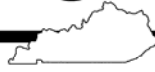

Guiding and Assessing Teacher Effectiveness



A Resource Guide for KTIP Participants

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Seventh Edition
March 2005



MID-YEAR KTIP COMMITTEE TIMELINE

The reference dates are only to be used as guidelines; however, the internship must conform to the instructional timelines referenced in 16 KAR 7:010.

Orientation Meeting

The first committee meeting is held prior to any formal classroom observation.

The first committee meeting is scheduled by the principal. All committee members and the intern must be present. Make sure the intern has his/her Statement of Eligibility (SOE), discuss the PGP and portfolio, and initiate portfolio development.

1–60 instructional days following the orientation meeting

The first set of observations is conducted by committee members.

The second committee meeting is scheduled by the principal. All committee members must be present and are joined later by the intern. Initiate the PGP and expand the portfolio.

By May 15

The Interim Report of the Teacher Internship Year (EPI-20) for spring semester interns is completed and filed with the Education Professional Standards Board.

61–110 instructional days following the orientation meeting

The second set of observations is conducted by committee members.

The third committee meeting is scheduled by the principal. All committee members must be present and are joined later by the intern. Update the PGP and expand the portfolio.

111–140 instructional days following the orientation meeting

The third set of observations is conducted by committee members.

The final committee meeting is scheduled by the principal. All committee members must be present and are joined later by the intern. Review PGP and portfolio. The KTIP committee makes professional judgment regarding satisfactory completion of the internship year.

By December 20

The Final Report of the Teacher Internship Year (EPI-12) is completed and filed with the Education Professional Standards Board.

FULL-YEAR KTIP COMMITTEE TIMELINE

The reference dates are only to be used as guidelines; however, the internship must conform to the instructional timelines referenced in 16 KAR 7:010.

Orientation Meeting

The first committee meeting is held prior to any formal classroom observation.

The first committee meeting is scheduled by the principal. All committee members and the intern must be present. Make sure the intern has his/her Statement of Eligibility (SOE), discuss the PGP and portfolio, and initiate portfolio development.

1–60 instructional days following the orientation meeting

The first set of observations is conducted by committee members.

The second committee meeting is scheduled by the principal. All committee members must be present and are joined later by the intern. Initiate the PGP and expand the portfolio.

61–110 instructional days following the orientation meeting

The second set of observations is conducted by committee members.

The third committee meeting is scheduled by the principal. All committee members must be present and are joined later by the intern. Update the PGP and expand the portfolio.

111–140 instructional days following the orientation meeting

The third set of observations is conducted by committee members.

The final committee meeting is scheduled by the principal. All committee members must be present and are joined later by the intern. Review PGP and portfolio. The KTIP Committee makes professional judgment regarding satisfactory completion of the internship year.

By May 1

The Final Report of the Teacher Internship Year (EPI–12) is completed and filed with the Education Professional Standards Board.

Notes:

1. If the intern's job starts or the committee assignment is made later than the beginning of the school year, or if school is closed for an extended period of time, the chairperson of the committee is expected to adjust the timeline accordingly, except for the May 1 date.
2. For interns that change vocational schools and/or vocational regions during the internship year, it is recommended that at least two observations be held by the new committee.
3. Every attempt should be made to schedule committee meetings in conjunction with the teacher educator observations.

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Since 1985, the Kentucky Teacher Internship Program (KTIP) has made significant contributions to the quality of teaching in Kentucky's classrooms. Recognizing the importance of providing support to new teachers, Kentucky has a long history of facilitating the induction of new professionals and establishing a culture of continuous growth for the profession.

In 1993, Kentucky's Education Professional Standards Board (EPSB) adopted the New Teacher Standards that define what beginning teachers are expected to know and do. Subsequently, KTIP was redesigned to ensure that the standards were used to enable a seamless transition from teacher preparation through induction. An increased emphasis was given to helping new teachers move through a process of professional growth designed to enhance their ability to reflect on and analyze their teaching and to make the curricular and instructional adjustments necessary for ensuring maximum student learning.

The EPSB appointed a Benchmark Committee in 1999 charged with establishing the criteria for demonstrating competence relative to the standards. These criteria will be incorporated into KTIP, as well as into all preparation programs and the Continuing Education Option for certification renewal and rank change. Benchmarking will provide valid and reliable information for use in determining the ability of prospective teachers to meet Kentucky standards, and will facilitate future evaluations of the KTIP process.

By every measure, KTIP is a successful program, and one that continues to improve. The EPSB is very appreciative of those who contribute to KTIP's progress and those who serve on internship committees. Through their efforts to support and guide Kentucky's new teachers, they foster the professional growth from which students in the classrooms continue to reap the benefits.

Dr. Phillip Rogers
Executive Director

The Kentucky Teacher Internship Program has grown and thrived for almost two decades because the state's education leaders have consistently and generously supported it. From the time the legislation was enacted in 1984, this program, known as KTIP, has been continuously reviewed and periodically revised to ensure that educators who guide and assess new teachers have the best tools at their disposal. The most significant program changes have come, however, in the last decade, since the Education Professional Standards Board (EPSB) was designated the state's governing body for teacher certification as part of the Kentucky Education Reform Act.

Standards for Kentucky's Teachers

One of the Board's first acts was to adopt seven New Teacher Standards that describe what new teachers *should know and be able to do*. When adopted, these standards, or broad categories describing teaching practice, resembled those being developed by national standard setting groups, most notably the National Board for Professional Teacher Standards. Kentucky's New Teacher Standards became the scaffolding for a comprehensive assessment system, a system that previously had relied simply on quantifying teaching behaviors evidenced during instruction. These new standards were designed to apply across subjects, settings, teaching styles and student groups. They were also designed to complement the KERA principles and goals for student learning.

Since 1994, when the standards were incorporated into the assessment system, several additional changes have been made in the program. Two standards were added – Knowledge of Content and Implementation of Technology. The portfolio became more structured and was given greater prominence since it allowed for a more robust, authentic kind of assessment than merely observing classroom behavior. The most recent change, the addition of benchmarks and a scoring process, is being introduced this year. The new process was developed in response to concerns about inconsistency in certification decisions made in different regions of the state. To address these and other issues, validity and reliability studies will be conducted by the EPSB next year as data is collected about intern performance.

New Materials to Accompany the New Scoring Process

In order to incorporate the benchmarking process into the KTIP assessment system, several changes have been made in program materials. Forms have been revised considerably. *The Observation Instrument* and *Portfolio Review Form* have been consolidated into the *Intern Performance Record* which will be used to record evidence for both observations and portfolio reviews. *The Record of Committee Meeting* and the *Interim and Final Reports* have been condensed into the more compact *Record of The Teacher Internship Year*. The KTIP handbook has been replaced by a resource guide, a more concise document than its predecessor. It is available on the EPSB Website. The first two sections of the new document, which is entitled *Guiding and Assessing Teacher Effectiveness: A Resource Guide for KTIP Participants* will be reproduced on paper and distributed to committee members during training and to interns at the beginning of the year. The printed sections discuss policies and procedures, describe participant roles and responsibilities and present forms with guidelines for use. The new process was approved by the EPSB in late January. The KTIP Development Committee, in concert with the EPSB Benchmark Committee, began the task of developing and field-testing program material as soon as the Board granted approval. Material was designed and field-tested in five regions across the state in February. The training package was produced in March and April for field-tests in May.

Contributions from Around the State

This task could not have been completed in time for summer training without the assistance of educators from around the state who made contributions with very little notice. Although space does not permit naming each contributor, I want to recognize those individuals who worked most closely with the project on behalf of the Development Committee.

For the seventh consecutive year, Julie Cleary, University of Kentucky, did a superb job leading the production team and serving as technical editor. She thoughtfully and patiently coordinated project pieces and ensured that they were impeccably presented. Angie Marrett, Jennie Reed and Susan Robbert spent time outside the normal workday, sometimes adjusting personal plans, to be sure the material was properly assembled and distributed in a timely fashion. Eight educators representing various school districts contributed a rich array of material to the training package: Jeanette Groth, Brenda Holmes, Gladys Peoples, and Carlos Verdecchia, Fayette County; Kelley White, Jessamine County; Anne Cochran, Kim Flanders, and Misty Hockersmith, Oldham County. Mike Peak, University of Louisville, did a marvelous job with producing and editing video footage. Jeff Jones consulted on several aspects of the project, including analysis of data from the field test. Dan Vantreese designed the attractive cover of the Guide and helped build the website. Sue Porter, Western Kentucky University, gave the forms shape and clarity. Karen Brittain, Vicki Leet and Barbara Young provided insightful advice about the content, style and usefulness of written material. We greatly appreciate the contributions of our partners without whom the project would not have come to fruition within the time limits. It was truly a collaborative endeavor.

Finally, we want to pay tribute the Education Professional Standards Board for their strong and persistent commitment to program excellence and teacher quality. We especially want to recognize the leadership of Dr. Marilyn Troupe, Director of the Division of Educator Preparation and Internship, in the EPSB administrative office, who offered encouragement, advice and critical financial support. KTIP is regarded nationally as a model of teacher induction because these leaders constantly seek ways to improve it. We trust this *work in progress* will nurture Kentucky's educators for many years to come.

Sharon Brennan
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KENTUCKY ADVISORY COUNCIL FOR INTERNSHIP (KACI)

The purpose of the Council is to offer advice and recommendations to the Education Professional Standards Board regarding the Kentucky Teacher Internship Program and the Kentucky Principal Internship Program.

