

— UNIVERSITY —
of the
CUMBERLANDS

SCHOOL OF EDUCATION



**Master of Arts in Teaching (MAT)
Handbook 2018-2019**

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INTRODUCTION

WELCOME

University of the Cumberlands has educated adult learners and working professionals for over 120 years. Our cutting-edge online graduate programs combine our traditional approach to learning with the latest innovations and standards, ensuring an education that is both modern and practical.

Students enrolled in our online Master of Arts in Teaching (MAT) program benefit from unprecedented learning opportunities, flexibility and the unwavering support of a dedicated staff. Our rich history, distinguished faculty and first-rate resources stretch far beyond our beautiful campus, providing students with the skills and expertise needed to succeed.

For over a century, University of the Cumberlands has adapted to new technologies and the ever-changing world we live in, all the while remaining true to its founding principle: "To provide first-class education at affordable rates." We are proud to welcome new students into our MAT program as we prepare future generations for quality school and community service.

MISSION AND VISION OF THE INSTITUTION AND SCHOOL OF EDUCATION

The conceptual framework for the University of the Cumberlands' graduate education programs emphasizes the theme *Reflective Constructors of Quality Learning Experiences through Critical Thinking*. This theme reinforces the university mission statement. The University mission statement contains a focus on educating students primarily of the Appalachian region with a broad based liberal arts curriculum of excellence and with the resolve to think and problem-solve as a preparation to assume positions of service and leadership. In like manner, this theme directs education candidates to actualize the vision of acquiring knowledge in four knowledge bases consisting of *conceptual, communicative, evaluative, and strategic* competencies. The actualization of this vision requires that all candidates participate in meaningful experiences to develop a set of dispositions and to acquire a set of technology skills that will enable candidates to meet the varied needs of diverse learners and become skilled teachers.

ACCREDITATION

REGIONAL

University of the Cumberlands is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, masters, education specialist, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of University of the Cumberlands.

NATIONAL

University of the Cumberlands' School of Education is accredited through NCATE (National Council of Accreditation for Teacher Educators) through the Council for Educator Preparation (CAEP), 1140 19th Street, NW, Suite 400, Washington, DC 20036 in October 2015.

STATE

University of the Cumberlands' School of Education is accredited through Kentucky's Educational Professional Standards Board (EPSB), 100 Airport Road, 3rd Floor, Frankfort, KY 40601. (502) 564-4606. Fax: (502) 564-7080.

PROGRAM TERMS

The Master of Arts in Teaching (MAT) program at University of the Cumberlands works with a diverse set of local, state, and national standards to provide students with a high quality education. Due to the complex nature of various governing regulations, the faculty has devised terms to categorize student groups and to track student progress in the program. The following subsections define these program terms.

TRACKS

The Master of Arts in Teaching (MAT) program is designed to allow both employed and unemployed Teacher Candidates the flexibility to achieve initial teacher licensure. To this end, the program uses two *Tracks* (Track A and Track B) to distinguish between Teacher Candidate groups. These tracks are explained below:

TRACK A:

Teacher Candidates on Track A are pursuing initial teacher certification but are not currently employed by a school district. These students complete all coursework in their *Planned Program* (See Appendix A: Planned Programs) and 200 hours of unpaid, prescribed observations before enrolling in EDOL 698: Supervised Student-Teaching. During the EDOL 698 course, Track A students work under the supervision of a Cooperating Teacher and University Supervisor to fulfill program, course, and state requirements pursuant to 16 KAR 5:040. These students may alternatively be identified as *MAT Traditional* students.

TRACK B:

Teacher Candidates on Track B are pursuing initial teacher certification while employed by a school district. These students complete all coursework in their *Planned Program* (See Appendix A: Planned Programs) and a minimum 15 hours of observation per year of program enrollment (*See Appendix Table 1: Observation / Mentoring Practice*) before enrolling in EDOL 699: Practicum. During the EDOL 699 Course, Track B students work under the direction of a University Supervisor and District-Based Mentor to fulfill program, course, and state requirements pursuant to 16 KAR 9:080. These students may alternatively be identified as *MAT Option 6* students. **This option is only available to students teaching in the state of Kentucky.**

PILLARS

The Master of Arts in Teaching (MAT) program at University of the Cumberlands uses a system of checkpoints to facilitate continuous assessment and to support the Teacher Candidate throughout the program. There are three checkpoints in the program (Pillar IV, Pillar V, and Pillar VI). Before a candidate can proceed from one *Pillar* to the next, certain achievements and/or tasks must be completed. The criteria for each *Pillar* are defined in the following *Continuous Assessment* table:

Entrance to the University	Pillar IV – Entrance to the Program	Pillar V –Candidate Progress	Pillar VI – Exit Requirements
General: Application to University Bachelor's Degree from accredited Institution of Higher Education Cumulative GPA 2.75 (or 3.0 in last 30 hours) Specialized to Program: Three References/Disposition Surveys Entry Level Writing Assessment measuring Critical Thinking, Creativity, Communication and Collaboration Signed copy of Kentucky Code of Ethics Character and Fitness	Until August 30th, 2014, Entrance Exam: PRAXIS I (PPST) Score (Reading, 176; Writing, 174; Mathematics, 174) Beginning September 1st, 2014, Entrance Exam: Praxis CASE Scores (Reading 156; Writing 162; Mathematics; 150) Cumulative GPA 2.75 Content GPA of 3.0 or higher Professional GPA of 3.0 or higher Signed Ky. Code of Ethics Character and Fitness State/Local Background Check	Advisory Passing Scores on PRAXIS II Content Cum. GPA of 3.0 or higher Content GPA of 3.0 or higher Professional GPA of 3.0 or higher Two (2) Favorable Dispositions Successful Completion of Clinical I and II Signed Ky. Code of Ethics Character and Fitness FBI Background Check Successful completion of Field & Clinical Experience hours (Track A) - Completion of observation / mentoring hours (Track B) Completed Planned Program on File	Twenty-one (21) Hours Completed at UC Cum. GPA of 3.0 or higher Content GPA of 3.0 or higher Professional GPA of 3.0 or higher Two (2) Favorable Dispositions: Successful Completion of Clinical III Signed Ky. Code of Ethics Character and Fitness Pillar VI ePortfolio Review Graduation Application Completed Successful completion of Professional Experience (Tracks A and B) Completion of observation / mentoring hours (Track B) Six (6) Year Time Limit Not Exceeded TC-1 or TC-TP Completed

- PRAXIS II: Principles of Learning and Teaching (PLT) is the responsibility of the candidate for admission to KTIP.

CLINICAL SUPERVISORS

During clinical experiences, MAT candidates will receive mentoring from a variety of district and university personnel. Mentoring roles are defined below.

COOPERATING TEACHER

Definition: A teacher employed in a public or non-public school which meets state performance standards as established in KRS 156.160 or which has been accredited by a regional or national accrediting association who is contracting with an educator preparation institution to supervise a student teacher for the purpose of fulfilling the student teaching requirement of the approved educator preparation program, pursuant to 16 KAR 5:040.

DISTRICT-BASED MENTOR

Definition: A teacher employed in a public or non-public school which meets state performance standards as established in KRS 156.160 or which has been accredited by a regional or national accrediting association who is contracting with an educator preparation institution to supervise an *Option 6* teacher candidate for the purpose of fulfilling observational and mentoring requirements of the approved educator preparation program, pursuant to 16 KAR 9:080.

UNIVERSITY SUPERVISOR

Definition: A mentor contracted by the university to observe teacher candidates during clinical placement. University Supervisors are distinguished practitioners who have significant teaching experience in P-12 education. University Supervisors contract with an educator preparation institution to supervise student teachers and *Option 6* teacher candidates for the purpose of fulfilling observational and mentoring requirements of the approved educator preparation program, pursuant to 16 KAR 5:040 or 16 KAR 9:080.

EXAM REQUIREMENTS (PRAXIS CASE/GRE, PRAXIS II)

Throughout the MAT Program, various assessment checkpoints have been implemented to assist candidates in meeting Kentucky licensure requirements and to measure candidate progress toward meeting state and national content and pedagogical benchmarks.

ADMISSION TO MAT

Beginning September 1st, 2014, teacher candidates must successfully pass each subsection of the Praxis Core Academic Skills for Educators (CASE) Exam **OR** the Graduate Record Exam (GRE) for admission into a Kentucky *Educator Preparation Program*. Minimum passing scores are listed in the table below:

Praxis Core Academic Skills for Educators (CASE)	
Reading	150
Writing	162
Mathematics	150
Graduate Record Exam (GRE)	
Verbal Reasoning	150
Quantitative Reasoning	143
Analytical Writing	4.0

ADMISSION TO CLINICAL III (STUDENT-TEACHING / PRACTICUM)

Prior to admission to Clinical III (Student-Teaching / Practicum), teacher candidates must complete all Praxis II Content Exams that align to the candidate's area(s) of certification. For a detailed listing of current Kentucky testing requirements for licensure, please visit the Educational Testing Service (ETS) website: <http://www.ets.org/praxis/ky/requirements>. Refer to Appendix I: Clinical III Deadlines for information concerning when requirements should be completed for admission to Clinical III. The **Clinical III Application** can be found in Appendix J, and it should be returned to the *Teacher Certification* office (e-mail: certification@ucumberlands.edu; fax: 606-539-4649).

ADMISSION TO KTIP

In addition to the exams outlined above, teacher candidates must also pass the appropriate Praxis II Principles of Learning and Teaching (PLT) Exam, prior to recommendation for the Kentucky Teacher Internship Program (KTIP). For a detailed listing of current Kentucky requirements for licensure, please visit the Educational Testing Service (ETS) website: <http://www.ets.org/praxis/ky/requirements>

INTERNATIONAL AND OUT-OF-STATE CANDIDATES

If a teacher candidate is pursuing the MAT Program outside of Kentucky, he/she will only be able to acquire a Kentucky Statement of Eligibility (SOE) through MAT Track A (See *Tracks* above). Once the candidate arrives at the student-teaching semester, a minimum thirty-five (35) days of clinical practice must be conducted in a Kentucky school system. The remaining thirty-five (35) days may occur in an accredited school outside of Kentucky. **International and Out-Of-State candidates are not eligible to pursue MAT Track B.**

INDIVIDUAL ACTION PLAN

The School of Education faculty at University of the Cumberland is committed to helping all candidates learn. Faculty will offer assistance and guidance to candidates who may struggle to meet the established standards for content knowledge, pedagogical skills, and professional dispositions (including those represented in the Code of Ethics). However, if a candidate demonstrates a significant need for growth in any or all of these areas, an Individual **Action Plan** will be initiated and the candidate will be moved to **Probationary Status**. The following process is followed when an Individual Action Plan is deemed necessary.

