

STUDENT TEACHING EVALUATIONS

CAEP Standards: 1.1-1.5, 2.2, 2.3, 3.4, 4.1, 4.2, 5.4

Each semester, student teachers are formally evaluated by their Cooperating Teachers and University Coordinators. This document presents the aggregated and disaggregated results of the Cooperating Teacher Assessments and University Coordinator Assessments. Following each set of data are the official assessment instruments.

For this assessment, the performance ratings all students from Fall 2014 and Fall 2015 semesters were analyzed. Each student was assessed by her or his cooperating teacher (sometimes two cooperating teachers) and their university coordinator—thus, each student had at least two assessments using the same rubric/instrument. Pearson correlations were computed to examine the association between the pairs of ratings. There were 130 students with at least two assessments (UC and CT); 64 of these had three assessments (i.e., two CT and a UC). Portfolio ratings ranged from a low of 79 to a high of 136. The mean rating from the UC was 126 ($SD = 10.7$) while the mean ratings for the two CT was 122 ($SD = 14.0$) and 120 ($SD = 17.0$), respectively. Overall, Pearson correlations computations revealed statistically significant associations between the UC and the first CT ($r = .266$, $p = .002$), between the UC and the second CTs ($r = .315$, $p = .011$), and between the two CTs ($r = .256$, $p = .237$). The magnitude of these associations is impressive given the fact teacher candidates were placed in (and therefore assessed) across a wide range of settings, from agriculture and algebra to special education and science teaching. Moreover, these findings suggest that the instrument/rubric employed is well designed and demonstrates meaningful interrater reliability across an array of teacher settings and is measuring the same construct for each student.

Longitudinal Report on Evaluation of K12 Teacher Candidate by Cooperating Teacher
% Outstanding (OP) and Satisfactory Performance (SP)
N = Number of Teacher Candidates Evaluated

Elements	F14 N = 100			Sp15 N = 264			F15 N = 126		
	OP %	SP %	OP + SP	OP %	SP %	OP + SP	OP %	SP %	OP + SP
Knowledge of content and subject matter	51	39	90	58	36	94	52	43	95
Classroom and instructional planning	57	35	90	60	32	92	51	40	91
Uses a variety of effective teaching strategies	58	30	88	62	33	95	60	31	91
Designs instruction to teach thinking and problem-solving skills	44	39	83	49	44	93	49	37	86
Asks effective instructional questions/promotes classroom discussion	54	36	90	56	37	93	49	38	87
Uses instructional multimedia and technology	59	35	94	68	27	95	66	29	95
Uses Effective student motivation strategies	55	30	85	60	34	94	56	34	90
Designs instruction to meet key concepts of the discipline and aligned with standards	52	42	94	65	30	95	60	33	94
Helps all students learn at student's highest level	55	34	89	60	33	93	56	35	90
Works effectively with students of diverse ability levels	64	32	96	69	27	96	67	28	94
Works effectively with students of diverse ethnicity and race	61	29	90	73	22	95	73	26	98
Works effectively with students with exceptionalities	62	33	95	70	27	97	68	30	98

Writes instructional objective/learning targets to meet diverse student needs	46	46	92	56	39	95	51	44	95
Uses methods of respectful classroom discipline	58	32	90	65	30	95	59	36	94
Uses a variety of assessments including portfolios, open-ended response and performance tasks	42	43	85	45	46	91	47	42	89
Uses student assessment information and program data to meet instructional objectives	42	45	87	54	38	92	51	41	92
Demonstrates understanding of role as a teacher in the assessment process	51	41	92	63	31	94	60	37	96
Uses effective classroom management and organizational skills	46	37	83	51	39	90	50	37	87
Makes classroom decisions and solves problems as a reflective decision maker	56	33	89	61	31	92	60	33	93
Reflects on teaching and plans ways to improve effectiveness	61	32	93	65	31	96	63	30	93
Demonstrates understanding of importance of home/school/community involvement	57	38	95	61	34	95	54	45	98
Establishes positive working relationship with supervisors	71	25	96	78	19	97	78	19	97
Establishes positive working relationship with other teachers	72	24	96	77	19	96	78	19	97
Demonstrates emerging skills to enhance student learning	58	35	93	66	31	97	62	30	93
Professional appearance and grooming	81	18	99	85	14	99	83	15	98