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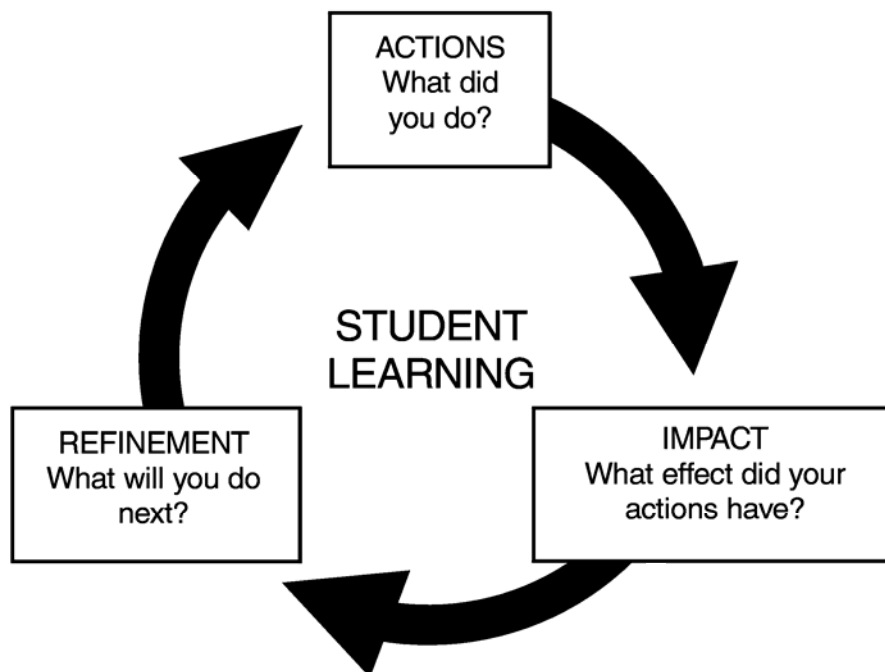
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ORIENTATION TO PROGRAM POLICIES AND PARTICIPANT RESPONSIBILITIES

Policies and Goals

We begin the Resource Guide with a brief orientation to program goals and participant responsibilities in an effort to clarify points that have proven confusing in the past. Policies that govern the program are delineated in the administrative regulation, 16 KAR 7:010 Section 2. Embedded in the policies, and the legislation in which they are rooted, is a tenet that effective teachers can promote high-level learning for *all* students. In order to highlight the important link between teaching and learning, we have created a model that places student learning at the center of teaching practice.



This model supports the program’s primary goal to help new teachers establish a strong foundation for life-long professional growth. As interns analyze instructional actions and decisions, they can identify specific areas that need to be strengthened. By centering reflection on learning outcomes, the model informs the Professional Growth Plan (PGP) which serves as the heart of the program.

The program’s success depends on participants remaining mindful of these basic tenets and goals in their work. Program success also depends on careful adherence to all policies and procedures outlined in the administrative regulation as participants carry out their responsibilities. These include the committee’s supervisory and assessment functions, accurate completion and timely submission of forms, adherence to timelines, and assurance that interns are fully apprised of their progress throughout the process. Since participant roles are similar to each other in some respects and distinct in others, we have delineated each participant’s responsibilities in checklist form. These checklists can serve as reminders of the critical procedures that must be followed during the year.

Roles and Responsibilities

Broadly construed, the committee's role is to guide and assess the intern's progress throughout the year using their professional expertise and the intern's role is to address all program requirements to the committee's satisfaction.

The Principal

The principal serves as chair of the intern committee and ensures that all program policies and procedures are followed correctly.

Responsibilities of this position include:

_____ Successfully completing training in supervising and assessing intern progress.

Timeline: **Upon assignment to the committee**

_____ Scheduling all committee meetings and observation visits/verifying Statement of Eligibility.

_____ Making three official one-hour observation visits to the intern's classroom and conducting a post-observation conference after each observation.

Note: Additional unofficial, formative observations may be made as needed.

_____ Conducting a lesson plan review prior to each of the three observations.

_____ Reporting progress observed and/or concerns to the committee at the scheduled committee meetings.

_____ Monitoring in-and-out of class time the resource teacher spends with the intern and signing Resource Teacher Time Sheets.

_____ Collecting and submitting all forms (e.g., the *Record of the Teacher Internship Year*) by the required deadlines for both mid-year and full-year interns to the School District KTIP/Vocational Coordinator, who then submits to the Education Professional Standards Board.

The Resource Teacher

The resource teacher serves as the primary guide in the intern's growth process.

Responsibilities of this position include:

_____ Meeting all requirements to serve as a resource teacher:

- Four (4) years of teaching experience,
- Master's Degree, its equivalent, or the accumulation of two thousand (2,000) hours of continuing professional activities.

Timeline: Upon assignment to the committee

Note: Resource teachers who have not met all requirements are not eligible to serve on a KTIP committee and should ask the principal to reassign the intern to another resource teacher.

_____ Successfully completing training in supervising and assessing intern progress.

Timeline: Upon assignment to the committee

_____ Making sure the intern has submitted a Statement of Eligibility/Confirmation of Employment Form to his/her employer.

Timeline: For fall semester – on or before October 15

For spring semester –on or before February 15

_____ Making sure the KTIP District Coordinator submitted the Statement of Eligibility/Confirmation of Employment Form to the Education Professional Standards Board.

Timeline: For fall semester – on or before October 15

For spring semester –on or before February 15

_____ Making sure the Intern had his/her KTIP Orientation with all three committee members prior to the first observation visit.

Timeline: Prior to first observation

_____ Completing the required 20 hours (suggested 10 hours per semester) of in-class mentoring hours for the year in the intern's classroom setting.

Timeline: By the end of the internship year

_____ Completing the required 50 hours (suggested 25 hours per semester) of out-of-class mentoring time for the semester.

Timeline: By the end of the internship year

(Examples of appropriate out-of-class mentoring activities: beginning-of-year support activities that address classroom management, lesson planning, assessment, etc., and activities that support growth areas identified in the Professional Growth Plan - PGP.)

Note: In documenting mentoring hours on the Resource Teacher's Time Sheet, always explain activities in detail as they relate to the intern's Professional Growth Plan. The operative question is: What did you do and why did you do it?

The following are examples of UNAPPROVABLE out-of-class mentoring activities:

- **Attending faculty meetings**
- **Attending ball games, dances, plays, parades, etc.**
- **Working concession stands for after school events**
- **Working bus duty or hall duty**
- **Attending baby or wedding showers or other parties**
- **Shopping at Wal-Mart or other stores**
- **KTIP Committee meetings**
- **Attending professional development activities/conferences together**
- **Attending SBDM, Consolidated Planning, or other committee meetings**

_____ Conducting a pre-observation conference with the intern prior to each formal observation.

_____ Assisting the intern in the development of the intern's PGP.

_____ Making three official one-hour observation visits to the intern's classroom and conducting a post-observation conference after each observation.

Note: Additional unofficial, formative observations may be made as needed.

_____ Conducting a lesson plan review prior to each of the three observations.

_____ Reporting progress observed and/or concerns to the committee at the scheduled committee meetings.

The Teacher Educator

The teacher educator serves as the college or university representative who helps the intern access research and other resources related to Kentucky's New Teacher Standards.

Responsibilities of this position include:

_____ Successfully completing training in supervising and assessing intern progress.

Timeline: Upon assignment to the committee

_____ Making three official one-hour observation visits to the intern's classroom and conducting a post-observation conference after each observation.

Note: Additional unofficial, formative observations may be made as needed.

_____ Conducting a lesson plan review prior to each of the three observations.

_____ Reporting progress observed and/or concerns to the committee at the scheduled committee meetings.

_____ Serving as a resource regarding information about instructional theory and techniques, literature, and material.

_____ Clarifying the connection between the intern's classroom performance and the content of the teacher education program, both to the intern and to the other members of the committee.

_____ Reporting information about the intern's performance when working with other program faculty in order to assess and modify teacher education programs.

Note: In no instance shall the confidentiality of the internship be violated — that is, information about the intern shall never be presented to the teacher education program in such a way that any member of a teacher internship committee or any teacher intern could be identified either directly or indirectly.

The Intern

The intern serves as the focal point of the committee's work who must complete all program requirements as outlined in the administrative regulation, 16 KAR 7:010 Section 2 under the supervision of the committee.

Responsibilities of this position include:

_____ Receiving a Statement of Eligibility.

Timeline: Before employment

_____ Giving the employer the Statement of Eligibility/Confirmation of Employment Form.

Timeline: Upon hire

_____ Distributing forms to committee members at the orientation.

Timeline: Before the end of the orientation.

_____ Receiving the name of the resource teacher who has been assigned to the committee.

Timeline: By October 15 for full-year interns

By February 15 for mid-year interns

Note: KTIP District Coordinator should be contacted if assignment has not been made in a timely fashion.

_____ Participating in the Orientation with the resource teacher, principal and teacher educator.

Timeline: Prior to any observation

_____ Spending the required 20 mentoring hours with the resource teacher (suggested 10 hours per semester) of in-class observation (intern's classroom) during the year.

Timeline: By the end of the internship year

_____ Spending the required 50 mentoring hours with the resource teacher (suggested 25 hours per semester) of out-of-class time during the year.

Timeline: By the end of the internship year

(Examples of appropriate activities: beginning-of-year support activities that address classroom management, lesson planning, assessment, etc., and activities that support growth areas identified in the PGP.)

_____ Ensuring that all committee members signed all required forms for the intern year.

Timeline: By the end of the internship year

- _____ Preparing for three official one-hour observations by each committee member during the year including submitting a written lesson plan to the observer in a timely fashion before each visit.

- _____ Participating in pre-observation and post-observation conferences with individual committee members in conjunction with each observation visit, as deemed appropriate.

- _____ Developing a portfolio for review at committee meetings and for presentation at each committee meeting.

- _____ Developing the PGP with the assistance of the resource teacher and presenting it to the committee members for their review and approval.

- _____ Participating in each of the four committee meetings as scheduled by the principal.

SECTION II

PROCEDURES AND DOCUMENTS FOR ASSESSING GROWTH

As outlined in *16 KAR 7:010 Section 2*, assessment of Kentucky’s teachers is based on the intern committee’s professional judgment determined through observation visits, portfolio reviews and discussions during committee meetings. To provide opportunities for assessment and guidance throughout the internship process, committee work is organized around three cycles. Assessment during the first two cycles is considered formative because the committee members are identifying growth areas to help the intern form the Professional Growth Plan. During Cycles I and II, committee members guide the intern based on assessment of classroom observations and portfolio material. Assessment during the third cycle is considered summative because committee members make a summary judgment about the level of progress achieved by the intern during the fourth committee meeting. The assessment process and guidelines for using the forms are discussed in detail during the orientation meeting that is held before the beginning of the first cycle.