1. A professor, academic advisor, P-12 supervising teacher, Department Chair, Program Director or candidates themselves may initiate the Action Plan.
2. Collaboratively, appropriate personnel and the candidate will document
 - a. specific area(s) of concern (growth area)
 - b. specific actions and strategies designed to eliminate the identified area of concern
 - c. an established a time line for completion of the strategies and actions
 - d. possible resources to support the candidate's professional growth
3. All involved parties, including the School of Education Dean, Graduate Chair and Program Director, will sign and date the Individual Action Plan.
4. The Individual Action Plan's timeline should be no longer than one academic year.
5. The Individual Action Plan becomes part of the candidate's licensure file.
6. The Program Director will monitor the candidate's progress and completion of the plan.
7. The EPAC will be notified of the Individual Action Plan and must approve the candidate's successful completion of the plan. If all requirements have been met, the candidate will be notified of permission to continue in the program and of removal from **Probationary Status**.
8. Candidates who are unsuccessful in meeting the Individual Action Plan requirements are withdrawn from the program unless EPAC grants a time extension for additional remedial actions.
9. If the candidate has not removed the identified area(s) for growth at the end of the extension of probation, the candidate will be withdrawn from the program. After one semester, candidates must provide documentation of successful actions that have removed the identified area for growth and may request readmission to the program.
10. If readmitted, the candidate's enrollment in the program will be monitored by the Program Director and continued enrollment will depend upon continuous improvement in the cited area(s) for growth.

Extreme violations of the Kentucky Code of Ethics and or University of the Cumberland's Disposition expectations may warrant immediate dismissal from the program.

CLINICAL COURSES

The Master of Arts in Teaching (MAT) program is designed to provide Teacher Candidates with the field and clinical experiences necessary to become successful educators. To this end, students in the MAT program complete three clinical courses (Clinical I, Clinical II, and Clinical III). These courses are specifically designed to assist Teacher Candidates in meeting course, program, and state requirements for initial teacher certification. The following sections outline the various responsibilities of participating parties in each of the clinical courses. The sections are divided into different *Tracks* for clarity (See *Tracks* above).

CLINICAL I: EDOL 520

TRACK A (MAT TRADITIONAL):

RESPONSIBILITIES OF THE TEACHER CANDIDATE

The Teacher Candidate will:

1. Attend online class sessions during the assigned weeks
2. Complete all required assignments and documentation (*See EDOL 520 Course Syllabus*)
3. Complete a minimum **50 hours** of prescribed observations in a variety of primary through grade 12 (P-12) school settings, participating in each of the following (a-e) at least once:
 - a. Engagement with diverse populations of students, which include:
 - i. Students from a minimum of two (2) different ethnic or cultural groups of which the Candidate would not be considered a member
 - ii. Students from different socioeconomic groups
 - iii. English language learners
 - iv. Students with disabilities
 - v. Students from elementary, middle school, and secondary grade levels
 - b. Observations in schools and related agencies, including:
 - i. Family Resource Centers, or;
 - ii. Youth Service Centers
 - c. Student tutoring
 - d. Interaction with families of students
 - e. Attendance at school board and school-based council meetings
 - f. Participation in a school-based professional learning community, and;
 - g. Opportunities to assist teachers or other school professionals
4. Submit documentation that all field experiences listed above have been completed, using both online tracking tools:
 - a. Kentucky Field Experience Tracking System (KFETS): <http://www.epsb.ky.gov/>
 - b. UC's online form*: <https://postoffice.ucumberlands.edu/educationforms/>

At the end of your Field Experience summary, be sure to list which indicator(s) have been met by your observation.

For example: "I observed a fifth grade elementary classroom inside a school with noted socioeconomic diversity (3A). Additionally, I engaged in student tutoring activities, which included small group sessions (3C)."

*For UC's online form, please note that Field Experience time is reported in minutes. Also, please note that timely documentation of field hours is necessary to continue advancing through the program.

TRACK B (OPTION 6):

RESPONSIBILITIES OF THE TEACHER CANDIDATE

The Teacher Candidate will:

1. Attend online class sessions during the assigned weeks
2. Complete all required assignments and documentation (*See EDOL 520 Course Syllabus*)
3. Collaborate with the District-Based Mentor, University Supervisor, and building administrator to complete objectives of the established Mentoring Plan (*See Appendix E: Mentoring Plan*)

RESPONSIBILITIES OF THE DISTRICT-BASED MENTOR

The District-Based Mentor will:

1. Enter into a District-Based Mentor Agreement with the University for the purpose of mentoring the Teacher Candidate (*See Appendix D: District-Based Mentor Agreement*)
2. Complete a W-9 form for the purpose of receiving stipend (*See Appendix F: W-9 Form*)
3. Observe the Teacher Candidate 2 times for a total of 4 hours**
 - a. *Two hours each time (One hour of observation + One hour of post-conferencing)*
4. Document each observation, using the following evaluation tool:
<https://postoffice.ucumberlands.edu/evaluations/ipr.php>
5. Document observation hours in the electronic mentoring form:
<http://www.ucumberlands.edu/academics/graduate/forms/mentor> (*See Appendix G for directions on completing this form*)
6. Collaborate with the assigned University Supervisor and building administrator to support the Teacher Candidate in completing all university and course requirements for program completion, including:
 - a. Creation of a Mentoring Plan (*See Appendix E: Mentoring Plan*)
 - i. All signatures must be present on the document before it is submitted to the University (Teacher Candidate, District-Based Mentor, Principal, and University Supervisor)
 - b. Completion of additional course assignments for professional learning (*All course assignments are listed in the EDOL 520 Course Syllabus*)

***See Appendix Table 1: Mentoring Practice for additional information.*

RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

The University Supervisor will:

1. Collaborate with the building administrator to establish a District-Based Mentor for the Teacher Candidate (*See Appendix D: District-Based Mentor Agreement*).
 - a. The established mentor must be certified in the Teacher Candidate's desired area of certification.
2. Observe the Teacher Candidate 2 times for a total of 4 hours**
 - a. *Two hours each time (One hour of observation + One hour of post-conferencing)*
3. Document each observation, using the Surface Tablet's *Education* application.

4. Document observation hours in the electronic mentoring form:
<http://www.ucumberlands.edu/academics/graduate/forms/mentor> *(See Appendix H for directions on completing this form)*
5. Collaborate with the assigned District-Based Mentor and building administrator to support the Teacher Candidate in completing all university and course requirements for program completion, including:
 - a. Creation of a Mentoring Plan *(See Appendix E: Mentoring Plan)*
 - i. All signatures must be present on the document before it is submitted to the University (Teacher Candidate, District-Based Mentor, Principal, and University Supervisor).
 - ii. The University Supervisor is responsible for faxing the completed Mentoring Plan document to: (606) 539-4649, ATTN: MAT Program Director.
 - b. Completion of additional course assignments for professional learning *(All course assignments are listed in the EDOL 520 Course Syllabus)*

****See Appendix Table 1: Mentoring Practice for additional information.**

CLINICAL II: EDOL 541

TRACK A (MAT TRADITIONAL):

RESPONSIBILITIES OF THE TEACHER CANDIDATE

The Teacher Candidate will:

1. Attend online class sessions during the assigned weeks
2. Complete all required assignments and documentation (*See EDOL 541 Course Syllabus*)
3. Complete a minimum **55 hours** of prescribed observations in a variety of primary through grade 12 (P-12) school settings, participating in each of the following (a-e) at least once:
 - a. Engagement with diverse populations of students, which include:
 - i. Students from a minimum of two (2) different ethnic or cultural groups of which the Candidate would not be considered a member
 - ii. Students from different socioeconomic groups
 - iii. English language learners
 - iv. Students with disabilities
 - v. Students from elementary, middle school, and secondary grade levels
 - b. Observations in schools and related agencies, including:
 - i. Family Resource Centers, or;
 - ii. Youth Service Centers
 - c. Student tutoring
 - d. Interaction with families of students
 - e. Attendance at school board and school-based council meetings
 - f. Participation in a school-based professional learning community, and;
 - g. Opportunities to assist teachers or other school professionals
4. Submit documentation that all field experiences listed above have been completed, using both online tracking tools:
 - a. Kentucky Field Experience Tracking System (KFETS): <http://www.epsb.ky.gov/>
 - b. UC's online form*: <https://postoffice.ucumberlands.edu/educationforms/>

At the end of your Field Experience summary, be sure to list which indicator(s) have been met by your observation.

For example: "I attended a school board meeting, which approved financial expenses for the semester (3e). Additionally, I volunteered with the school's Youth Service Center to provide clothing to needy families (3b and 3d)."

*For UC's online form, please note that Field Experience time is reported in minutes. Also, please note that timely documentation of field hours is necessary to continue advancing through the program.

TRACK B (OPTION 6):

RESPONSIBILITIES OF THE TEACHER CANDIDATE

The Teacher Candidate will:

1. Attend online class sessions during the assigned weeks
2. Complete all required assignments and documentation (*See EDOL 541 Course Syllabus*)
3. Collaborate with the District-Based Mentor, University Supervisor, and building administrator to complete objectives of the established Mentoring Plan (*See Appendix E: Mentoring Plan*)

RESPONSIBILITIES OF THE DISTRICT-BASED MENTOR

The District-Based Mentor will:

1. Observe the Teacher Candidate 2 times for a total of 4 hours**
 - a. *Two hours each time (One hour of observation + One hour of post-conferencing)*
2. Document each observation, using the following evaluation tool:
<https://postoffice.ucumberlands.edu/evaluations/ipr.php>
3. Document observation hours in the electronic mentoring form:
<http://www.ucumberlands.edu/academics/graduate/forms/mentor> (*See Appendix G for directions on completing this form*)
4. Collaborate with the assigned University Supervisor and building administrator to support the Teacher Candidate in completing all university and course requirements for program completion, including:
 - a. Adherence to a Mentoring Plan (*See Appendix E: Mentoring Plan*)
 - b. Completion of additional course assignments for professional learning (*All course assignments are listed in the EDOL 541 Course Syllabus*)

***See Appendix Table 1: Mentoring Practice for additional information.*

RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

The University Supervisor will:

1. Observe the Teacher Candidate 2 times for a total of 4 hours**
 - a. *Two hours each time (One hour of observation + One hour of post-conferencing)*
2. Document each observation, using the Surface Tablet's *Education* application.
3. Document observation hours in the electronic mentoring form:
<http://www.ucumberlands.edu/academics/graduate/forms/mentor> (*See Appendix H for directions on completing this form*)
4. Collaborate with the assigned District-Based Mentor and building administrator to support the Teacher Candidate in completing all university and course requirements for program completion, including:
 - a. Adherence to a Mentoring Plan (*See Appendix E: Mentoring Plan*)
 - b. Completion of additional course assignments for professional learning (*All course assignments are listed in the EDOL 541 Course Syllabus*)

***See Appendix Table 1: Mentoring Practice for additional information.*

CLINICAL III: EDOL 698/699

TRACK A (MAT TRADITIONAL):

EDOL 698: Supervised Student-Teaching – Clinical III

Course Description: In the Supervised Student-Teaching course, students will gain actual classroom experience in a public or private elementary, middle or secondary school under the direction of a Cooperating Teacher and a University Supervisor. The college professor will direct the student-teaching course and provide in-class time for study, analysis, and reflection.

Pre-requisite: Passing scores on the appropriate PRAXIS exams; Earned 3.0 GPA; Criminal Background Check; TB Skin Test; Documented completion of 200 unpaid, prescribed observation hours.

International and Out-Of-State Candidates: Kentucky regulation (16 KAR 5:040) requires that seventy (70) full days of student-teaching occur within an appropriate classroom placement. UC School of Education policy stipulates that a minimum thirty-five (35) days of student-teaching must occur within a Kentucky classroom. The remaining thirty-five (35) days may occur in classrooms outside of Kentucky.

RESPONSIBILITIES OF THE TEACHER CANDIDATE

The Teacher Candidate will:

1. Complete tasks like those assigned in the Kentucky Teacher Internship Program (KTIP):
 - a. Task A-1: Contextual Information
 - b. Task A-2: Lesson Plan (one for each formal observation)*
 - c. Task C: Lesson Reflection and Analysis (one for each formal observation)*
 - d. Task D: Collaboration Plan
 - e. Task E: Self-Assessment
 - f. Task F: Leadership Plan
 - g. Task G: Unit Plan
 - h. Task H: Assessment Plan
 - i. Task I: Unit Organizer
 - j. Task J-1: Organize and Analyze Results
 - k. Task J-2: Communication and Follow-Up
2. Complete additional assignments that contribute to professional learning (See EDOL 698 Course Syllabus for additional assignments)
3. Attend online class sessions during the assigned weeks (8 class sessions)
4. Attend on-site seminars with the assigned University Supervisor (2 Seminars)
5. Be observed by the assigned University Supervisor 4 times
6. Collaborate with the Cooperating Teacher, University Supervisor, and building administrator to complete course and program objectives
7. Complete 70 days of student-teaching in the assigned placement(s) prior to the end of the semester.

**Lesson Plans (Task A-2) should be provided to the observer twenty-four hours prior to the observation. Lesson Reflections and Analysis (Task C) should be completed by the student within forty-eight hours after the observation.*

RESPONSIBILITIES OF THE COOPERATING TEACHER

The Cooperating Teacher will:

1. Exhibit the following characteristics:
 - a. Effective classroom management techniques that promote an environment conducive to learning;
 - b. Best practices for the delivery of instruction;
 - c. Mastery of the content knowledge or subject matter being taught;
 - d. Aptitude and ability to contribute to the mentoring and development of a pre-service educator;
 - e. Usage of multiple forms of assessment to inform instruction; and
 - f. Creation of learning communities that value and build upon students' diverse backgrounds.
2. Complete required trainings and documentation, including:
 - a. Responsibilities of a Cooperating Teacher*
 - b. Best practice in supporting the student teacher*
 - c. Effective assessment of the student teacher*
3. Collaborate with the assigned University Supervisor and building administrator to support the Teacher Candidate in completing all university and course requirements for program completion, including:
 - a. Completion of a Video Project and Peer-Evaluation (*Details in iLearn course*)
 - b. Completion of a Collaboration Project (*Details in iLearn course*)
 - c. Completion of a Leadership Project (*Details in iLearn course*)
 - d. Completion of additional course assignments for professional learning (*All course assignments are listed in the EDOL 698 Course Syllabus*)
4. Complete evaluations of the Teacher Candidate, based on the following criteria:
 - a. If the Teacher Candidate has two 35 day placements:
 - i. The first Cooperating Teacher completes two evaluations of the Teacher Candidate (one in Week 4; one in Week 7).
 - ii. The second Cooperating Teacher completes two evaluations of the Teacher Candidate (one in Week 11; one in Week 14).
 - b. If the Teacher Candidate has one 70 day placement:
 - i. The Cooperating Teacher completes four evaluations of the Teacher Candidate (on Weeks 4, 7, 11, and 14).
 - c. All evaluations are completed, using the following link:
 - i. <https://postoffice.ucumberlands.edu/evaluations/ipr.php>
 - ii. The Cooperating Teacher should sign the document under "Other Signature," and the Teacher Candidate should sign under "Student." A *University Coordinator* signature is not required for this evaluation. Signatures can be drawn with the computer's mouse.