Voice	65	26	91	68	26	94	70	26	96
Oral usage of English	67	26	93	74	25	99	73	26	98
Written usage of English	66	30	96	77	22	99	74	25	99
Adapts to changing needs of students and classroom	63	28	91	67	28	95	70	25	95
Dependability and follow-through	78	16	94	73	20	93	76	21	97
Exhibits interest in students and a passion for teaching and learning	79	17	96	79	18	97	74	22	96
Demonstrates regard for the learning and wellbeing of every student	81	19	100	79	20	99	74	22	98
Self-assured demeanor	60	28	88	63	29	92	66	28	94
Demonstrates ethical and professional behavior as described in the Kentucky School Personnel Code of Ethics	78	22	100	83	16	99	84	14	98

Evaluation of K12 Teacher Candidate by Cooperating Teacher F15

by COE Admin

Assessment

Evaluation of K12 Teacher Candidate by CT St and Disp

	Outstanding Performance (OP) (4.000 pts)	Satisfactory Performance (SP) (3.000 pts)	Making Progress (MP) (2.000 pts)	Not Making Progress (NMP) (1.000 pt)
Knowledge of content and subject matter CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.2 CAEP-ACC-2013.1.3 CAEP-ACC-2013.1.4 INTASC-2013.1 INTASC-2013.2 INTASC-2013.4 INTASC-2013.5 INTASC-2013.6 KY-KTS-08.1				
Classroom and instructional planning CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.2 CAEP-ACC-2013.1.3 CAEP-ACC-2013.1.4 INTASC-2013.1 INTASC-2013.2 INTASC-2013.3 INTASC-2013.4 INTASC-2013.5 INTASC-2013.6 KY-KTS-08.2				
Uses a variety of effective teaching strategies CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.2 CAEP-ACC-2013.1.3 CAEP-ACC-2013.1.4 INTASC-2013.1 INTASC-2013.2 INTASC-2013.3 INTASC-2013.8 KY-KTS-08.4				
Designs instruction to teach thinking and problem-solving skills CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.2 CAEP-ACC-2013.1.3 CAEP-ACC-2013.1.4 INTASC-2013.1 INTASC-2013.4 INTASC-2013.5 INTASC-2013.7 KY-KTS-08.2				
Asks effective instructional questions/promotes classroom discussion CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.2 CAEP-ACC-2013.1.3 CAEP-ACC-2013.1.4 INTASC-2013.1 INTASC-2013.2 INTASC-2013.3 INTASC-2013.8 KY-KTS-08.4				
Uses instructional multimedia and technology CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.5 INTASC-2013.1 INTASC-2013.4 INTASC-2013.7 KY-KTS-08.6				
Uses Effective student motivation strategies CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.2 CAEP-ACC-2013.1.3 CAEP-ACC-2013.1.4 INTASC-2013.1 INTASC-2013.3 INTASC-2013.4 INTASC-2013.5 INTASC-2013.8 KY-KTS-08.3				
Designs instruction to meet key concepts of the discipline and aligned with standards CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.2 CAEP-ACC-2013.1.3 CAEP-ACC-2013.1.4 INTASC-2013.1 INTASC-2013.2 INTASC-2013.3 INTASC-2013.4 INTASC-2013.5 INTASC-2013.6 KY-KTS-08.2				

