence, and approval of the University Teacher Education
Council. Placement is in public school special education and elementary education classrooms.
on the basis of one week placement for each credit hour unit. Application made through coordinator of professional laboratory experiences.

**EDSP 437. Student Teaching Practicum in Education of Students with Moderate and Severe Disabilities** (6 to 12 hrs.); I, II.
Prerequisites: admission to TEP, attainment of 2.5 GPA on residence courses at MSU, 2.5 GPA on all work in area(s) of concentration, major(s), and minor(s), minimum of one semester residence, and approval of University Teacher Education Council. Placement is in public school setting with students with moderate and severe disabilities. Development of a new teacher portfolio that documents mastery of the performance standards and criteria for teachers of students with moderate and severe disabilities. Application made through the director of student teaching.

**Required Field Experience Hours:** Candidates are required to complete one full semester of clinical practice, beginning with the first day of the term and ending with the last day of final examinations. The minimum number of hours that must be completed during clinical practice is:
- Teaching Time: 180 Hours
- Observation Time: 54 Hours
- Conferencing Time: 48 Hours
- Participation in Other School Activities: 40 Hours

*“Community Engagement: A Light to and from the Mountains”*

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

**Conceptual Framework Outcomes (CFOs):**

The Unit and the faculty within individual programs assess the degree to which its graduates:

1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.

2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.

3) Demonstrate professional dispositions

4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.
5) Engage in authentic field experiences in collaboration with committed school-based partners and are empowered to improve the quality of education throughout this region and beyond.

**Student Learning Outcomes (SLOs):** By the end of this course, the candidate will be able to:

The course objectives and competencies directly address the Teacher Standards required by the Kentucky Education Professional Standards Board. In particular, students enrolled in this course will develop their knowledge, skills, and ability to demonstrate the following and implementing these Teacher Standards.

By the end of this course, the clinical practice candidate will be able to:

1. Demonstrate the ability to independently facilitate all aspects of running a school classroom to create meaningful learning by:
   
   a. Incorporating current and sufficient academic knowledge of certified content areas into lessons to develop student knowledge and performance in those areas.
   
   b. Design/plan 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.
   
   c. Create 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.
   
   d. Introduce/implement/manage 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.
   
   e. Assess learning 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.
   
   f. Use technology to support instruction; access and manipulate data; enhance professional growth and productivity; and communicate and collaborate with colleagues, parents, and the community.

2. Evaluate personal growth and development to create personal professional improvement through:
   
   a. Reflecting on and evaluating specific teaching/learning situations and/or programs.
   
   b. Evaluating his/her overall performance with respect to modeling and teaching Kentucky’s learning goals.
   
   c. Refining the skills and processes necessary to improve teaching and learning and develop a professional development plan.
3. Create professional products and conduct oneself in accordance with school and university expectations and in a manner consistent with expectations of practicing teachers in the public school teaching profession.

**Student Learning Outcomes (SLOs):** By the end of this course, the candidate will be able to:

The Unit and the faculty within individual programs assess the degree to which its graduates:

1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.

2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.

3) Demonstrate professional dispositions

4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.