*Directions for completing required *Cooperating Teacher* trainings will be distributed via e-mail by the Field/Clinical Director.

RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

The University Supervisor will:

1. Observe the Student Teacher 4 times during the semester.
2. Document each observation, using the Surface Tablet's *Education* application.
3. Grade all course assignments, providing appropriate feedback in iLearn and/or via e-mail and face-to-face communication.
4. Collaborate with the assigned Cooperating Teacher and building administrator to support the Teacher Candidate in completing all university and course requirements for program completion, including:
 - a. Completion of a Video Project and Peer-Evaluation (*Details in iLearn course*)
 - b. Completion of a Collaboration Project (*Details in iLearn course*)
 - c. Completion of a Leadership Project (*Details in iLearn course*)
 - d. Completion of additional course assignments for professional learning (*All course assignments are listed in the EDOL 698 Course Syllabus*)
5. Schedule and conduct two (2) seminars with all Teacher Candidates, offering advice on coursework completion, technical assistance, effective strategies for teaching and learning, and areas of student concern.

TRACK B (OPTION 6):

EDOL 699: Practicum – Clinical III

Course Description: The practicum course is designed for students completing the MAT degree while working in a public or private elementary, middle or secondary school. The college professor will direct the practicum and provide in-class time for study, analysis, and reflection.

Pre-requisite: Passing scores on the appropriate PRAXIS exams; Earned 3.0 GPA; Criminal Background Check; TB Skin Test; Documentation of required observations (mentoring hours).

RESPONSIBILITIES OF THE TEACHER CANDIDATE

The Teacher Candidate will:

1. Complete tasks like those assigned in the Kentucky Teacher Internship Program (KTIP):
 - a. Task A-1: Contextual Information
 - b. Task A-2: Lesson Plan (one for each formal observation)*
 - c. Task C: Lesson Reflection and Analysis (one for each formal observation)*
 - d. Task D: Collaboration Plan
 - e. Task E: Self-Assessment
 - f. Task F: Leadership Plan
 - g. Task G: Unit Plan
 - h. Task H: Assessment Plan
 - i. Task I: Unit Organizer
 - j. Task J-1: Organize and Analyze Results
 - k. Task J-2: Communication and Follow-Up
2. Complete additional assignments that contribute to professional learning (*See EDOL 699 Course Syllabus for additional assignments*)
3. Attend online class sessions during the assigned weeks (14 Class Sessions)
4. Attend on-site seminars with the assigned University Supervisor (2 Seminars)
5. Be observed by the assigned University Supervisor 2 times for a total of 4 hours**
6. Be observed by the assigned District-Based Mentor 2 times for a total of 4 hours**
7. Collaborate with the District-Based Mentor, University Supervisor, and building administrator to complete objectives of the established Mentoring Plan (*See Appendix E: Mentoring Plan*)

**Lesson Plans (Task A-2) should be provided to the observer twenty-four hours prior to the observation. Lesson Reflections and Analysis (Task C) should be completed by the student within forty-eight hours after the observation.*

***See Appendix Table 1: Mentoring Practice for additional information.*

RESPONSIBILITIES OF THE DISTRICT-BASED MENTOR

The District-Based Mentor will:

1. Observe the Teacher Candidate 2 times for a total of 4 hours**
 - a. *Two hours each time (One hour of observation + One hour of post-conferencing)*
2. Document each observation, using the following evaluation tool:
<https://postoffice.ucumberlands.edu/evaluations/ipr.php>
3. Document observation hours in the electronic mentoring form:
<http://www.ucumberlands.edu/academics/graduate/forms/mentor> *(See Appendix G for directions on completing this form)*
4. Collaborate with the assigned University Supervisor and building administrator to support the Teacher Candidate in completing all university and course requirements for program completion, including:
 - a. Adherence to a Mentoring Plan *(See Appendix E: Mentoring Plan)*
 - b. Completion of a Video Project and Peer-Evaluation *(Details in iLearn course)*
 - c. Completion of a Collaboration Project *(Details in iLearn course)*
 - d. Completion of a Leadership Project *(Details in iLearn course)*
 - e. Completion of additional course assignments for professional learning *(All course assignments are listed in the EDOL 699 Course Syllabus)*

****See Appendix Table 1: Mentoring Practice for additional information.**

RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

The University Supervisor will:

1. Observe the Teacher Candidate 2 times for a total of 4 hours**
 - a. *Two hours each time (One hour of observation + One hour of post-conferencing)*
2. Document each observation, using the Surface Tablet's *Education* application.
3. Document observation hours in the electronic mentoring form:
<http://www.ucumberlands.edu/academics/graduate/forms/mentor> *(See Appendix H for directions on completing this form)*
4. Grade all course assignments, providing appropriate feedback in iLearn and/or via e-mail and face-to-face communication.
5. Collaborate with the assigned District-Based Mentor and building administrator to support the Teacher Candidate in completing all university and course requirements for program completion, including:
 - a. Adherence to a Mentoring Plan *(See Appendix E: Mentoring Plan)*
 - b. Completion of a Video Project and Peer-Evaluation *(Details in iLearn course)*
 - c. Completion of a Collaboration Project *(Details in iLearn course)*
 - d. Completion of a Leadership Project *(Details in iLearn course)*
 - e. Completion of additional course assignments for professional learning *(All course assignments are listed in the EDOL 699 Course Syllabus)*
6. Schedule and conduct two (2) seminars with all Teacher Candidates, offering advice on coursework completion, technical assistance, effective strategies for teaching and learning, and areas of student concern.