<p>Helps all students learn at student's highest level CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.2 CAEP-ACC-2013.1.3 CAEP-ACC-2013.1.4 INTASC-2013.1 INTASC-2013.2 INTASC-2013.3 INTASC-2013.8 KY-KTS-08.4</p>				
<p>Works effectively with students of diverse ability levels CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.3 CAEP-ACC-2013.1.4 INTASC-2013.1 INTASC-2013.2 INTASC-2013.3 INTASC-2013.7 INTASC-2013.8 KY-KTS-08.3</p>				
<p>Works effectively with students of diverse ethnicity and race CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.3 CAEP-ACC-2013.1.4 INTASC-2013.1 INTASC-2013.2 INTASC-2013.3 INTASC-2013.4 INTASC-2013.5 INTASC-2013.8 KY-KTS-08.3</p>				
<p>Works effectively with students with exceptionalities CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.2 CAEP-ACC-2013.1.3 CAEP-ACC-2013.1.4 INTASC-2013.1 INTASC-2013.2 INTASC-2013.3 INTASC-2013.6 INTASC-2013.7 INTASC-2013.8 KY-KTS-08.4</p>				
<p>Writes instructional objective/learning targets to meet diverse student needs CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.2 CAEP-ACC-2013.1.3 INTASC-2013.1 INTASC-2013.2 INTASC-2013.3 INTASC-2013.7 INTASC-2013.8 KY-KTS-08.4</p>				
<p>Uses methods of respectful classroom discipline CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.2 CAEP-ACC-2013.1.3 CAEP-ACC-2013.1.4 INTASC-2013.1 INTASC-2013.3 INTASC-2013.4 INTASC-2013.5 INTASC-2013.8 KY-KTS-08.3</p>				
<p>Uses a variety of assessments including portfolios, open-ended response and performance tasks CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.2 CAEP-ACC-2013.1.3 CAEP-ACC-2013.1.4 INTASC-2013.1 INTASC-2013.2 INTASC-2013.6 INTASC-2013.7 KY-KTS-08.5</p>				
<p>Uses student assessment information and program data to meet instructional objectives CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.2 CAEP-ACC-2013.1.3 CAEP-ACC-2013.1.4 INTASC-2013.1 INTASC-2013.2 INTASC-2013.6 INTASC-2013.7 KY-KTS-08.5</p>				
<p>Demonstrates understanding of role as a teacher in the assessment process CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.2 CAEP-ACC-2013.1.3 CAEP-ACC-2013.1.4 INTASC-2013.1 INTASC-2013.2 INTASC-2013.6 INTASC-2013.7 KY-KTS-08.5</p>				
<p>Uses effective classroom management and organizational skills CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.2 CAEP-ACC-2013.1.3 CAEP-ACC-2013.1.4 INTASC-2013.1 INTASC-2013.3 INTASC-2013.4 INTASC-2013.5 INTASC-2013.8 KY-KTS-08.3</p>				

<p>Makes classroom decisions and solves problems as a reflective decision maker CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.2 CAEP-ACC-2013.1.3 CAEP-ACC-2013.1.4 INTASC-2013.1 INTASC-2013.2 INTASC-2013.6 INTASC-2013.7 KY-KTS-08.5</p>				
<p>Reflects on teaching and plans ways to improve effectiveness CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.2 CAEP-ACC-2013.1.3 CAEP-ACC-2013.1.4 INTASC-2013.6 KY-KTS-08.7</p>				
<p>Demonstrates understanding of importance of home/school/community involvement CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.2 CAEP-ACC-2013.1.4 INTASC-2013.10 KY-KTS-08.8</p>				
<p>Establishes positive working relationship with supervisors CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.2 CAEP-ACC-2013.1.4 INTASC-2013.10 KY-KTS-08.8</p>				
<p>Establishes positive working relationship with other teachers CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.2 CAEP-ACC-2013.1.4 INTASC-2013.10 KY-KTS-08.8</p>				
<p>Demonstrates emerging skills to enhance student learning CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.2 CAEP-ACC-2013.1.4 INTASC-2013.10 INTASC-2013.9 KY-KTS-08.10</p>				
<p>Professional appearance and grooming CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.3 CAEP-ACC-2013.3.3 CAEP-ACC-2013.3.6 CAEP-ACC-2013.4 CAEP-ACC-2013.4.2 INTASC-2013.9</p>				
<p>Voice CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.4 CAEP-ACC-2013.3 CAEP-ACC-2013.3.3 CAEP-ACC-2013.3.4 INTASC-2013.10 INTASC-2013.4 INTASC-2013.5</p>				
<p>Oral usage of English CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.4 CAEP-ACC-2013.3 CAEP-ACC-2013.3.3 CAEP-ACC-2013.3.4 INTASC-2013.10 INTASC-2013.4 INTASC-2013.5</p>				
<p>Written usage of English CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.4 CAEP-ACC-2013.3 CAEP-ACC-2013.3.3 CAEP-ACC-2013.3.4 INTASC-2013.10 INTASC-2013.4 INTASC-2013.5</p>				
<p>Adapts to changing needs of students and classroom CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.2 CAEP-ACC-2013.1.3 CAEP-ACC-2013.1.4 INTASC-2013.1 INTASC-2013.10 INTASC-2013.2 INTASC-2013.3 INTASC-2013.4 INTASC-2013.5 INTASC-2013.6 INTASC-2013.7 INTASC-2013.8 INTASC-2013.9 KY-MURRAY-CF.1</p>				
<p>Dependability and follow-through CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.3 CAEP-ACC-2013.3.3 CAEP-ACC-2013.3.4 CAEP-ACC-2013.4 CAEP-ACC-2013.4.2 INTASC-2013.10 INTASC-2013.9 KY-MURRAY-CF.2</p>				