5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

**Student Learning Outcomes (SLOs):** By the end of this course, the candidate will be able to:

**NCATE/ EPSB Accreditation Alignment of CFOs and SLOs:**

<table>
<thead>
<tr>
<th>Program:</th>
<th>[ program title ]</th>
<th>[ course title ]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aligned with Assessment (point values)</td>
<td>Kentucky Teacher Standards (KYS)</td>
<td>Education Professional Standards Board (EPSB)</td>
</tr>
<tr>
<td>Clinical Practice Observations by University Supervisor, 15 points</td>
<td>1.2.3,4,5,6.7</td>
<td>-Assessment -Closing the Achievement Gap</td>
</tr>
<tr>
<td>Clinical Practice</td>
<td>1.2.3,4,5.6.7</td>
<td>-Assessment</td>
</tr>
<tr>
<td>Observations by the Cooperating Teacher, 15 points</td>
<td>-Closing the Achievement Gap</td>
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</tr>
<tr>
<td>CFO: 1,2,3,4,5 SLO: 1,2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disposition, 20 points</td>
<td>3,9</td>
<td>-Closing the Achievement Gap</td>
</tr>
<tr>
<td>CFO: 1 SLO: 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summary of Kentucky’s Teacher Standards, 10 points</td>
<td>1,2,3,4,5,6,7,8,9,10</td>
<td>-Diversity -Assessment -Literacy -Closing the Achievement Gap</td>
</tr>
<tr>
<td>CFO: 1,2,5 SLO: 1,2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time Card and Standards Inventory, 10 points</td>
<td>1,2,3,4,5,6,7,8,9</td>
<td>-Diversity -Assessment -Closing the Achievement Gap</td>
</tr>
<tr>
<td>CFO: 1,2,5 SLO: 1,2,3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Materials Packet, 15 points</td>
<td>9</td>
<td>-Literacy</td>
</tr>
<tr>
<td>CFO: 1 SLO: 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daily Reflection 10 Points</td>
<td>9</td>
<td>-Literacy</td>
</tr>
<tr>
<td>CFO: 1 SLO: 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Extended Classroom Observations 5 Points</td>
<td>9</td>
<td>-Achievement Gap -Diversity -Literacy</td>
</tr>
<tr>
<td>CFO: 1 SLO: 3</td>
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</tbody>
</table>

**Assignment Description**
| University Supervisor 15 Points | classroom in their cooperating school. As part of each of these observations, the university supervisor will assess the candidate’s performance using the Clinical Practice Record of Performance. This form is completed in the Folio 180 website. A copy of the form is in the Appendix of the Teacher Education Program Handbook. In addition, a teaching journal must be kept by each student teacher. This journal will be reviewed during the observation (handwritten copies are acceptable). |
| Clinical Practice Observations by the Cooperating Teacher Points 15 | In addition to informal observations, cooperating teachers will conduct formal observations of the clinical practice candidate teaching a lesson to their class of students. The candidate’s cooperating teacher(s) will complete a total of four formal observations. As part of each of these observations, the cooperating teacher(s) will assess the candidate’s performance using the Clinical Practice Record of Performance. This form is completed in the Folio 180 website. A copy of the form is in the Appendix of the Teacher Education Program Handbook. |
| Disposition Assessments 20 Points | Formal disposition assessments are completed once by each cooperating teacher and twice by the university supervisor. These disposition reports are based on the behavioral dispositions demonstrated by the candidate during school and/or university classroom. |
| Summary of Kentucky’s Teacher Standards Report 10 Points | At the conclusion of the clinical practice seminar, the university supervisor summarizes the progress each candidate has made based on their observations of the candidate’s work and all formal and informal reports from cooperating teachers and the cooperating school. |
| Time Card & Standards Inventory 10 Points | Candidates are each issued a written log to document their time spent in the cooperating school(s) and the conversations they have had with their cooperating teacher during conferencing time. These conversations are document to show that topics related to all the Kentucky Teacher Standards are being addressed. Candidates are to keep this log updated weekly and have each cooperating teacher verify the information is correct. This final log is to be submitted in written format at the conclusion of clinical practice. |
| Professional Materials Packet 15 Points | Candidates must develop professional presentation packet that conveys information that schools may ask for when candidates apply for a teaching position. This packet is to include the following:  
Letter of introduction/Cover letter  
Resume  
Philosophy of education  
Classroom Management Plan Overview  
Praxis Scores  
Copy of Transcript  
1Refined KTIP Lesson Plan  
Other materials may also be included. These documents can be assembled into either a single electronic document or a bound hard copy format and is to be formatted with a professional |
<table>
<thead>
<tr>
<th>Daily Reflections 10 Points</th>
<th>Candidates will document daily events in the classroom. This will include new learning strategies, or tools that advance learning, technologies, behavior issues and any discipline actions taken. This should be written to provide recall and be specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Extended Classroom Observations 5 Points</td>
<td>Candidates will observe 5 different classroom settings, using the observation instrument provided. These observations should include special classes such as, Art, Music, Technology, Physical Education, Library, Special Needs, and specific content area classrooms.</td>
</tr>
</tbody>
</table>