Cycles for Assessing Progress

SCHEDULE FOR OBSERVATIONS AND COMMITTEE MEETINGS		
First Committee Meeting (Orientation)		
<u>Cycle I</u>	<u>Cycle II</u>	<u>Cycle III*</u>
<p>Resource Teacher: Lesson Plan Review Pre-observation Conference Observed Lesson Post-observation Conference</p> <p>Principal: Lesson Plan Review Observed Lesson Post-observation Conference</p> <p>Teacher Educator: Lesson Plan Review Observed Lesson Post-observation Conference</p>	<p>Resource Teacher: Lesson Plan Review Pre-observation Conference Observed Lesson Post-observation Conference</p> <p>Principal: Lesson Plan Review Observed Lesson Post-observation Conference</p> <p>Teacher Educator: Lesson Plan Review Observed Lesson Post-observation Conference</p>	<p>Resource Teacher: Lesson Plan Review Pre-observation Conference Observed Lesson Post-observation Conference</p> <p>Principal: Lesson Plan Review Observed Lesson Post-observation Conference</p> <p>Teacher Educator: Lesson Plan Review Observed Lesson Post-observation Conference</p>
<p>2nd Committee Meeting → Meet with intern Review Formative Portfolio Approve PGP Record Standard Markings</p>	<p>3rd Committee Meeting → Meet with intern Review Formative Portfolio Approve PGP Record Standard Markings</p>	<p>4th Committee Meeting Meet with intern Review Summative Portfolio PGP Update/Final Decision Record Standard Markings</p>
<p><small>*Committees may choose to use a videotaped lesson for the Cycle III observation.</small></p>		

Documents for Recording Progress

Five documents have been developed to record intern progress and/or verify work. This part of the guide describes each of them. The documents, and guidelines for using them, are also included for the intern's reference. Committee members received the Resource Guide during training.

KTIP Intern Performance Record (IPR): During each of the three cycles, committee members use the IPR to record evidence and decisions about progress related to each New Teacher Standard. Evidence is drawn from observations, conferences, and portfolio reviews.

Professional Growth Plan (PGP): The intern develops the PGP with the advice and consent of the Intern Committee. The PGP is reviewed and updated at each committee meeting. The intern and resource teacher should review the Guide for Using the PGP together during an initial meeting.

The Portfolio: The intern builds the portfolio under the guidance of the resource teacher. It is reviewed, and assessed, by each committee member during each cycle. The intern and resource teacher should review the Portfolio Contents Checklists for each cycle. The checklists should be included in the portfolio as organizers for the cycle evidence.

Resource Teacher's Time Sheet (RTT): The resource teacher completes the appropriate time sheet twice during the internship year and submits *electronically*. *Once the resource teacher, intern, and principal sign electronically it will be forwarded by the District KTIP Coordinator to the EPSB for approval.*

Record of Teacher Internship Year (RTIY): The principal completes the *online* RTIY during the fourth committee meeting.

STANDARD VIII THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE

HOLISTIC SCORING OF STANDARD VIII

In marking this standard, consider the extent to which the evidence reveals that the intern's applied content knowledge is aligned with the Content Standards, is based on sound pedagogical principles, and addresses the diverse needs and abilities of all students.

Satisfactory Performance on the Standard 3	Making Progress Toward Standard 2	Not Making Progress Toward Standard 1
---	--------------------------------------	--

ANALYTIC SCORING OF STANDARD VIII BENCHMARKS

The teacher:				
a. demonstrate command of subject knowledge within discipline.	3	2	1	NA
b. communicates accurate knowledge of content.	3	2	1	NA
c. guides students to understand content from various perspectives.	3	2	1	NA
d. demonstrates a repertoire of discipline-specific instructional strategies.	3	2	1	NA
e. connects content to real-life situations and other disciplines.	3	2	1	NA
f. identifies and addresses misconceptions related to the content.	3	2	1	NA
Evidence from Observation supporting Analytic Scores:				

STANDARD II THE TEACHER CREATES AND MAINTAINS A LEARNING CLIMATE FOR STUDENTS
--

HOLISTIC SCORING OF STANDARD II

In marking this standard, consider the extent to which the evidence reveals that the learning climate created and maintained by the intern is based on sound pedagogical principles and addresses the diverse needs and abilities of all students.

Satisfactory Performance on the Standard 3	Making Progress Toward Standard 2	Not Making Progress Toward Standard 1
---	--------------------------------------	--

ANALYTIC SCORING OF STANDARD II BENCHMARKS

The teacher:				
a. communicates high expectations for all students.	3	2	1	NA
b. supports student diversity and addresses individual needs.	3	2	1	NA
c. uses positive classroom management techniques that foster self-control and self-discipline to create and sustain a climate that motivates students to learn.	3	2	1	NA
d. facilitates mutual respect among class members through cooperative and independent learning activities.	3	2	1	NA
e. employs creative and flexible use of instructional time and materials.	3	2	1	NA
f. supports instruction through the creative, flexible, and safe use of physical space.	3	2	1	NA
Evidence from Observation supporting Analytic Scores:				

STANDARD III	THE TEACHER IMPLEMENTS/MANAGES INSTRUCTION
---------------------	---

HOLISTIC SCORING OF STANDARD III

In marking this standard, consider the extent to which the evidence reveals that the intern's instruction is aligned with the Content Standards, is based on sound pedagogical principles, and addresses the diverse needs and abilities of all students.

Satisfactory Performance on the Standard 3	Making Progress Toward Standard 2	Not Making Progress Toward Standard 1
---	--------------------------------------	--

ANALYTIC SCORING OF STANDARD III BENCHMARKS

The teacher:				
a. uses appropriate strategies to engage students in learning content that is aligned with the Kentucky Program of Studies and the Core Content for Assessment.	3	2	1	NA
b. uses both formative and summative assessment to guide instruction.	3	2	1	NA
c. implements instruction that addresses the abilities and the cultural attributes of all students in class.	3	2	1	NA
d. facilitates the engagement of students in a variety of tasks that reflect real-life situations.	3	2	1	NA
e. integrates media and technology into instruction.	3	2	1	NA
f. engages students in thinking and problem solving tasks.	3	2	1	NA

Evidence from Observation supporting Analytic Scores:

Analytic Scoring Key

- 3 – Benchmark satisfactorily demonstrated.**
- 2 – Benchmark partially demonstrated - some improvements are needed.**
- 1 – Benchmark not demonstrated - significant improvements are needed.**
- NA – Benchmark is not appropriate in this context.**

STANDARD IV**THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS ABOUT STUDENT KNOWLEDGE****HOLISTIC SCORING OF STANDARD IV**

In marking this standard, consider the extent to which the evidence reveals that the intern's assessment activities are aligned with the Content Standards, is based on sound pedagogical principles, and addresses the diverse needs and abilities of all students.

Satisfactory Performance on the Standard 3	Making Progress Toward Standard 2	Not Making Progress Toward Standard 1
---	--------------------------------------	--

ANALYTIC SCORING OF STANDARD IV BENCHMARKS

The Teacher:	3	2	1	NA
a. aligns assessment with the Kentucky Program of Studies and the Core Content for Assessment.	3	2	1	NA
b. uses multiple assessments and sources of data.	3	2	1	NA
c. uses formative and summative measures to monitor the progress of all students.	3	2	1	NA
d. provides assessments that address the diverse learning needs of all students.	3	2	1	NA
e. conducts individual and group analyses of learning.	3	2	1	NA
f. communicates the analysis of learning results to students and parents.	3	2	1	NA
g. promotes student self-assessment.	3	2	1	NA

Evidence from Observation and Portfolio Review supporting Analytic Scores:

STANDARD V THE TEACHER REFLECTS UPON AND EVALUATES TEACHING AND LEARNING**HOLISTIC SCORING OF STANDARD V**

In marking this standard, consider the extent to which the evidence reveals that the intern's reflection upon and evaluation of teaching and learning focus upon addressing the diverse needs and abilities of all students and consider alignment with the Content Standards and use of sound pedagogical principles.

Satisfactory Performance on the Standard 3	Making Progress Toward Standard 2	Not Making Progress Toward Standard 1
---	--------------------------------------	--

ANALYTIC SCORING OF STANDARD V BENCHMARKS

The teacher:	3	2	1	NA
a. focuses on student learning.	3	2	1	NA
b. describes a plan for improving instructional practice.	3	2	1	NA
c. describes a plan for advancing student learning.	3	2	1	NA
d. identifies professional growth needs.	3	2	1	NA

Evidence from Post-Observation Conference and Portfolio Review supporting Analytic Scores:

STANDARD VI**THE TEACHER COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS****HOLISTIC SCORING OF STANDARD VI**

In marking this standard, consider the extent to which the evidence reveals that the intern's collaborative activities are aligned with the Content Standards, are based on sound pedagogical principles, and address the diverse needs and abilities of all students.

Satisfactory Performance on the Standard 3	Making Progress Toward Standard 2	Not Making Progress Toward Standard 1
---	--------------------------------------	--

ANALYTIC SCORING OF STANDARD VI BENCHMARKS

The teacher:				
a. identifies situations when and where collaboration will enhance student learning.	3	2	1	NA
b. develops a plan for collaboration.	3	2	1	NA
c. engages in collaboration to improve student learning.	3	2	1	NA
d. analyzes the results of collaborative efforts.	3	2	1	NA

Evidence from Portfolio Review supporting Analytic Scores:

STANDARD VII**THE TEACHER EVALUATES HIS/HER TEACHING PERFORMANCE AND IMPLEMENTS A PROFESSIONAL DEVELOPMENT PLAN****HOLISTIC SCORING OF STANDARD VII**

In marking this standard, consider the extent to which the evidence reveals that the intern has implemented a professional development plan designed to increase his/her ability to implement the Content Standards, use of sound pedagogical principles, and address the diverse needs and abilities of all students.

Satisfactory Performance on the Standard 3	Making Progress Toward Standard 2	Not Making Progress Toward Standard 1
---	--------------------------------------	--

ANALYTIC SCORING OF STANDARD VII BENCHMARKS

The teacher:				
a. assesses his/her professional performance level.	3	2	1	NA
b. identifies priority needs of professional development.	3	2	1	NA
c. designs a plan to address professional growth needs in priority area(s).	3	2	1	NA
d. shows evidence of professional growth resulting from the implementation of the plan.	3	2	1	NA

Evidence from Portfolio Review supporting Analytic Scores:

STANDARD IX**THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY****HOLISTIC SCORING OF STANDARD IX**

In marking this standard, consider the extent to which the evidence reveals that the intern's use of technology is aligned with the Content Standards, is based on sound pedagogical principles, and addresses the diverse needs and abilities of all students.

Satisfactory Performance on the Standard 3	Making Progress Toward Standard 2	Not Making Progress Toward Standard 1
---	--------------------------------------	--

ANALYTIC SCORING OF STANDARD IX BENCHMARKS

The teacher:				
a. uses multiple applications to support student learning.	3	2	1	NA
b. selects appropriate technology to enhance instruction.	3	2	1	NA
c. integrates student use of technology.	3	2	1	NA
d. addresses special learning needs through technology.	3	2	1	NA
e. promotes ethical and legal use of technology disciplines.	3	2	1	NA

Evidence from Observation and Portfolio Review supporting Analytic Scores:

NOTE: Identify the electronic resources available to the intern and his/her students.