Exhibits interest in students and a passion for teaching and learning CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.3 CAEP-ACC-2013.3.3 CAEP-ACC-2013.3.6 CAEP-ACC-2013.4 CAEP-ACC-2013.4.2 INTASC-2013.10 INTASC-2013.8 KY-MURRAY-CF.3				
Demonstrates regard for the learning and well being of every student CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.3 CAEP-ACC-2013.3.3 CAEP-ACC-2013.4 CAEP-ACC-2013.4.2 INTASC-2013.1 INTASC-2013.4 INTASC-2013.5 INTASC-2013.7 INTASC-2013.9 KY-MURRAY-CF.4				
Self-assured demeanor CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.3 CAEP-ACC-2013.3.3 CAEP-ACC-2013.3.4 CAEP-ACC-2013.4 CAEP-ACC-2013.4.2 INTASC-2013.6 INTASC-2013.9 KY-MURRAY-CF.5				
Demonstrates ethical and professional behavior as described in the Kentucky School Personnel Code of Ethics CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.3 CAEP-ACC-2013.3.3 CAEP-ACC-2013.3.4 CAEP-ACC-2013.3.6 CAEP-ACC-2013.4 CAEP-ACC-2013.4.2 INTASC-2013.10 INTASC-2013.9 KY-MURRAY-CF.6				

Evaluation of K12 Teacher Candidate by CT Overall

	Yes (2.000 pts)	No (1.000 pt)
Teacher Candidate has completed all required hours for this placement of student teaching		
At this time, teacher candidate is passing student teaching.		

Standards

- CAEP-ACC-2013.1** The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices to advance the learning of all students toward attainment of college and career-readiness standards.
- CAEP-ACC-2013.1.1** Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)[i] in the following categories: the learner and learning; content; instructional practice; and professional responsibility.
- CAEP-ACC-2013.1.2** Providers ensure candidates apply research and evidence in their practice and assessment of student learning
- CAEP-ACC-2013.1.3** Providers ensure completers apply content and pedagogical knowledge as reflected in SPA, NBPTS, or other accrediting bodies (e.g., CACREP, NASM, etc.)
- CAEP-ACC-2013.1.4** Providers ensure that completers demonstrate skills and commitment to afford all P-12 students access to rigorous college- and career-ready standards
- CAEP-ACC-2013.1.5** Providers ensure that completers model and apply technology standards to engage students and improve learning

- CAEP-ACC-2013.3** The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences and development of candidate quality is the goal of teacher preparation in all phases of the program.
- CAEP-ACC-2013.3.3** Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program
- CAEP-ACC-2013.3.4** The provider creates criteria for program progression and monitors candidates'™ advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates'™ developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.
- CAEP-ACC-2013.3.6** Candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies.
- CAEP-ACC-2013.4** The provider demonstrates the impact of its completers on student learning and development and the satisfaction of its completers with the relevance and effectiveness of their preparation
- CAEP-ACC-2013.4.2** The provider demonstrates that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.
- INTASC-2013.1** Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- INTASC-2013.10** Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
- INTASC-2013.2** Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- INTASC-2013.3** Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- INTASC-2013.4** Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- INTASC-2013.5** Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- INTASC-2013.6** Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's™ and learner's™ decision making.
- INTASC-2013.7** Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- INTASC-2013.8** Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

- INTASC-2013.9** Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- KY-KTS-08.1** THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE: The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.
- KY-KTS-08.10** PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION: The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.
- KY-KTS-08.2** THE TEACHER DESIGNS AND PLANS INSTRUCTION: The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
- KY-KTS-08.3** THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE: The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
- KY-KTS-08.4** THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION: The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
- KY-KTS-08.5** THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS: The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
- KY-KTS-08.6** THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY: The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.
- KY-KTS-08.7** REFLECTS ON AND EVALUATES TEACHING AND LEARNING: The teacher reflects on and evaluates specific teaching/learning situations and/or programs.
- KY-KTS-08.8** COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS: The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
- KY-MURRAY-CF.1** Inclusive -- Is an advocate for an inclusive community of people with varied characteristics, ideas, and worldviews.
- KY-MURRAY-CF.2** Responsible -- Considers consequences and makes decisions in a rational and thoughtful manner for the welfare of others; acts with integrity to pursue an objective with thoroughness and consistency.
- KY-MURRAY-CF.3** Enthusiastic -- Is eager and passionately interested in tasks that relate to beliefs about education.