**Grading Scale:**

EDEE 423, EDMG446, EDSP435, EDSP 437
- 90 Points – 100 Points = A
- 80 Points – 89 Points = B
- 70 Points – 79 Points = C
- 60 Points – 69 Points = D
- Below 60 Points = E

**Required Textbooks:**

*Morehead State University Teacher Education Program Handbook*  
(Available online via the Clinical Practice section of the Education Service Unit Website at: [http://www.moreheadstate.edu/esu](http://www.moreheadstate.edu/esu))

*If this course requires field experience and/or a critical performance, then students are required to purchase a Folio 180 account.*

To purchase Folio180 online or through the MSU Bookstore:  
1. Purchase Folio180 at the MSU Bookstore and follow the instructions included with that purchase.  
2. To purchase online, go to [www.folio180.com/msuky/coe](http://www.folio180.com/msuky/coe)  
3. Complete registration and payment information. Your login information will be emailed to you.  
4. Note: if you have a Tk20 account, you will NOT need to purchase Folio180—we will provide your Folio180 account information to you via email. Announcements and instructions will also be made on the CoE Facebook page.
5. You will be able to continue using your Folio180 account through any graduate programs you might enroll in through MSU.

6. NOTE: students must have purchased or activated their Folio180 account by midterm or they will receive an "E" at midterm per TEP policy.

**Course Evaluation:**

Students’ course evaluation will be determined by in class and out of class assignments, including: the Teacher Performance Assessment (TPA), on-site and in-class participation, and digital assignments assigned by the university supervisor during the clinical practice semester. Senior Teaching Seminar is based on a 100-point scale. Completion of all assignments and readings and fulfillment of all responsibilities is expected. Explanation of course assignments and their point values are detailed in this document and in course materials that are made available to candidates either digitally or in paper format.

It is expected that clinical practice candidates fulfill all responsibilities on time as directed and that clinical practice candidate’s work, actions, and behaviors demonstrate high standards for professionalism at all time. Some examples of these expectations are listed in the Teacher Education Program Handbook, the Clinical Practice Overview posted on the course Blackboard site, and in this syllabus. Failure to abide by these expectations may have negative consequences such as the lowering of the course grade, a failing grade for the course, and/or reporting such failures to the Educational Service Unit, the chair of the candidate’s program department, the College of Education Dean’s office and/or other authorities as deemed appropriate. In consultation with one or more of these offices, failing to abide by expectations of course tasks, teaching, and professionalism may also result in a relocation of the candidate’s clinical practice to a different school or, in extreme cases, possible termination of the current clinical practice semester or other consequences.

**Attendance Policy:**

Clinical practice candidates are expected to be at school every day teachers in the cooperating school are expected to attend and to abide by the time requirements for faculty at that school (excluding extracurricular activities). Clinical practice candidates are to follow their cooperating teacher’s schedule and are to report for all duties (i.e. Bus Duty) that their cooperating teacher is required to attend. Also, if clinical practice candidates are welcome in faculty meetings or professional development activities, they should also plan to attend these as well. If for some reason clinical practice candidates have a difficulty fulfilling these attendance requirements, they must notify their university supervisor immediately.

If clinical practice candidates miss a day of school or a seminar due to a death in their immediate family or severe illness, they are to call or email their university supervisor prior to the absence and call their cooperating teacher and their cooperating school immediately to notify them about the absence. Also, clinical practice candidates should follow their cooperating school’s guidelines for absences. The cooperating teacher and university supervisor should be aware that the clinical practice candidate will
not be in class as far in advance of the beginning of the school day as possible. If clinical practice candidates are absent from school for more than two days (in addition to days missed due to required seminars), the College of Education policy is that these days must be made up in order to successfully complete clinical practice. If a clinical practice student misses a required seminar event due to a death in the family, illness, or other such emergency situation, a make-up assignment/s can be assigned by the university supervisor as an alternative in order to reduce or eliminate any negative impact the absence will have on clinical practice candidate evaluations or the clinical practice candidate’s final grade.