Analytic Scoring Key

- 3 – Benchmark satisfactorily demonstrated.**
- 2 – Benchmark partially demonstrated - some improvements are needed.**
- 1 – Benchmark not demonstrated - significant improvements are needed.**
- NA – Benchmark is not appropriate in this context.**

Strengths and Priority Areas for Growth

The signatures below verify that the analytic scores and supporting evidence and the holistic score for each Standard have been discussed with the intern.

Observer's Name (print) _____

Observer's Signature _____

Intern's Signature _____

GUIDELINES FOR COMPLETING THE INTERN PERFORMANCE RECORD (IPR)

The *Intern Performance Record (IPR)* serves as the repository and official record for all data regarding an intern's progress as it relates to each of Kentucky's nine New Teacher Standards. All data, or information, that is used to support decisions about progress for each standard (e.g., written evidence, analytic and holistic scores) should be recorded on this form. Before using the IPR for the first time, carefully review these guidelines.

Definitions

Benchmarks are considered reference points for assessment that signal expectations for performance and serve as descriptors for determining analytic scores.

Evidence is defined as a description of what is actually seen during an observation and/or reviewed in written material the intern has generated in a lesson plan or portfolio. Evidence supports standard ratings. See *Guidelines for Collecting Evidence* for a more detailed explanation of this aspect of the data collection process.

An **Analytic Score** is a numerical rating that represents your professional judgment about an intern's progress in relation to a specific benchmark within a standard (that is linked to specific recorded evidence).

A **Holistic Score** is a numerical rating that represents your professional judgment about an intern's overall progress about a particular standard.

Professional Judgment relates to your determination of an intern's progress at the time you assess it and is based on evidence collected during observation visits or portfolio reviews.

Mentoring relates to the guidance you provide an intern by supporting, listening, clarifying and challenging his or her practice. The purpose of mentoring is to promote professional growth, confidence, satisfaction and to foster long-term collaboration.

Procedure for Completing the IPR

Follow this five-step procedure to record data for each standard based on your assessment of the intern's progress for the cycle in which you are working.

1. Review the benchmarks in the section labeled *Analytic Scoring of Standard — Benchmarks* to put these reference points in the forefront of your mind as you assess progress.
2. Record *Evidence* from observations and portfolio reviews in the space on the form labeled *Evidence ... supporting Analytic Scores*.
3. Relate the *Evidence* you have collected to appropriate benchmark(s) located in the section labeled *Analytic Scoring of Standard — Benchmarks*.
4. In the section labeled *Analytic Scoring of Standard — Benchmarks* circle the number (3, 2, or 1) for all benchmarks that relate to evidence you have recorded. Make sure that the evidence you have recorded for this standard supports the analytic score. (See the legend on the IPR for explanation of the rating scale.)
5. In the section labeled *Holistic Scoring of Standard* — circle the number (3, 2, or 1) that best corresponds with your professional judgment about progress on that standard. Make sure that the evidence you have recorded for this standard supports the holistic score. (See the legend on the IPR for explanation of the rating scale.)

GUIDELINES FOR COLLECTING EVIDENCE

Clear, specific, objective evidence is critical to ensure accurate, fair data collection (*data collection that supports assessment decisions based on the professional judgment of committee members*). Evidence describes **what you actually see** when observing or find when reviewing a portfolio. Admittedly evidentiary notes represent perceptions; however, it is important to represent events as precisely and objectively as possible in order to minimize interpretation. Notes that serve as evidence should be accurate and complete enough so, later on, you can recall what you saw during an observation or found reviewing the portfolio. These notes inform your assessment decision about the standard. It is not necessary to record every single event you observe, but rather, to include examples of those events that clearly address the benchmarks and inform your standard marking. You will use evidence to explain your assessment decisions during mentoring sessions with interns, committee meetings, and possibly in appeal hearings should you serve on a committee that decides not to recommend an intern for certification.

It is important to distinguish evidentiary notes taken for assessment purposes from interpretive notes that are used for mentoring. Interpretive notes, created after the data have been collected, help you analyze and prioritize data in preparation for conferences and/or committee meetings.

Example of Evidentiary and Interpretive Notes for Standard III:

Evidence from Observation Supporting Analytic Score

Evidentiary Notes:

Students in this third grade class have baggies containing straws with twist-ties on their desks. The teacher (T) is in front of the chalkboard facing the class.

The word perimeter is written on the board.

T: *What is this word?*

Class in chorus: *perimeter.*

T: *What does it mean?*

T: *If perimeter is measuring and adding all sides, can I measure one side of a triangle and have the perimeter?*

Sammy: *No.*

T: Turns to the class and asks: *Is Sammy right?*

T: *Why wouldn't one side of a triangle measure the perimeter?*

T: *I want everyone to measure the perimeter of one of the shapes they created.*

T: Circulates around the room while children work.

T: *What did you find?*

Mary: *5 inches.*

T: *What did you do to get that answer?*

Interpretive Notes:

Students seem engaged in the lesson.

They seem to understand the concept; they are listening and following directions well.

PROFESSIONAL GROWTH PLAN

Intern _____

SSN _____

School _____

District _____

My Strengths related to the New Teacher Standards:

My Areas for Professional Growth: (Mark Priority Areas with an asterisk *.)

ACTION PLAN FOR PROFESSIONAL GROWTH

Area for Growth: _____	Standard # _____	Date _____
I will take the following actions to address this Area for Growth:		
I will provide the following evidence of the impact of my actions in my portfolio and/or classroom:		

ACTION PLAN FOR PROFESSIONAL GROWTH

Area for Growth: _____	Standard # _____	Date _____
I will take the following actions to address this Area for Growth:		
I will provide the following evidence of the impact of my actions in my portfolio and/or classroom:		

ACTION PLAN FOR PROFESSIONAL GROWTH

Area for Growth: _____	Standard # _____	Date _____
I will take the following actions to address this Area for Growth:		
I will provide the following evidence of the impact of my actions in my portfolio and/or classroom:		

ACTION PLAN FOR PROFESSIONAL GROWTH

Area for Growth: _____	Standard # _____	Date _____
I will take the following actions to address this Area for Growth:		
I will provide the following evidence of the impact of my actions in my portfolio and/or classroom:		

ACTION PLAN FOR PROFESSIONAL GROWTH

Area for Growth:	Standard #	Date
I will take the following actions to address this Area for Growth:		
I will provide the following evidence of the impact of my actions in my portfolio and/or classroom:		

ACTION PLAN FOR PROFESSIONAL GROWTH

Area for Growth:	Standard #	Date
I will take the following actions to address this Area for Growth:		
I will provide the following evidence of the impact of my actions in my portfolio and/or classroom:		

GUIDELINES FOR USING THE PROFESSIONAL GROWTH PLAN (PGP)

Purpose of the PGP

The PGP is designed to guide professional growth by documenting the intern's strengths and areas for professional growth and describing the specific actions the intern will take to address these growth areas.

Organization of the PGP

On the front page of the PGP below the spaces for the intern's name, social security number, school and district are two sections which could be completed by the intern using feedback from committee members and insights gained from reflecting on his/her teaching effectiveness and student learning.

- **My strengths related to the New Teacher Standards.**

In this section, the intern should describe those aspects of his/her teaching performance, knowledge, and skills which the intern believes contribute to student learning and meeting the New Teacher Standards.

- **Areas for Professional Growth**

In this section, the intern should describe those aspects of his/her teaching performance, knowledge and skills which need to be addressed to improve or extend his/her teaching effectiveness and meet the New Teacher Standards. Priority Areas are those identified areas for growth which the intern believes interfere with teaching effectiveness and student learning and may jeopardize meeting one or more New Teacher Standards.

On the inside and back page of the PGP are Action Plans for Professional Growth. Each of these plans consists of three sections:

- **Area for Growth**

In this section, the intern should enter a specific identified area for professional growth from the front page of the PGP. Each area for growth should be related to a specific New Teacher Standard and dated. (The intern first should develop Action Plans for Priority Areas of Growth.)

- **I will take the following actions to address this Area for Growth.**

In this section the intern should describe what he/she will do to address the area for growth and identify the assistance needed to carry out these actions.

- **I will provide the following evidence of the impact of my actions in my portfolio and/or classroom.**

In this section, the intern should describe the portfolio and/or observation evidence which he/she will provide to indicate progress in implementing the action plan.

DEVELOPING THE PGP

During the orientation meeting, the committee and intern will review the purpose and format of the PGP.

During the first observation cycle, the intern will use feedback from committee members and insights gained from reflecting on his/her teaching effectiveness and student learning to initiate PGP development. The intern will identify and then record on the PGP his/her strengths related to the New Teacher Standards and his/her areas for professional growth. Working with the resource teacher the intern will identify priority areas for growth and develop an Action Plan for Professional Growth for each identified priority area.

Before meeting with the intern at the second committee meeting, the committee will use their analytic scores and supporting evidence to discuss and then reach consensus on their perceptions of the intern's strengths and priority area for growth. The committee will then review the intern's PGP.

The committee then meets the intern to reconcile the strengths and priority areas for growth identified by the committee with those identified by the intern on his/her PGP to agree on the intern's professional growth activities for Cycle II and the assistance and documentation needed for the activities.

GUIDELINES FOR UPDATING THE PROFESSIONAL GROWTH PLAN

During the second observation cycle, the intern will use the feedback from committee members and insights gained from reflections on teaching effectiveness and student learning to update the PGP. The intern will identify and record on the PGP any new strength related to the New Teacher Standards and any new areas for professional growth. Working with the resource teacher, the intern develops an Action Plan for Professional Growth for any new growth areas considered to be priority areas. The intern should be sure to provide portfolio documentation of the progress in addressing priority areas for growth identified in Cycle I.

Before meeting with the intern at the third committee meeting, the committee will use their analytic scores and supporting evidence to discuss and then reach consensus on their perceptions of any new intern strengths and/or priority areas for growth. The committee will also review the intern's PGP and progress in addressing priority areas for growth identified in Cycle I.

The committee meets with the intern to discuss progress in addressing areas for growth and reconcile any new strengths and new priority areas for growth identified by the committee with those identified by the intern on the PGP. The committee and intern will agree on the new/continued professional growth activities for Cycle III and the assistance and documentation needed for these activities.