**KY-
MURRAY-
CF.4** Caring -- Demonstrates regard for the learning and wellbeing of every student.

**KY-
MURRAY-
CF.5** Confident “ Exhibits certainty about possessing the ability, judgment, and internal resources needed to succeed as a teacher.

**KY-
MURRAY-
CF.6** Ethical “ Conforms to accepted professional standards of conduct by making decisions based on standards and principles established by the education profession.



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Longitudinal Report on Evaluation of K12 Teacher Candidate by University Supervisor
% Outstanding (OP) and Satisfactory Performance (SP)
N = Number of Teacher Candidates Evaluated

Elements	F14 N = 53			Sp15 N = 138			F15 N = 86		
	OP %	SP %	OP + SP	OP %	SP %	OP + SP	OP %	SP %	OP + SP
Knowledge of content and subject matter	81	17	98	75	22	97	69	31	100
Classroom and instructional planning	79	19	98	67	30	97	75	25	100
Uses a variety of effective teaching strategies	70	30	100	74	23	97	72	28	100
Designs instruction to teach thinking and problem-solving skills	68	30	98	58	39	97	61	39	100
Asks effective instructional questions/promotes classroom discussion	60	40	100	58	38	96	58	42	100
Uses instructional multimedia and technology	74	26	100	62	34	96	64	34	98
Uses Effective student motivation strategies	72	25	96	62	35	97	65	35	100
Designs instruction to meet key concepts of the discipline and aligned with standards	87	13	100	70	28	98	64	36	100
Helps all students learn at student's highest level	68	32	100	62	34	96	57	43	100
Works effectively with students of diverse ability levels	68	28	96	72	25	97	74	26	100
Works effectively with students of diverse ethnicity and race	68	26	94	73	25	97	76	23	99
Works effectively with students with exceptionalities	64	34	98	72	25	97	63	35	98
Writes instructional objective/learning targets to meet diverse student needs	68	30	98	58	40	98	59	41	100
Uses methods of respectful classroom discipline	77	23	100	72	25	97	75	25	100
Uses a variety of assessments including portfolios, open-ended response and performance tasks	55	45	100	62	33	95	57	41	98
Uses student assessment information and program data to meet instructional objectives	49	49	98	54	42	96	52	48	100
Demonstrates understanding of role as a teacher in the assessment process	55	43	98	62	33	95	55	45	100

Uses effective classroom management and organizational skills	68	32	100	63	33	96	74	26	100
Makes classroom decisions and solves problems as a reflective decision maker	66	34	100	68	29	97	66	34	100
Reflects on teaching and plans ways to improve effectiveness	79	21	100	70	26	96	68	32	100
Demonstrates understanding of importance of home/school/community involvement	58	40	98	62	35	97	60	37	98
Establishes positive working relationship with supervisors	92	8	100	86	12	98	90	10	100
Establishes positive working relationship with other teachers	91	8	98	86	12	98	85	12	97
Demonstrates emerging skills to enhance student learning	81	19	100	71	27	98	70	30	100
Professional appearance and grooming	89	11	100	86	14	100	84	16	100
Voice	75	25	100	78	20	98	73	27	100
Oral usage of English	87	13	100	79	20	99	77	23	100
Written usage of English	87	13	100	78	21	99	75	25	100
Adapts to changing needs of students and classroom	89	11	100	76	22	98	69	31	100
Dependability and follow-through	89	9	98	75	21	96	82	18	100
Exhibits interest in students and a passion for teaching and learning	92	8	100	78	20	98	84	16	100
Demonstrates regard for the learning and wellbeing of every student	92	8	100	80	17	97	81	19	100
Self-assured demeanor	77	23	100	69	28	97	73	27	100
Demonstrates ethical and professional behavior as described in the Kentucky School Personnel Code of Ethics	96	4	100	91	9	100	87	13	100