Clinical practice candidates must log their attendance on their Clinical Practice Time Card. This time card is to be initialed by their cooperating teacher each week. Failure to properly and accurately log attendance, failure to report absences to the cooperating teacher and/or the university supervisor, or failure to make up absences as instructed by the university supervisor can have a negative impact on the clinical practice candidate’s grade and will be reported to the Morehead State University Educational Service Unit and be subject to further consequences.

**Academic Honesty**

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at [http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html](http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html)

**Americans with Disabilities Act (ADA)**

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, they are best applied when requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator at: 204-E ADUC, 606-783-5188, or e.day@moreheadstate.edu

**Campus Safety Statement**

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at [http://www.moreheadstate.edu/emergency](http://www.moreheadstate.edu/emergency)
### Course Calendar:

**Supervised Student Teaching Practicum**  
EDEE 423, EDMG 446, EDSP 435, EDSP 437 Section 001  
Fall 2013 Tentative Daily Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date Mon-Fri</th>
<th>Classroom Activities</th>
<th>Clinical Field Experience Assignments</th>
<th>Assignment Due Date</th>
</tr>
</thead>
</table>
| 1    | Aug. 19 - 23 | - Primarily Observation of CT  
- Assist with Activities When Appropriate at CT’s desecration  
- Become Familiar with Classroom Practices  
- Build rapport with students  
- Get to know school staff and procedures  
- Go to specials with students at least one time this week: art, P.E., music, guidance, library, technology lab or science lab  
- Become familiarized with school wide Behavior Management Plan. | Basic Info Due to University Supervisor  
Classroom Management Plan | Place in Teacher Candidate Binder for Review  
- Daily Time Card, Standards Inventory Chart, Daily Reflection, and Lesson Plans  
Classroom Management Plan – Due Aug. 23 |
| 2    | Aug. 26 – 30 | - Begin to do more instructional assistance during learning activities.  
- Possibly Begin Teaching Small Groups, especially focused in the student teacher’s content area  
- Lessons are largely designed by the cooperating teacher  
**Record 5 hours actual teaching** | Written Lesson Plans are REQUIRED for every lesson the student teacher teaches. The student teacher is to co-create the lesson plans or use the established plan created by the PLC.  
The **KTIP lesson plan is to be used for formal observations by the Cooperating Teacher and the University Supervisor** | Place in Teacher Candidate Binder for Review  
- Daily Time Card, Standards Inventory Chart, Daily Reflection, and Lesson Plans |
| 3    | Sept. 2 – 6  | Teaching Small Groups  
- Possibly begin teaching lessons to the entire Class, especially focused in the student teacher’s content area  
- Lessons are mostly influenced by the cooperating teacher  
- Work with cooperating teacher to begin planning for taking over an entire subject/class period.  
**-Record 10 or more hours actual teaching** | Prepare for Formal Observation # 1  
Review the Assessment Instrument RECORD OF PERFORMANCE that will be used by the Cooperating Teaching and the University Supervisor for evaluation | Place in Teacher Candidate Binder for Review  
Daily Time Card, Standards Inventory Chart, Daily Reflection, and Lesson Plans |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Tasks</th>
<th>Rotation Details</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 4    | Sept. 9 – 13 | Begin taking on more instructional duties.  
- Have a conversation with cooperating teacher about teaching more subjects/class periods.  
- **Record 10 or more hours actual teaching** | -Begin Formal Observation # 1 Rotation  
(Refer to observation schedule for date)  
*Professional Growth Plan after each Observation |  
**Place in Teacher Candidate Binder for Review**  
Daily Time Card, Standards Inventory Chart, Daily Reflection, and Lesson Plans  
- Clinical Practice Observation # 1 by University Supervisor |
| 5    | Sept. 16 – 20 | Begin taking on more teaching duties.  
- Begin getting used to balancing multiple teaching responsibilities  
**Record 15 teaching hours** | Continue Formal Observation # 1 Rotation( Refer to official observation schedule for date ) |  
**Place in Teacher Candidate Binder for Review**  
-Daily Time Card, Standards Inventory Chart, Daily Reflection, and Lesson Plans  
- Clinical Practice Observation # 1 by University Supervisor |
| 6    | Sept. 23 - 27 | Possibly Teach TPA Unit as scheduled by the university supervisor, refer to official observation schedule  
- **Record 20 or more actual teaching hours** | - Complete Observation # 1 Rotation (Refer to official observation schedule for date)  