PREPARING FOR CONTINUED PROFESSIONAL GROWTH

During the third cycle of observations, the intern will compile his/her Summative Portfolio. As part of this process the intern will continue to use committee feedback and personal insights to identify his/her strengths and areas for growth. The intern will be sure to document the progress made in addressing the priority areas for professional growth in the PGP, describe his/her strengths as a teacher identified during the internship and identify any area(s) for growth which need to be addressed during the remainder of the school year and/or the next school year.

The committee will review the intern's progress in addressing the priority areas for growth on the PGP to establish that satisfactory progress has been made in addressing these growth areas. In addition, the committee will work with the intern to identify areas for new/continued professional growth in the next school year.

IMPORTANT REMINDER

The PGP is the primary source of documentation that shows the intern has been afforded due process during the internship; therefore, the PGP must:

- list all priority areas for professional growth as they relate to specific standards,
- identify any priority growth areas judged to be serious enough to jeopardize the satisfactory completion of the internship,
- clearly list specific actions the intern must take to demonstrate progress in identified priority growth areas,
- clearly state and document any assistance provided to the intern.

GUIDELINES FOR BUILDING AND ASSESSING THE PORTFOLIO

Purpose of the Portfolio

The portfolio provides a way for the intern to document progress on Kentucky's New Teacher Standards, particularly those that are not easily observed in the classroom (i.e., Standards I, IV, V, VI, VII, and IX). The portfolio is built over the internship year as interns prepare *specified* entries for committee review during each cycle. Requirements for submitting portfolio entries, which are outlined in the portfolio checklists, are discussed during the first meeting of the committee which is referred to as the Orientation.

Committee Assessment of the Portfolio

The portfolio is assessed incrementally when entries are submitted at the second, third and fourth committee meetings. During the second and third committee meetings, assessment of the portfolio is considered formative because committee feedback given about the impact of individual lessons on learning is intended to help interns hone their reflective skills. During the fourth committee meeting, portfolio assessment is considered summative because the entries represent evidence of growth over the year. These entries serve as data for making decisions about the final standard markings on the Record of the Teacher Internship Year.

Submission of Portfolio Entries

Requirements for portfolio entries are outlined on the portfolio checklists that are provided for each cycle. Interns are strongly encouraged to use the checklists as organizers for assembling entries. To facilitate the review process, interns are also advised to assemble entries in the order suggested on the checklists.

Designing Lesson Plans as Portfolio Building Blocks

Lesson plans represent major building blocks in the portfolio development process and provide significant evidence for formative assessment decisions made during Cycles I and II. As interns prepare individual lesson plans during Cycles I and II, they are learning how to prepare components of the Instructional Sequence, the centerpiece of Cycle III. Consequently, portfolio entries for each cycle should explain, through the objectives, how each plan relates to a larger unit of study.

Written plans provide a way for interns to explain instructional decisions, the impact of those decisions on learning, and their plan for refining instruction that results from analyzing specific student work samples. For Cycles I and II, completed plans, including student work samples, are submitted as evidence of progress on Standards I, IV, V, VIII, and IX. Preliminary plans, that are submitted before lessons are observed, provide evidence of progress on Standard I as well as VIII and IX. Written reflections completed after the observation visit, when the intern has analyzed assessment data and reflected about the impact on student learning, provide evidence of Standards IV and V.

To address Standard V, written reflections should include:

- detailed analyses of instruction in relation to learning outcomes for specific students, and
- clear descriptions of future plans to reinforce and extend understanding, particularly for students who did not make satisfactory progress.

Developing the Instructional Sequence

The instructional sequence consists of at least three related lessons aimed at teaching concepts, skills, or processes that are representative of, and embedded in, a larger unit of instruction. This entry provides important evidence for summative assessment, conducted during Cycle III, because it shows how several of the Kentucky New Teacher Standards (e.g., I, IV, V, VIII, and IX) are woven together into one coherent, cohesive piece across time. The sequence allows interns to show how connections are made to teach concepts between and among lessons and across content areas. The sequence provides evidence of how interns:

- develop long-range goals and objectives in relation to state and national learning standards,
- help students develop conceptual understandings about subject matter,
- develop appropriate assessment measures, and
- analyze the impact of instruction on student learning through analytical commentary.

Producing a Videotaped Lesson for Cycle III Assessment

Committees may choose to allow the intern to replace the three independent observations that occur in Cycle III with one videotaped lesson that is part of the sequence. Choosing this option allows all three committee members to observe the same lesson separately or together. It is important to note, however, that when this option is chosen, interns must remember to include all three written plans from the sequence in the portfolio. If the videotape option is chosen, the intern may highlight the beginning of the sequence when the concept is introduced, the middle of the sequence when students are developing conceptual understanding, or the end of the sequence during the culminating activity. Guidelines for videotaping are provided in Part III of the Resource Guide.

Filing the Portfolio at the Completion of the Internship

At the completion of the internship program, successful interns may keep their portfolios. In cases where an intern does not receive a committee recommendation for certification, the portfolio must be submitted to the Kentucky Education Professional Standards Board with all [original] committee reports.

Note: Videotape material and student work included in the portfolio are considered confidential and may not be used for any public presentation unless the intern has secured expressed written permission from the parents of students who are highlighted.

LESSON PLAN FORMAT

Name: _____ Date: _____ Age/Grade Level: _____

Subject: _____ # of Students: _____ # of IEP Students: _____

Major Content: _____ Unit Title _____

ACTIONS – Described prior to observation

Goals and Objectives –

Clearly state your broad goals and specific objectives which identify the content and skills/processes to be taught and formally assessed. Identify essential questions you want to address.

Connections –

List targeted learning objectives and explain how your objectives relate to Kentucky Learner Goals and standards for learning content established by professional organizations. (Note: Do not simply list the related goals and/or standards.)

Context –

Clearly describe how these objectives and this lesson relate to your broad goals for teaching about the topic. Explain the major focus of the unit to which this lesson plan belongs, and how the lesson relates to the unit. Address any personal, social, cultural, and global concerns that will be relevant to student learning.

Resources –

List resources (i.e., all materials including specific technology applications) which will be used during the lesson. Attach printed material to be used with students.

Procedures –

Describe the strategies and activities you will use to involve students and accomplish your objectives including how you will trigger prior knowledge and adapt strategies to meet individual student needs and the diversity in your classroom.

Student Assessment –

Clearly state how you will assess student progress in meeting the above objectives, including performance criteria you will use. Attach written assessment measures used in relation to the lesson.

IMPACT – Prepared after the lesson and post-observation conference

Reflection/Analysis of Teaching and Learning –

Discuss student progress in relation to the stated objectives (i.e., what they learned with indicators of achievement). Discuss success of instruction as it relates to assessment of student progress. Include three student samples (high, average, low) and an analysis of their performance based on assessment results.

REFINEMENT – Prepared after the lesson and post-observation conference

Lesson Extension/Follow-up –

Based on your reflection, discuss plans for subsequent lessons to reinforce and extend understanding particularly for students who did not make satisfactory progress.

Note: All three sections (*ACTIONS*, *IMPACT*, AND *REFINEMENT*) should be included in your portfolio for review by each committee member.

FORMATIVE PORTFOLIO CONTENTS CHECKLIST

Cycle I

_____ Introduction to school, classroom, and teacher

- Discussion of the impact of contextual factors on the teaching-learning process. This discussion should consider the influence of the community and school populations, the physical features of the classroom including the availability of technology for teacher and students, and the characteristics of students including age, gender, ethnicity/race, special needs, skills and prior knowledge and achievement/developmental levels.
- Teaching philosophy

_____ Complete lesson plans (Actions, Impact, Refinement) for the lessons observed during Cycle I by the:

- Resource Teacher
- Principal
- Teacher Educator

_____ Evidence of assessment and communication of learning results including:

- Samples of assessment measures used
- Samples of performance criteria/scoring guides/rubrics
- Samples of student work and feedback including samples of the work of high, average, and low achievers

_____ Evidence of collaborative activities including:

- Description of collaborative efforts and their purposes/goals
- Discussion of the impact of collaborative efforts on student learning and instructional effectiveness
- Identification of continued and/or new collaborative efforts to improve student learning and instructional effectiveness.

_____ Professional Growth Plan

- Identification of strengths related to the New Teacher Standards
- Identification of areas for professional growth which need to be addressed
- Description of the actions to be taken to address the identified areas for professional growth
- Description of the portfolio and/or observation evidence to be provided to indicate progress in implementing the actions.

_____ Evidence of professional development activities including:

- Description of professional development activities
- Discussion of the impact of professional development activities on instructional development activities on instructional effectiveness and student learning
- Identification of any continued and/or new professional development activities to improved instructional effectiveness and student learning.

_____ Evidence of implementation of technology including:

- Discussion of the applications of technology used to support student learning and the reason(s) for selecting each application
- Discussion of the impact of the technology used on student learning including how special learning needs were addressed through technology
- Identification of any continued and/or new uses of technology to improve student learning and instructional effectiveness

_____ Copies of the Intern Performance Records for the lessons observed by the:

- Resource Teacher
- Principal
- Teacher Educator

_____ Copy of the Resource Teacher's Time Sheet for the First Half of the Internship showing in-class and out-of-class hours completed up to the Second Committee Meeting

FORMATIVE PORTFOLIO CONTENTS CHECKLIST

Cycle II

_____ Introduction to the school, classroom and teacher

- Discussion of the impact of any new contextual factors on the teaching/learning process
- Teaching philosophy (revised as needed)

_____ Complete lesson plans (Actions, Impact, Refinement) for the lessons observed during Cycle II by the:

- Resource Teacher
- Principal
- Teacher Educator

_____ Evidence of assessment and communication of learning results including:

- Additional samples of assessment measures used
- Additional samples of performance criteria/scoring guides/ rubrics
- Additional samples of student work and feedback including samples of work of high, average and low achievers.

_____ Evidence of collaborative activities including:

- Description of any continued and/or new collaborative efforts and their purposes/goals
- Discussion of the impact of continued and/or new collaborative efforts on student learning and instructional effectiveness
- Identification of continued and/or new collaborative efforts to improved student learning and instructional effectiveness

_____ Professional Growth Plan

- Identification of new strengths related to the New Teacher Standards
- Identification of new areas for professional growth which need to be addressed
- Description of the actions to be taken to address the new identified areas for professional growth
- Description of the portfolio and/or observation evidence to be provided to indicate progress in implementing the new actions.

_____ Evidence of professional development activities including:

- Discussion of the progress made in addressing the identified Areas of Growth identified on the Professional Growth Plan
- Description of any continued and/or new professional development activities
- Discussion of the impact of professional development activities on instructional effectiveness and student learning
- Identification of any continued and/or new professional development activities to improve instructional effectiveness and student learning.