Evaluation of K12 Teacher Candidate by University Supervisor F15

by COE Admin

Assessment

Evaluation of K12 Teacher Candidate by US St and Disp

	Outstanding Performance (OP) (4.000 pts)	Satisfactory Performance (SP) (3.000 pts)	Making Progress (MP) (2.000 pts)	Not Making Progress (NMP) (1.000 pt)
Knowledge of content and subject matter CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.2 CAEP-ACC-2013.1.3 CAEP-ACC-2013.1.4 INTASC-2013.1 INTASC-2013.2 INTASC-2013.4 INTASC-2013.5 INTASC-2013.6 KY-KTS-08.1				
Classroom and instructional planning CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.2 CAEP-ACC-2013.1.3 CAEP-ACC-2013.1.4 INTASC-2013.1 INTASC-2013.2 INTASC-2013.3 INTASC-2013.4 INTASC-2013.5 INTASC-2013.6 KY-KTS-08.2				
Uses a variety of effective teaching strategies CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.2 CAEP-ACC-2013.1.3 CAEP-ACC-2013.1.4 INTASC-2013.1 INTASC-2013.2 INTASC-2013.3 INTASC-2013.8 KY-KTS-08.4				
Designs instruction to teach thinking and problem-solving skills CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.2 CAEP-ACC-2013.1.3 CAEP-ACC-2013.1.4 INTASC-2013.1 INTASC-2013.4 INTASC-2013.5 INTASC-2013.7 KY-KTS-08.2				
Asks effective instructional questions/promotes classroom discussion CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.2 CAEP-ACC-2013.1.3 CAEP-ACC-2013.1.4 INTASC-2013.1 INTASC-2013.2 INTASC-2013.3 INTASC-2013.8 KY-KTS-08.4				
Uses instructional multimedia and technology CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.5 INTASC-2013.1 INTASC-2013.4 INTASC-2013.7 KY-KTS-08.6				
Uses Effective student motivation strategies CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.2 CAEP-ACC-2013.1.3 CAEP-ACC-2013.1.4 INTASC-2013.1 INTASC-2013.3 INTASC-2013.4 INTASC-2013.5 INTASC-2013.8 KY-KTS-08.3				
Designs instruction to meet key concepts of the discipline and aligned with standards CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-				

2013.1.2 CAEP-ACC-2013.1.3 CAEP-ACC-2013.1.4 INTASC-2013.1 INTASC-2013.2 INTASC-2013.3 INTASC-2013.4 INTASC-2013.5 INTASC-2013.6 KY-KTS-08.2				
Helps all students learn at student's highest level CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.2 CAEP-ACC-2013.1.3 CAEP-ACC-2013.1.4 INTASC-2013.1 INTASC-2013.2 INTASC-2013.3 INTASC-2013.8 KY-KTS-08.4				
Works effectively with students of diverse ability levels CAEP-ACC- 2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.3 CAEP-ACC-2013.1.4 INTASC- 2013.1 INTASC-2013.3 INTASC-2013.7 INTASC-2013.8 KY-KTS-08.3				
Works effectively with students of diverse ethnicity and race CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.3 CAEP-ACC- 2013.1.4 INTASC-2013.1 INTASC-2013.2 INTASC-2013.3 INTASC-2013.4 INTASC- 2013.5 INTASC-2013.8 KY-KTS-08.3				
Works effectively with students with exceptionalities CAEP-ACC- 2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.2 CAEP-ACC-2013.1.3 CAEP-ACC- 2013.1.4 INTASC-2013.1 INTASC-2013.2 INTASC-2013.3 INTASC-2013.6 INTASC- 2013.7 INTASC-2013.8 KY-KTS-08.4				
Writes instructional objective/learning targets to meet diverse student needs CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.2 CAEP-ACC-2013.1.3 INTASC-2013.1 INTASC-2013.2 INTASC-2013.3 INTASC-2013.7 INTASC-2013.8 KY-KTS-08.4				
Uses methods of respectful classroom discipline CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.2 CAEP-ACC-2013.1.3 CAEP-ACC-2013.1.4 INTASC-2013.1 INTASC-2013.3 INTASC-2013.4 INTASC-2013.5 INTASC-2013.8 KY- KTS-08.3				
Uses a variety of assessments including portfolios, open-ended response and performance tasks CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.2 CAEP-ACC-2013.1.3 CAEP-ACC-2013.1.4 INTASC-2013.1 INTASC-2013.2 INTASC-2013.6 INTASC-2013.7 KY-KTS-08.5				
Uses student assessment information and program data to meet instructional objectives CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC- 2013.1.2 CAEP-ACC-2013.1.3 CAEP-ACC-2013.1.4 INTASC-2013.1 INTASC-2013.2 INTASC-2013.6 INTASC-2013.7 KY-KTS-08.5				
Demonstrates understanding of role as a teacher in the assessment process CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC- 2013.1.2 CAEP-ACC-2013.1.3 CAEP-ACC-2013.1.4 INTASC-2013.1 INTASC-2013.2 INTASC-2013.6 INTASC-2013.7 KY-KTS-08.5				
Uses effective classroom management and organizational skills CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.2 CAEP-ACC-				