*Professional Growth Plan after each Observation |  
**Place in Teacher Candidate Binder for Review**  
-Daily Time Card, Standards Inventory Chart, Daily Reflection, and Lesson Plans  
- Clinical Practice Observation # 2 (TPA) by Univ. Supervisor |
| 7    | Sept. 30 – Oct. 4 | Teach TPA Unit as scheduled by University Supervisor, refer to official observation schedule  
- **Record 20 hours or more of actual teaching** | Begin Formal Observation #2 (Refer to official Observation schedule for date)  
**Video a KTIP lesson for digital evidence of teaching for conferencing feedback with University Supervisor (Chose from lessons prepared for Week 7 or 8)** |  
**Place in Teacher Candidate Binder for Review**  
-Daily Time Card, Standards Inventory Chart, Daily Reflection, and Lesson Plans  
- Clinical Practice Observation #2 (TPA) by University Supervisor |
| 8    | Oct. 7 – 11 | Teach TPA Unit - as scheduled by University Supervisor, refer to official observation schedule.  
- Work with cooperating teacher to transition the class back to the cooperating teacher. | Continue Formal Observation #2 Rotation (Refer to official Observation schedule for date) |  
**Place in Teacher Candidate Binder**  
-Daily Time Card, Standards Inventory Chart, Daily Reflection, and Lesson Plans |
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Task</th>
<th>Observation/Plan</th>
<th>Other Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Oct. 14 – 18</td>
<td>-Begin 2&lt;sup&gt;nd&lt;/sup&gt; Placement</td>
<td>-Transition to 2&lt;sup&gt;nd&lt;/sup&gt; Placement, if Applicable</td>
<td>-Place in Teacher Candidate Binder</td>
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<tr>
<td></td>
<td></td>
<td>-Primarily Observation of CT</td>
<td>-Assist with Activities When Appropriate at CT’s desecration</td>
<td>-Daily Time Card, Standards Inventory Chart, Daily Reflection, and Lesson Plans</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Become Familiar with Classroom Practices</td>
<td>-Become Familiar with Classroom Practices</td>
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<tr>
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<td></td>
<td>-Build rapport with students</td>
<td>-Build rapport with students</td>
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<tr>
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<td></td>
<td>-End of 1&lt;sup&gt;st&lt;/sup&gt; Rotation</td>
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<tr>
<td>10</td>
<td>Oct. 21 - 25</td>
<td>-Begin to do more instructional assistance during learning activities.</td>
<td>-Assist with Activities When Appropriate at CT’s desecration</td>
<td>-Place in Teacher Candidate Binder</td>
</tr>
<tr>
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<td></td>
<td>-Possibly Begin Teaching Small Groups, especially focused in the student teacher’s content area</td>
<td>-Become Familiar with Classroom Practices</td>
<td>-Daily Time Card, Standards Inventory Chart, Daily Reflection, and Lesson Plans</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Lessons are largely designed by the cooperating teacher</td>
<td>-Build rapport with students</td>
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<tr>
<td></td>
<td></td>
<td>-Record 10 actual teaching hours</td>
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<tr>
<td>11</td>
<td>Oct. 28 – Nov 1</td>
<td>-Teaching Small Groups</td>
<td>-Begin Formal Observation #3 Rotation (Refer to official observation schedule for date)</td>
<td>-Place in Teacher Candidate Binder</td>
</tr>
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<td></td>
<td>-Possibly begin teaching lessons to the entire Class, especially focused in the student teacher’s content area</td>
<td>*Professional Growth Plan after each Observation</td>
<td>-Daily Time Card, Standards Inventory Chart, Daily Reflection, and Lesson Plans</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Lessons are mostly influenced by the cooperating teacher</td>
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<td>*Professional Growth Plan after each Observation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Work with cooperating teacher to begin planning for taking over an entire subject/class period.</td>
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<tr>
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<td></td>
<td>-Record 10 actual teaching hours</td>
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<tr>
<td>12</td>
<td>Nov. 4 – 8</td>
<td>-Begin taking on more instructional duties.</td>
<td>-Formal Observation #3 Rotation (Refer to official observation schedule for date)</td>
<td>-Place in Teacher Candidate Binder</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Have a conversation with cooperating teacher about teaching more subjects/class periods.</td>
<td>*Professional Growth Plan after each Observation</td>
<td>-Daily Time Card, Standards Inventory Chart, Daily Reflection, and Lesson Plans</td>
</tr>
</tbody>
</table>