_____ Evidence of the implementation of technology including:

- Discussion of any continued and/or new applications of technology used to support student learning and the reasons for selecting each application
- Discussion of the impact of the technology used on student learning including how special learning needs were addressed through technology
- Identification of any continued and/or new uses of technology to improve student learning and instructional effectiveness

_____ Copies of the Intern Performance Records for the lessons observed during Cycle II by the:

- Resource Teacher
- Principal
- Teacher Educator

_____ Copy of Resource Teacher's Time Sheet for the Second Half of the Internship showing in-class and out-of-class hours completed up to the third committee meeting

SUMMATIVE PORTFOLIO CONTENTS CHECKLIST

Cycle III

_____ Introduction to the school, classroom and teacher

- Discussion of how identified contextual factors facilitated and/or acted as barriers to instructional effectiveness and student learning.
- Teaching philosophy (final version)

_____ Overview of the instructional unit that encompasses the instruction sequence including:

- Unit goals and/or essential questions for learning
- Alignment of goals with core content, Kentucky Program of Studies and/or national content standards when appropriate
- Unit assessment plan which describes pre- and post-assessments aligned with goals and formative assessment that will be used to monitor student progress during unit.

_____ Instructional Sequence: Complete lesson plans for the three representative lessons from the unit observed by the Internship Committee. Each plan should include:

- Actions – objectives, connections, context, resources, procedures, and assessment (assessment measures with performance criteria/rubrics)
- Impact – Analysis of assessment data for the whole class and three students (high, average, and low achievers) to determine the extent to which the whole class and the three individual students achieve the lesson objectives (provide samples of the three students' responses). Discuss possible barriers to student learning and ways to strengthen student learning
- Refinement – Based on your reflection, discuss plans to reinforce and extend student understanding in subsequent lessons

_____ Evidence of collaborative activities including:

- Description of any continued and/or new collaborative efforts and their purposes/goals
- Discussion of the how collaborative efforts during the year have improved student learning and instructional effectiveness
- Identification of possible future collaborative activities.

_____ Professional Growth Plan

- Identification of new strengths related to the New Teacher Standards
- Identification of new areas for professional growth which need to be addressed
- Description of the actions to be taken to address the new identified areas for professional growth
- Description of the portfolio and/or observation evidence to be provided to indicate progress in implementing the new actions.

_____ Evidence of professional development activities including:

- Discussion of the progress made in addressing the Areas of Growth identified on the Professional Growth Plan
- Description of any continued and/or new professional development activities
- Discussion of how professional development activities during the year have improved instructional effectiveness and student learning
- Identification of possible areas for professional growth to be addressed next year

_____ Evidence of the implementation of technology including:

- Description of the applications of technology used in the unit to support student learning and the reasons for selecting each application
- Discussion of the impact of the applications of technology used during the year on student learning including how special learning needs were met through the use of technology
- Identification of continued and/or new uses of technological applications to be used in the next year

_____ Copies of the Intern Performance Records for the lessons observed during Cycle III by the:

- Resource Teacher
- Principal
- Teacher Educator

_____ Copy of completed Resource Teacher's Time Sheet for the Second Half of the Internship

Out-of-Class Mentoring Activity and Purpose (Explain what you did and why you did it.)	Date	Length of Time
TOTAL OUT-OF-CLASS MENTORING TIME (minimum of 25 hours required)		

The signatures below certify that the in-class and out-of-class times reported on this form are accurate and the mentoring activities described were designed to support the intern’s professional growth per 704 KAR 20:690.

Intern _____ Date: _____

Resource Teacher _____ Date: _____

Principal _____ Date: _____

FOR OFFICE USE ONLY	
_____ Documented mentoring activities are appropriate.	
_____ Checked (✓) mentoring activities are not appropriate.	Date Reviewed _____

Resource Teacher's Time Sheet for the Second Half of Internship
 (to be completed online at www.kyepsb.net)

Intern _____ Social Security Number _____		
Subject/Grade Taught _____		
School _____	District _____	
Resource Teacher _____ Social Security Number _____		
In-Class Mentoring Activity and Purpose (Explain what you did and why you did it.)	Date	Length of Time
SAMPLE: Observed intern's use of technology in the classroom. He/she used a Power Point presentation for a lesson plan on Life Science. Students appeared to like presentation and interacted well with intern and lesson.	00/00/00	3 hrs.
TOTAL IN-CLASS MENTORING HOURS (minimum of 10 hours required)		

Out-of-Class Mentoring Activity and Purpose (Explain what you did and why you did it.)	Date	Length of Time
TOTAL OUT-OF-CLASS MENTORING TIME (minimum of 25 hours required)		

The signatures below certify that the in-class and out-of-class times reported on this form are accurate and the mentoring activities described were designed to support the intern’s professional growth per 704 KAR 20:690.

Intern _____ Date: _____

Resource Teacher _____ Date: _____

Principal _____ Date: _____

FOR OFFICE USE ONLY

_____ Documented mentoring activities are appropriate.

_____ Checked () mentoring activities are not appropriate.

Date Reviewed _____

RECORD OF THE TEACHER INTERNSHIP YEAR

(to be completed online at kyepsb.net)

_____ **Interim** _____ **Final**

1 Teacher Intern: _____

SSN# _____ Grade/Content Area _____

Intern Address: (Complete current mailing address is necessary for issuance of Certificate.)

School _____ # _____ District _____ # _____

Principal _____

Resource Teacher _____

TE/IS _____

2 **DATES OF OBSERVATIONS** **FIRST** **SECOND** **THIRD** **OTHER**

Principal _____

Resource Teacher _____

TE/IS _____

DATES OF COMMITTEE MEETINGS:

FIRST (ORIENTATION) _____ SECOND _____ THIRD _____ FOURTH _____

NUMBER OF INSTRUCTIONAL DAYS THAT WILL BE COMPLETED BY END OF SCHOOL YEAR

Full Year _____ # of days (A minimum of 140 total instructional days is required.)

First Semester _____ # of days or Second Semester _____ # of days (A minimum of 70 instructional days is required.)

3 _____ **All New Teacher Standards have been met.** The intern's performance has been satisfactory.

_____ **One or more of the New Teacher Standards have not been met.** The intern's performance has not been satisfactory. (Remarks required if performance is unsatisfactory. Attach additional pages.)

FIRST COMMITTEE MEETING (ORIENTATION) CHECKLIST

The committee and intern will meet to discuss and clarify:

- ___ the status of the intern's Statement of Eligibility/Confirmation of Employment.
- ___ the schedule of events for the internship year.
- ___ the processes and materials to be used for observations, giving special attention to the formative nature of Cycle I and Cycle II and the summative nature of Cycle III.
- ___ the format and contents of lesson plans which the intern must provide to the committee members prior to their observations.
- ___ the types of activities which are appropriate for the resource teacher's in-class and out-of-class mentoring activities with the intern.
- ___ the role of the Professional Growth Plan in the Process of Professional Growth.
- ___ the role of the portfolio in documenting performance on the New Teacher Standards.
- ___ the Formative Portfolio Contents Checklist for Cycle I.
- ___ the committee members' expectations for the intern and the intern's expectations for the committee.

The signatures below verify that the items checked above have been discussed with the intern at this meeting.

Principal

Resource Teacher

TE/IS

Intern

SECOND COMMITTEE MEETING (Cycle I) CHECKLIST

Committee meets without the intern to:

- ___ record each member's holistic scores for the nine New Teacher Standards on the Summary of Intern Performance.
- ___ discuss the analytic scoring and supporting evidence of each Standard to reach consensus on the intern's strengths and priority areas for professional growth identified during Cycle I. Record the identified strengths and priority areas for professional growth in the Committee Consensus section.
- ___ review the intern's Professional Growth Plan (PGP).
- ___ review the status and appropriateness of the resource teacher's in-class and out-of-class time mentoring the intern.

Committee meets with the intern to:

- ___ discuss the holistic and analytic scores and the supporting evidence for the nine Standards focusing on the intern's strengths and priority areas for growth identified by the committee during Cycle I.
- ___ reconcile the strengths and priority areas identified by the Committee with those identified by the intern on his/her Professional Growth Plan to agree on the intern's professional growth activities for Cycle II and the assistance and documentation needed for these activities.
- ___ discuss the Formative Portfolio Checklist for the second cycle of observations.
- ___ complete the electronic Summary of Intern Performance for Cycle I.

SUMMARY OF CYCLE I INTERN PERFORMANCE

STANDARD	Principal	Resource Teacher	TE/IS
I. Designs/Plans Instruction			
VII. Demonstrates Applied Content Knowledge			
II. Creates/Maintains Learning Climates			
III. Implements/Manages Instruction			
IV. Assesses/Communicates Learning Results			
V. Reflects Upon and Evaluates Teaching and Learning			
VI. Collaborates with Colleagues/Parents/Others			
VII. Engages in Professional Development			
IX. Demonstrates Implementation of Technology			

COMMITTEE CONSENSUS

Strengths related to the New Teacher Standards
Priority Areas for Professional Growth

The signatures below verify that the analytic and holistic scores and the supporting evidence for the nine Standards have been discussed with the intern and an action plan or plans for Cycle II have been identified on the intern's PGP.

Principal

Resource Teacher

TE/IS

Intern

THIRD COMMITTEE MEETING (Cycle II) CHECKLIST

Committee meets without the intern to:

- ___ record each member's holistic scores for the nine New Teacher Standards on the Summary of Intern Performance.
- ___ discuss the analytic scoring and supporting evidence of each Standard to reach consensus on any new strengths and/or priority areas for professional growth identified during Cycle II. Record the identified strengths and priority areas for professional growth in the Committee Consensus section.
- ___ review the intern's Professional Growth Plan and progress in addressing priority growth areas.
- ___ review the status and appropriateness of the resource teacher's in-class and out-of-class time mentoring the intern.

Committee meets with the intern to:

- ___ discuss the holistic and analytic scores and the supporting evidence for the nine Standards focusing on the intern's strengths and priority areas for growth identified by the committee during Cycle II.
- ___ reconcile any new strengths and/or priority areas identified by the Committee with those identified by the intern on his/her Professional Growth Plan to agree on the intern's professional growth activities for Cycle III and the assistance and documentation needed for these activities.
- ___ discuss the Summative Portfolio Checklist for the third cycle of observations.
- ___ complete the electronic Summary of Intern Performance for Cycle II.