2013.1.3 CAEP-ACC-2013.1.4 INTASC-2013.1 INTASC-2013.3 INTASC-2013.4 INTASC-2013.5 INTASC-2013.8 KY-KTS-08.3				
Makes classroom decisions and solves problems as a reflective decision maker CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.2 CAEP-ACC-2013.1.3 CAEP-ACC-2013.1.4 INTASC-2013.1 INTASC-2013.2 INTASC- 2013.6 INTASC-2013.7 KY-KTS-08.5				
Reflects on teaching and plans ways to improve effectiveness CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.2 CAEP-ACC-2013.1.3 CAEP-ACC-2013.1.4 INTASC-2013.6 KY-KTS-08.7				
Demonstrates understanding of importance of home/school/community involvement CAEP-ACC-2013.1 CAEP-ACC- 2013.1.1 CAEP-ACC-2013.1.2 CAEP-ACC-2013.1.4 INTASC-2013.10 KY-KTS-08.8				
Establishes positive working relationship with supervisors CAEP- ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.2 CAEP-ACC-2013.1.4 INTASC- 2013.10 KY-KTS-08.8				
Establishes positive working relationship with other teachers CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.2 CAEP- ACC-2013.1.4 INTASC-2013.10 KY-KTS-08.8				
Demonstrates emerging skills to enhance student learning CAEP- ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.2 CAEP-ACC-2013.1.4 INTASC- 2013.10 INTASC-2013.9 KY-KTS-08.10				
Professional appearance and grooming CAEP-ACC-2013.1 CAEP-ACC- 2013.1.1 CAEP-ACC-2013.3 CAEP-ACC-2013.3.3 CAEP-ACC-2013.3.6 CAEP-ACC- 2013.4 CAEP-ACC-2013.4.2				
Voice CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.4 CAEP-ACC- 2013.3 CAEP-ACC-2013.3.3 CAEP-ACC-2013.3.4 INTASC-2013.10 INTASC-2013.4 INTASC-2013.5				
Oral usage of English CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC- 2013.1.4 CAEP-ACC-2013.3 CAEP-ACC-2013.3.3 CAEP-ACC-2013.3.4 INTASC- 2013.10 INTASC-2013.4 INTASC-2013.5				
Written usage of English CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP- ACC-2013.1.4 CAEP-ACC-2013.3 CAEP-ACC-2013.3.3 CAEP-ACC-2013.3.4 INTASC- 2013.10 INTASC-2013.4 INTASC-2013.5				
Adapts to changing needs of students and classroom CAEP-ACC- 2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.2 CAEP-ACC-2013.1.3 CAEP-ACC- 2013.1.4 INTASC-2013.1 INTASC-2013.10 INTASC-2013.2 INTASC-2013.3 INTASC-				

2013.4 INTASC-2013.5 INTASC-2013.6 INTASC-2013.7 INTASC-2013.8 INTASC-2013.9 KY-MURRAY-CF.1				
Dependability and follow-through CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.3 CAEP-ACC-2013.3.3 CAEP-ACC-2013.3.4 CAEP-ACC-2013.4 CAEP-ACC-2013.4.2 INTASC-2013.10 INTASC-2013.9 KY-MURRAY-CF.2				
Exhibits interest in students and a passion for teaching and learning CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.3 CAEP-ACC-2013.3.3 CAEP-ACC-2013.3.4 CAEP-ACC-2013.3.6 CAEP-ACC-2013.4 CAEP-ACC-2013.4.2 INTASC-2013.10 INTASC-2013.8 KY-MURRAY-CF.3				
Demonstrates regard for the learning and well being of every student CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.3 CAEP-ACC-2013.3.3 CAEP-ACC-2013.4 CAEP-ACC-2013.4.2 INTASC-2013.1 INTASC-2013.4 INTASC-2013.5 INTASC-2013.7 INTASC-2013.9 KY-MURRAY-CF.4				
Self-assured demeanor CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.3 CAEP-ACC-2013.3.3 CAEP-ACC-2013.3.4 CAEP-ACC-2013.4 CAEP-ACC-2013.4.2 INTASC-2013.6 INTASC-2013.9 KY-MURRAY-CF.5				
Demonstrates ethical and professional behavior as described in the Kentucky School Personnel Code of Ethics CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.3 CAEP-ACC-2013.3.3 CAEP-ACC-2013.3.4 CAEP-ACC-2013.3.6 CAEP-ACC-2013.4 CAEP-ACC-2013.4.2 INTASC-2013.10 INTASC-2013.9 KY-MURRAY-CF.6				