****See Appendix Table 1: Mentoring Practice for additional information.**

FREQUENTLY ASKED QUESTIONS (FAQ)

1. Should all MAT teacher candidates conduct two-hundred (200) unpaid observation hours prior to student-teaching?
 - Candidates who are not currently employed as a full-time teacher will complete 200 unpaid, prescribed observation hours in a variety of school settings
(Please refer to 16 KAR 5:040, which can be accessed here:
<http://www.lrc.ky.gov/kar/016/005/040.htm>).

2. Where should observation hours be documented?
 - UC Field Experience Form: <https://postoffice.ucumberlands.edu/educationforms/>
 - Kentucky Field Experience Tracking System (KFETS): <http://epsb.ky.gov>

Refer to Field/Clinical Handbook for more information.

3. Which candidates must receive fifteen (15) hours of annual observation / mentoring prior to completing the MAT program?
 - Candidates who are currently employed as a full-time teacher and are working under a temporary/provisional certification will receive mentoring from a University Supervisor and a District-Based Mentor in the amount of fifteen (15) hours per year of enrollment.
(Please refer to 16 KAR 9:080, which can be accessed here:
<http://www.lrc.ky.gov/kar/016/009/080.htm>).

4. Where should 'mentoring hours' be documented?
 - Mentoring hours should be documented on the following website:
<http://www.ucumberlands.edu/academics/graduate/forms/mentor/>

5. What are the required assessments prior to admission to student-teaching / practicum?
 - Candidates are required to pass all applicable PRAXIS II Content exams prior to student-teaching / practicum.
 - Upon completion of Pillar VI (Student-Teaching/Practicum), candidates must pass the Principles of Learning and Teaching (PLT) exam for KTIP recommendation.

APPENDICES

APPENDIX A-1: ELEMENTARY EDUCATION (P-5) PLANNED PROGRAM

GRADUATE PLANNED PROGRAM/CURRICULUM CONTRACT Masters of Arts in Teaching – Elementary Education, P-5 42 Hour Program

Candidate Name: _____ Student ID Number: _____ School: _____
Home Address: _____ Home/Cell Phone: _____ School Phone: _____

Course Number	Course Title (Suggested Sequence)	Date Completed	Grade	Hours
Educational Foundations (CORE): 39 Hours Required				
EDOL 520	Clinical I* (<i>must be taken within first full semester / pre-requisite to EDOL 541</i>) ¹			2
EDOL 523	Introduction to Educational Technology ¹			2
EDOL 630	Research Methods in Education (<i>must be taken within first 15 hours</i>) ¹			3
EDOL 539	The Modern Elementary School* ¹			3
SPOL 530	Characteristics, Identification, and Instruction for Students with Disabilities* ¹			3
EDOL 621	Educational Psychology ¹			2
SPOL 635	Classroom Behavior Management for Special Student Populations* ¹			3
EDOL 639	Seminar: Methodology of Teaching ¹			3
REOL 531	Reading and Writing Foundations* ¹			3
REOL 534	Reading Readiness in Primary Programs* ¹			3
HIOL 530	Methods and Materials of Social Studies* ¹			3
MAOL 532	Methods and Materials for the Teaching of Math* ¹			3
SCOL 530	Methods and Materials for the Teaching of Science* ¹			3
EDOL 541	Clinical II* (<i>Spring/Fall Only</i>) ¹			3
Exit Course (Take when all other coursework is completed): 3 Hours Required				
EDOL 699	Clinical III: Professional Experience (for Option 6) ** ¹			3
OR EDOL 698	Clinical III: Professional Experience *** ¹			3

¹ Required for Certification

* Students must have a TB skin test and a FBI criminal background check before enrolling in these courses.

** Students who are currently employed with a Temporary Provisional Certificate (Option Six) in appropriate level classroom.

*** Students not currently employed as teacher of record in an appropriate level classroom.

APPENDIX A-2: MIDDLE GRADES EDUCATION (5-9) PLANNED PROGRAM

GRADUATE PLANNED PROGRAM/CURRICULUM CONTRACT
Masters of Arts in Teaching – Middle Grades, 5-9 33-36 Hour Program
 English, Math, Science, Social Studies

Candidate Name: _____ Student ID Number: _____ School: _____
 Home Address: _____ Home/Cell Phone: _____ School Phone: _____