SUMMARY OF CYCLE II INTERN PERFORMANCE

STANDARD	Principal	Resource Teacher	TE/IS
I. Designs/Plans Instruction			
VII. Demonstrates Applied Content Knowledge			
II. Creates/Maintains Learning Climates			
III. Implements/Manages Instruction			
IV. Assesses/Communicates Learning Results			
V. Reflects Upon and Evaluates Teaching and Learning			
VI. Collaborates with Colleagues/Parents/Others			
VII. Engages in Professional Development			
IX. Demonstrates Implementation of Technology			

COMMITTEE CONSENSUS

New Strengths related to the New Teacher Standards
New Priority Areas for Professional Growth

The signatures below verify that the analytic and holistic scores and the supporting evidence for the nine Standards have been discussed with the intern and an action plan or plans for Cycle III have been identified on the intern's PGP.

Principal

Resource Teacher

TE/IS

Intern

FOURTH COMMITTEE MEETING (Cycle III) CHECKLIST

Committee meets with the intern for the presentation and discussion of Summative Portfolio.

Committee meets without the intern to:

- _____ review the analytic scoring and supporting evidence for each standard to consider any new information/evidence from the presentation and discussion of the intern's Summative Portfolio.
- _____ record each member's holistic scores for the nine New Teacher Standards on the Summary of Cycle III Intern Performance.
- _____ review the intern's Professional Growth Plan (PGP) to determine progress made in addressing the priority areas for growth.
- _____ review the holistic markings for each Standard and determine the Final Marking (MET OR NOT MET) for each Standard by majority vote based on the professional judgment of the Committee. **For a Standard to receive a Final Marking of MET at least two of the three committee members must give the Standard a holistic score of 3.** Record the Final Marking for each Standard.
- _____ reach a final decision regarding completion of the internship. (Satisfactory completion of the internship requires that all Standards have been met.)

Committee meets with the intern to:

- _____ discuss the final decision regarding completion of the internship, being sure to relate the decision to the intern's performance on the nine New Teacher Standards.
- _____ discuss the intern's professional growth during the internship to acknowledge his/her accomplishments and identify areas for continued/new professional growth for the next school year.
- _____ discuss ways that the portfolio can be used to continue the documentation of the professional growth process.
- _____ sign the Resource Teacher's Time Sheet for the Second Half of the Internship after a final review of the in-class and out-of-class activities.
- _____ complete the electronic Summary of Intern Performance for Cycle III.

SUMMARY OF CYCLE III INTERN PERFORMANCE

STANDARD	Principal	Resource Teacher	TE/IS	Final Marking	
				MET	NOT MET
I. Designs/Plans Instruction					
VII. Demonstrates Applied Content Knowledge					
II. Creates/Maintains Learning Climates					
III. Implements/Manages Instruction					
IV. Assesses/Communicates Learning Results					
V. Reflects Upon and Evaluates Teaching and Learning					
VI. Collaborates with Colleagues/Parents/Others					
VII. Engages in Professional Development					
IX. Demonstrates Implementation of Technology					

The signatures below verify that the committee's decision regarding the completion of the internship have been discussed with the intern at this meeting.

Principal

Resource Teacher

TE/IS

Intern

Local School District or Vocational Internship Coordinator

GUIDE FOR USING THE RECORD OF THE TEACHER INTERNSHIP YEAR FOR FULL-YEAR INTERNS

At the First Committee Meeting (Orientation) - *Completed online at www.kyepsb.net*

- Complete Section 1 of the Record of the Teacher Internship Year except for the Intern Address.
- Record the date of the meeting in section 2.
- Use the First Committee Meeting (Orientation) Checklist as the agenda for the meeting.
- Be sure that the committee members and intern *digitally* sign the Record at the end of the meeting.

At the Second Committee Meeting (Cycle I) and Third Committee Meeting (Cycle II) - *Completed online at www.kyepsb.net*

- Record the date of the meeting and the date of each committee member's observation in section 2.
- Use the Second Committee Meeting (Cycle 1) Checklist as the agenda for the meeting.
- Be sure that the committee members and intern *digitally* sign the Record at the end of the meeting.

At the Fourth Committee Meeting (Cycle III) - *Completed online at www.kyepsb.net*

- Record the date of the meeting and the date of each committee member's observation in section 2.
- Use the Fourth Committee Meeting (Cycle III) Checklist as the agenda for the meeting.
- Record the final decision about completion of the internship in section 3.
- Record the number of instructional days to be completed by the end of the school year in section 2.
- Be sure that the committee members and intern *digitally* sign the Record at the end of the meeting.
- Check [Final (EPI-12)] on the front of Record.
- Enter the intern's current mailing address in section 1.

Submission of Final Report by Principal to the District/Vocational Office

Please ensure the following materials have been submitted electronically:

- Record of the Teacher Internship Year [_Final (EPI-12)]
- Resource Teacher Time Sheet for the Second Half of the Internship

Please send the **original** of the following materials to your school district or vocational internship coordinator:

- Intern Performance Records (9).
- Professional Growth Plan.
- If the intern is not using ePay, \$35.00 certified check or money order made payable to Kentucky State Treasurer for certificate extension (**only for interns successfully completing the internship**).
- Intern Portfolio (**only for interns not successfully completing the internship**).

Submission of Final Report by School District/Vocational Coordinator to the EPSB.

If the intern's performance has been marked as met, please ensure the following materials have been submitted:

- Electronic Record of the Teacher Internship Year [Final (EPI-12)]
- Electronic Resource Teacher Time Sheet for the Second Half of the Internship
- If the intern is not using ePay, \$35.00 certified check or money order made payable to the **Kentucky State Treasurer** sent to the address below.

Please remember to retain a copy of all materials for your district's records.

If the intern's performance has been marked as not met, send the **originals** of all the internship materials provided by the principal (including the intern's portfolio) to the address below. Retain a copy of all materials for your district's records.

These materials should be on file in the Education Professional Standards Board by May 1 for full-year interns. For mid-year interns, these materials are due on or before December 15.

Education Professional Standards Board
Division of Professional Learning and Assessment
100 Airport Drive, Third Floor
Frankfort, Kentucky 40601

GUIDELINES FOR USING THE RECORD OF THE TEACHER INTERNSHIP YEAR FOR MID-YEAR INTERNS

At the First Committee Meeting (Orientation) Completed online at www.kyepsb.net

- Complete Section 1 of the Record of the Teacher Internship Year except for the Intern Address section.
- Record the date of the meeting in Section 2.
- Use the First Committee Meeting (Orientation) Checklist as the agenda for the meeting.
- Be sure that the committee members and intern *digitally* sign the Record at the end of the meeting.

At the Second Committee Meeting (Cycle I) Completed online at www.kyepsb.net

- Record the date of the meeting and the date of each committee member's observation in section 2.
- Use the Second Committee Meeting (Cycle 1) Checklist as the agenda for the meeting.
- Be sure that the committee members and intern *digitally* sign the Record at the end of the meeting.
- Check [Interim (EPI-20)] on the front of the Record.
- Enter the intern's current mailing address in section 1.
- Record the number of instructional days that will be completed by the end of the school year in the appropriate Semester space in section 2.

Submission of Interim Report by Principal to the District/Vocational Office

If the intern will be completing the second half of the internship in your school, retain the **originals** of the following materials:

- Intern Performance Records (3)
- Professional Growth Plan

If the intern will **not** be completing the second half of the internship in your school, make copies of the above materials for your files and give the originals to the intern to take to his/her new school.

Please ensure the following materials have been submitted electronically:

- Record of Teacher Internship Year [Interim (EPI-20)]
- Resource Teacher Time Sheet for the First Half of the Internship

Submission of Interim Report by School District/Vocational Coordinator to the EPSB.

Please ensure the Record of the Teacher Internship Year and the Resource Teacher Time Sheet are submitted electronically no later than May 15.

At the Third Committee Meeting (Cycle II) Completed online at www.kyepsb.net

- Record the date of the meeting and the date of each committee member's observation in section 2.
- Use the Third Committee (Cycle II) Meeting Checklist as the agenda for the meeting.
- Be sure that the committee members and intern *digitally* sign the Record at the end of the meeting.

At the Fourth Committee Meeting (Cycle III) Completed online at www.kyepsb.net

- Record the date of the meeting and the date of each committee member's observation in section 2.
- Use the Fourth Committee Meeting (Cycle III) Checklist as the agenda for the meeting.
- Record the final decision about completion of the internship in section 3.
- Record the number of instructional days that will be completed by the end of December in the second semester space in section 2.
- Be sure that the committee members and intern *digitally* sign the Record at the end of the meeting.
- Check [Final (EPI-12)] on the front of Record.
- Check the intern's current mailing address in section 1 for correctness.

GLOSSARY

Analytic Score: The analytic score is a numerical rating (3, 2, or 1) assigned to each benchmark within a standard that relates to evidence recorded on the IPR. This score reflects a committee member's professional judgment about performance on the benchmark.

Benchmarks: The benchmarks are considered reference points for assessment that signal expectations for performance and serve as descriptors for determining analytic scores.

Calendar: The KTIP year is divided into three cycles that are scheduled to give the interns the maximum amount of time to reflect on their performance, receive mentoring, and develop evidence for their portfolios. It is important to avoid the temptation of rushing the cycles to accommodate snow days and/or spring break. To help you maximize the KTIP year and meet the KTIP deadlines, the calendar for full-year internships is on page vii and the calendar for mid-year internships is on page vi of your KTIP Handbook.

Committee Meetings: The required four KTIP Committee Meetings are scheduled by the principal. The first meeting is an orientation meeting; the second, third, and fourth meetings follow the completion of each cycle of observation visits and include all three committee members and the intern. The committee normally meets alone to discuss observation results, then asks the intern to join them to discuss progress. The committee renders a professional judgment regarding the intern's teacher certification status during the fourth committee meeting.

Confirmation of Employment: The Confirmation of Employment is a section of the Statement of Eligibility form to be completed *using an electronic reporting system by the district and submitted* to the Education Professional Standards Board in order to initiate the internship. For non-degreed or non-teacher preparation vocational teachers, a confirmation of employment *is completed online by* the regional executive director or local superintendent *and* submitted to the Education Professional Standards Board in order that an appropriate certificate may be issued and a teacher intern committee assigned.

Evidence: Evidence is defined as a description of what is actually seen during an observation and/or reviewed in written material the intern has generated in a lesson plan or portfolio. Evidence is used to support the analytic and holistic scores.

Formative Assessment: Formative assessment is used during Cycles I and II to help the intern identify growth areas and for the Professional Growth Plan. This type of assessment allows committee members to evaluate progress, and at the same time, provide direction during early and mid-stages of the process. During the first two cycles, committee members are providing a great deal of guidance to support continuous improvement in the intern's skills.