Evaluation of K12 Teacher Candidate by US Overall

	Yes (2.000 pts)	No (1.000 pt)
Teacher Candidate has completed all required hours for this placement of student teaching		
At this time, teacher candidate is passing student teaching.		

Standards

CAEP-ACC-2013.1 The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices to advance the learning of all students toward attainment of college and career-readiness standards.

- CAEP-ACC-2013.1.1** Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)[i] in the following categories: the learner and learning; content; instructional practice; and professional responsibility.
- CAEP-ACC-2013.1.2** Providers ensure candidates apply research and evidence in their practice and assessment of student learning
- CAEP-ACC-2013.1.3** Providers ensure completers apply content and pedagogical knowledge as reflected in SPA, NBPTS, or other accrediting bodies (e.g., CACREP, NASM, etc.)
- CAEP-ACC-2013.1.4** Providers ensure that completers demonstrate skills and commitment to afford all P-12 students access to rigorous college- and career-ready standards
- CAEP-ACC-2013.1.5** Providers ensure that completers model and apply technology standards to engage students and improve learning
- CAEP-ACC-2013.3** The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences and development of candidate quality is the goal of teacher preparation in all phases of the program.
- CAEP-ACC-2013.3.3** Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program
- CAEP-ACC-2013.3.4** The provider creates criteria for program progression and monitors candidates'™ advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates'™ developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.
- CAEP-ACC-2013.3.6** Candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies.
- CAEP-ACC-2013.4** The provider demonstrates the impact of its completers on student learning and development and the satisfaction of its completers with the relevance and effectiveness of their preparation
- CAEP-ACC-2013.4.2** The provider demonstrates that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.
- INTASC-2013.1** Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- INTASC-2013.10** Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
- INTASC-2013.2** Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- INTASC-2013.3** Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- INTASC-2013.4** Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

- INTASC-2013.5** Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- INTASC-2013.6** Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- INTASC-2013.7** Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- INTASC-2013.8** Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- INTASC-2013.9** Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- KY-KTS-08.1** THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE: The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.
- KY-KTS-08.10** PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION: The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.
- KY-KTS-08.2** THE TEACHER DESIGNS AND PLANS INSTRUCTION: The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
- KY-KTS-08.3** THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE: The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
- KY-KTS-08.4** THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION: The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
- KY-KTS-08.5** THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS: The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
- KY-KTS-08.6** THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY: The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.
- KY-KTS-08.7** REFLECTS ON AND EVALUATES TEACHING AND LEARNING: The teacher reflects on and evaluates specific teaching/learning situations and/or programs.
- KY-KTS-08.8** COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS: The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

KY- MURRAY- CF.1	Inclusive -- Is an advocate for an inclusive community of people with varied characteristics, ideas, and worldviews.
KY- MURRAY- CF.2	Responsible â“Â Considers consequences and makes decisions in a rational and thoughtful manner for the welfare of others; acts with integrity to pursue an objective with thoroughness and consistency.
KY- MURRAY- CF.3	Enthusiastic â“ Is eager and passionately interested in tasks that relate to beliefs about education.
KY- MURRAY- CF.4	Caring -- Demonstrates regard for the learning and wellbeing of every student.
KY- MURRAY- CF.5	Confident â“Â Exhibits certainty about possessing the ability, judgment, and internal resources needed to succeed as a teacher.
KY- MURRAY- CF.6	Ethical â“ Conforms to accepted professional standards of conduct by making decisions based on standards and principles established by the education profession.