*Disposition for Mid-term*
- Summary of Kentucky’s Teacher Standards Report
- Clinical Practice Observation #2 (TPA) by University Supervisor
  - Due Oct. 11

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**Record 10 actual teaching hours**

**Professional Growth Plan after each Observation**

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<table>
<thead>
<tr>
<th></th>
<th>Nov. 11 – 15</th>
<th>Nov. 18 – 22</th>
<th>Nov. 26 – 29</th>
</tr>
</thead>
</table>
| 13 | -Begin taking on more teaching duties.  
-Begin teaching more classes or subjects during a single day  
-Record 15 hours of actual teaching hours  
Prepare for future teacher job experience. | -Begin Formal Observation #4 Rotation (Refer to official observation schedule for date)  
*Professional Growth Plan after each Observation | -A shared co-teaching approach is encouraged in a joint effort with Cooperating Teacher.  
-Become comfortable teaching and doing miscellaneous non-teaching classroom responsibilities simultaneously  
**Record 15 hours of actual teaching hours** |
| 14 | | -Formal Observation #4 Rotation (Refer to official observation schedule for date)  
*Professional Growth Plan after each Observation | -Share all appropriate teaching responsibilities with cooperating teacher.  
**Record 20 hours of actual teaching hours**  
Expanding the Teaching Experience Preparing for the Job Interview.  
-Formal Observation #4 Rotation (Refer to official observation schedule for date)  
-Professional Presentation Packet  
*Professional Growth Plan after each Observation |
| 15 | | | -Place in Teacher Candidate Binder  
-Daily Time Card, Standards Inventory Chart, Daily Reflection, and Lesson Plans  
-Resume and Cover Letter  
**Due: Nov. 15** |
| | | | -Place in Teacher Candidate Binder  
-Daily Time Card, Standards Inventory Chart, Daily Reflection, and Lesson Plans  
-Professional Packet (Complete)  
**Due: Nov. 22** |
| | | | -Place in Teacher Candidate Binder  
-Daily Time Card, Standards Inventory Chart, Daily Reflection, and Lesson Plans  
-Clinical Practice Observation #4 by University Supervisor |
| 16 | Dec. 2 – 6 | -Take on all appropriate teaching responsibilities  
-15 or more actual teaching hours | -Formal Observation #4 (Refer to official schedule for date)  
*Professional Growth Plan after each Observation | **Place in Teacher Candidate Binder**  
-Daily Time Card, Standards Inventory Chart, Daily Reflection, and Lesson Plans  
-Clinical Practice Observation #4 by University Supervisor  
-Extended Classroom observations 3, 4, and 5  
**Due: Dec. 6** |
| 17 | Dec. 9 – 13 | -Work with cooperating teacher to transition the class back to the cooperating teacher. | -Final Summary of Kentucky’s Teacher Standards Report  
-Final Disposition  
**Place in Teacher Candidate Binder**  
-Daily Time Card, Standards Inventory Chart, Daily Reflection, and Lesson Plans  
**Professional Packet**  
Include:  
-Resume  
-Cover Letter  
-Philosophy of Education  
-KTIP Lesson Plan  
-Transcript  
-Classroom Management Plan  
**Due by December 12.** |