Holistic Score: The holistic score for each standard is a numerical rating (3, 2, or 1) for the whole standard. It represents a committee member's professional judgment about the intern's overall progress regarding that standard. Evidence recorded on the IPR is used to support the holistic score.

Instructional Sequence: The Instructional Sequence is a series of three or more lessons taught in close proximity that are not only related to each other but are also a part of a larger unit of study. The sequence is the major entry of the portfolio submitted in Cycle III. It provides important evidence of how the intern incorporates several standards (e.g., I, IV, V, VIII, and IX) into one coherent piece.

Intern: The term intern refers to the teacher certification candidate whose performance and growth is the focus of the Kentucky Teacher Internship Program (KTIP). An intern is a teacher who has successfully completed an approved teacher preparation program and PRAXIS II, who became eligible to seek employment with the Statement of Eligibility, and who, upon acquiring at least a half-time teaching position, has obtained a one-year provisional teaching certificate; OR a teacher from out of state with less than two years of teaching experience, who has successfully completed an approved teacher preparation program and the PRAXIS II; OR a vocational teacher in a program for which a degree is not required, who has successfully completed the required testing and who has obtained employment as a vocational teacher.

Intern Performance Record (IPR): The IPR is used to collect evidence about the quality of the intern's performance during the observed lessons and evidence contained in the portfolio. The IPR includes all nine Kentucky New Teacher Standards and Benchmarks that help define each standard. The original IPR's are kept on file by the principal with a copy given to the intern after each committee meeting. The copies of IPR's are included in the portfolio.

Internship Committee: The internship committee consists of three educators appointed by the Education Professional Standards Board to guide and assess the intern's progress. Committee members include the principal of the school where the intern is teaching, a resource teacher, and a teacher educator. All committee members have been trained to use the KTIP assessment system.

Kentucky Teacher Internship Program (KTIP): KTIP is a statewide program described in KRS 161.030 and 16 KAR 7:010, that consists of a full year of actual teaching in a classroom for which the teacher has complete responsibility. The internship program provides for the supervision, assistance, and assessment of all teacher interns through a teacher internship committee. A full year consists of a minimum of 140 days. One semester (minimum of 70 days) may constitute one-half of a full year and may apply toward the 140 days.

Mentoring: Mentoring relates to the guidance committee members provide interns by supporting, listening, clarifying and questioning practices discussed during conferences. The purpose of mentoring is to promote professional growth, confidence, satisfaction, and to foster long-term collaboration with a new colleague.

Observation Visits: All observation visits consist of two parts: a review of the KTIP lesson plan prior to the observation, and the one-hour observation itself in which each committee member collects evidence of the intern's progress toward meeting the Kentucky New Teacher Standards.

Online reporting: the Confirmation of Employment, Record of Teacher Internship Year, and the Resource Teacher Time Sheet are required to be completed online to be submitted to the EPSB.

Portfolio: The KTIP portfolio is a concise, reflective, highly prescribed, incrementally built document in which the intern provides evidence of performance on all nine Kentucky New Teacher Standards. The portfolio must address each component outlined in the Cycle I, II, and III Portfolio Contents Checklists.

Portfolio Contents Checklist: The Portfolio Contents Checklist consists of an annotated *table of contents* to guide the intern and the committee through the development and review of the portfolio during each cycle. Portfolio entries should be presented in the order shown on the contents checklist. This allows the committee to anticipate the location of evidence for each of the Kentucky New Teacher Standards.

Post-Observation Conference: The post-observation conference provides an opportunity for the intern and the observer to discuss whether and how the intern met his/her objectives during the observed lesson and discuss the PGP. The post-observation conference takes place after the lesson is observed.

Pre-Observation Conference: The pre-observation conference occurs prior to the observation so that the intern and resource teacher can review and revise the lesson plan as needed. Although this conference is only required for the resource teacher, the other committee members may also choose to conduct a conference before their observations.

Professional Judgment: Professional judgment relates to the assessment of an intern's progress at a given time and is based on evidence recorded during observations and portfolio reviews.

Standards: A teacher standard is a category or domain that is used to judge the quality of performance of first-year teachers when they carry out specific teaching tasks. Each standard includes benchmarks that signal expectations for performance.

Standards-Based Practice: Standards-based practice refers to an instructional strategy that is currently considered *best practice* as determined by research findings and professional collaboration.

Statement of Eligibility: The Statement of Eligibility is issued to each teacher candidate upon completion of an approved teacher education program and the required written examinations, and to vocational teachers in programs for which a degree is not required. It verifies the candidate's eligibility for a one-year provisional certificate upon securing a teaching position. For non-degreed or non-teacher preparation vocational teachers, the Statement of Eligibility is issued by the Education Professional Standards Board upon successful completion of the vocational teacher tests and verification of the required work experience in the occupational area.

Summary of Intern Performance: The Summary of Intern Performance form is used to record analytic and holistic scores from each committee member at the end of each cycle.

Summative Assessment: Summative assessment represents a summary judgment about the level of progress an intern has achieved over the entire year for each standard and is used to determine whether the standard has been met. The committee's certification recommendation is based on the summative assessment.

LEGEND OF ACRONYMS

CEO	Continuing Education Option
COE	Confirmation of Employment
CPW	Conference Preparation Worksheet
EPSB	Education Professional Standards Board
IEP	Individual Education Plan
IPR	Intern Performance Record
KACI	Kentucky Advisory Council for Internship
KDE	Kentucky Department of Education
KERA	Kentucky Education Reform Act
KNTS	Kentucky New Teacher Standards
KTIP	Kentucky Teacher Internship Program
PD	Professional Development
PGP	Professional Growth Plan
PLA	(Division of) Professional Learning & Assessment
RTT	Resource Teacher's Time Sheets
RTIY	Record of the Teacher Internship Year
SOE	Statement of Eligibility
TIPS	Towards Best Practice: Tips for Mentoring Kentucky's Intern Teachers
WPA	Workshop Preparation Assignment

NEW TEACHER STANDARDS AND BENCHMARKS

STANDARD I THE TEACHER DESIGNS AND PLANS INSTRUCTION

STANDARD I BENCHMARKS

The teacher's plan:

- a. includes objectives that describe student learning that is congruent with the Program of Studies for Kentucky Schools (Grades Primary-12) and Kentucky's Core Content for Assessment (Version 3.0) and national standards (when appropriate).
- b. includes formative and summative assessments that target learning objectives.
- c. addresses the achievement levels and the cultural attributes of all students in the class.
- d. connects instruction to real-life situations and other disciplines.
- e. integrates media and technology into instruction.
- f. includes multiple level and higher order thinking tasks.

Sources of Evidence: Pre-observation Conference/Lesson Plan and Portfolio Review

STANDARD VIII THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE

STANDARD VIII BENCHMARKS

The teacher:

- a. demonstrates command of subject knowledge within discipline.
- b. communicates accurate knowledge of content.
- c. guides students to understand content from various perspectives.
- d. demonstrates a repertoire of discipline-specific instructional strategies.
- e. connects content to real-life situations and other disciplines.
- f. identifies and addresses misconceptions related to the content.

Source of Evidence: Observation

STANDARD II THE TEACHER CREATES AND MAINTAINS A LEARNING CLIMATE FOR STUDENTS

STANDARD II BENCHMARKS

The teacher:

- a. communicates high expectations for all students.
- b. supports student diversity and addresses individual needs.
- c. uses positive classroom management techniques that foster self-control and self-discipline to create and sustain a climate that motivates students to learn.
- d. facilitates mutual respect among class members through cooperative and independent learning activities.
- e. employs creative and flexible use of instructional time and materials.
- f. supports instruction through creative, flexible and safe use of physical space.

Source of Evidence: Observation

STANDARD III THE TEACHER IMPLEMENTS/MANAGES INSTRUCTION

STANDARD III BENCHMARKS

The teacher:

- a. uses appropriate strategies to engage students in learning content that is aligned with the Kentucky Program of Studies and the Core Content for Assessment.
- b. uses both formative and summative assessment to guide instruction.
- c. implements instruction that addresses the abilities and the cultural attributes of all students in class.
- d. facilitates the engagement of students in a variety of tasks that reflect real-life situations.
- e. integrates media and technology into instruction.
- f. engages students in thinking and problem solving tasks.

Source of Evidence: Observation

STANDARD IV THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS

STANDARD IV BENCHMARKS

The teacher

- a. aligns assessment with the Kentucky Program of Studies and the Core Content for Assessment.
- b. uses multiple assessments and sources of data.
- c. uses formative and summative measures to monitor progress of all students.
- d. provides assessments that address the diverse learning needs of all students.
- e. conducts individual and group analyses of learning.
- f. communicates the analysis of learning results to students and parents.
- g. promotes student self-assessment.

Sources of Evidence: Observation and Portfolio Review

STANDARD V THE TEACHER REFLECTS UPON AND EVALUATES TEACHING AND LEARNING

STANDARD V BENCHMARKS

The teacher:

- a. focuses on student learning.
- b. describes a plan for improving instructional practice.
- c. describes a plan for advancing student learning.
- d. identifies professional growth needs.

Sources of Evidence: Post-observation Conference and Portfolio Review

STANDARD VI THE TEACHER COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS

STANDARD VI BENCHMARKS

The teacher:

- a. identifies situation when and where collaboration will enhance student learning.
- b. develops a plan for collaboration.
- c. engages in collaboration to improve student learning.
- d. analyzes the result of collaborative efforts.

Source of Evidence: Portfolio Review.

STANDARD VII THE TEACHER EVALUATES HIS/HER TEACHING PERFORMANCE AND IMPLEMENTS A PROFESSIONAL DEVELOPMENT PLAN

STANDARD VII BENCHMARKS

The teacher:

- a. assesses his/her professional performance level.
- b. identifies priority needs of professional development.
- c. designs a plan to address professional growth needs in priority area(s).
- d. shows evidence of professional growth resulting from the implementation of the plan.

Source of Evidence: Portfolio Review

STANDARD IX THE TEACHER DEMONSTRATES THE USE OF TECHNOLOGY

STANDARD IX BENCHMARKS

The teacher:

- a. uses multiple applications to support student learning.
- b. selects appropriate technology to enhance instruction.
- c. integrates student use of technology.
- d. addresses special learning needs through technology.
- e. promotes ethical and legal use of technology disciplines.

Sources of Evidence: Observation and Portfolio Review