Course Number			Course Title (Suggested Sequence)	Date Completed	Grade	Hours
Educational Foundations (CORE): 27 Hours Required						
EDOL	520		Clinical I* (must be taken within first full semester / pre-requisite to EDOL 541) ¹			2
EDOL	523		Introduction to Educational Technology ¹			2
EDOL	630		Research Methods in Education (must be taken within first 15 hours) ¹			3
EDOL	537		The Middle School* ¹			3
SPOL	530		Characteristics, Identification, and Instruction for Students with Disabilities* ¹			3
EDOL	621		Educational Psychology ¹			2
SPOL	635		Classroom Behavior Management for Special Student Populations* ¹			3
EDOL	639		Seminar: Methodology of Teaching ¹			3
OR	REOL	531	Reading and Writing Foundations* (English Concentration) ¹			3
	REOL	533	Teaching Reading in the Content Areas* (All other Concentrations) ¹			3
	EDOL	541	Clinical II* (Spring/Fall Only) ¹			3
Exit Course (Take when all other coursework is completed): 3 Hours Required						
	EDOL	699	Clinical III: Professional Experience (for Option 6) ** ¹			3
OR	EDOL	698	Clinical III: Professional Experience *** ¹			3
AREA OF SPECIALIZATION: 3 hours required for one certification area; 6 hours required for two certification areas¹						
1. Candidates must have a major or 30 hours within area of specialization 2. Additional graduate or undergraduate hours in Area of Specialization may be required of the candidate. <i>The decision regarding the requirement of additional coursework will be made by their assigned Graduate Admissions Counselor during the admission process.</i>						
				Date Completed	Grade	Hours
	ENOL	532	Methods & Materials for Teaching English			3
AND/OR	MAOL	532	Methods & Materials for the Teaching of Math			3
AND/OR	SCOL	530	Methods and Materials for the Teaching of Science			3
AND/OR	HIOL	530	Methods & Materials of Social Studies			3

¹ Required for Certification

* Students must have a TB skin test and a FBI criminal background check before enrolling in these courses.

** Students who are currently employed with a Temporary Provisional Certificate (Option Six) in appropriate level classroom.

*** Students not currently employed as teacher of record in an appropriate level classroom.

APPENDIX A-3: SECONDARY EDUCATION (8-12) PLANNED PROGRAM

GRADUATE PLANNED PROGRAM/CURRICULUM CONTRACT

Masters of Arts in Teaching – Secondary, 8-12 33 Hour Program

Biology, Chemistry, Earth Science, Physics, English, Math, Social Studies

Candidate Name: _____ Student ID Number: _____ School: _____
 Home Address: _____ Home/Cell Phone: _____ School Phone: _____

Course Number		Course Title (Suggested Sequence)	Date Completed	Grade	Hours
Educational Foundations (CORE): 27 Hours Required					
	EDOL 520	Clinical I* (must be taken within first full semester / pre-requisite to EDOL 541) ¹			2
	EDOL 523	Introduction to Educational Technology ¹			2
	EDOL 630	Research Methods in Education (must be taken within first 15 hours) ¹			3
	EDOL 538	The Modern Secondary School* ¹			3
	SPOL 530	Characteristics, Identification, and Instruction for Students with Disabilities* ¹			3
	EDOL 621	Educational Psychology ¹			2
	SPOL 635	Classroom Behavior Management for Special Student Populations* ¹			3
	EDOL 639	Seminar: Methodology of Teaching ¹			3
OR	REOL 531	Reading and Writing Foundations* (English Concentration) ¹			3
	REOL 533	Teaching Reading in the Content Areas* (All other Concentrations) ¹			3
	EDOL 541	Clinical II* (Spring/Fall Only) ¹			3
Exit Course (Take when all other coursework is completed): 3 Hours Required					
	EDOL 699	Clinical III: Professional Experience (for Option 6) ** ¹			3
OR	EDOL 698	Clinical III: Professional Experience *** ¹			3
AREA OF SPECIALIZATION: 3 hours required¹					
1. Candidates must have a major or 30 hours within area of specialization			2. Additional graduate or undergraduate hours in Area of Specialization may be required of the candidate. The decision regarding the requirement of additional coursework will be made by the assigned Graduate Admissions Counselor during the admission process.		
			Date Completed	Grade	Hours
	SCOL 531	Methods & Materials for Teaching Science at the Secondary Level			3
OR	ENOL 532	Methods & Materials for Teaching English			3
OR	MAOL 532	Methods & Materials for the Teaching of Math			3
OR	HIOL 530	Methods & Materials of Social Studies			3

¹ Required for Certification

* Students must have a TB skin test and a FBI criminal background check before enrolling in these courses.

** Students who are currently employed with a Temporary Provisional Certificate (Option Six) in appropriate level classroom.

*** Students not currently employed as teacher of record in an appropriate level classroom.

APPENDIX A-4: SPECIAL EDUCATION (P-12) PLANNED PROGRAM

GRADUATE PLANNED PROGRAM/CURRICULUM CONTRACT
Master of Arts in Teaching Special Education: Learning and Behavior Disorders P-12 42 Hour Program

Candidate Name: _____ Student ID Number: _____ School: _____
 Home Address: _____ Home/Cell Phone: _____ School Phone: _____

Course Number	Course Title (Suggested Sequence)	Date Completed	Grade	Hours
Educational Foundations (CORE): 39 Hours Required				
EDOL 520	Clinical I* (<i>must be taken within first full semester / pre-requisite to EDOL 541</i>) ¹			2
EDOL 523	Introduction to Educational Technology ¹			2
SPOL 530	Characteristics, Identification, and Instruction for Students with Disabilities ¹ (<i>Pre-requisite to all SPOL courses</i>)			3
EDOL 630	Research Methods in Education (<i>must be taken within first 15 hours</i>) ¹			3
EDOL 621	Educational Psychology ¹			2
SPOL 631	Special Education Assessment and Evaluation ¹			3
REOL 531	Reading and Writing Foundations* ¹			3
EDOL 547	Diversity in a Multicultural Society ¹			3
MAOL 531	Teaching Math to Learners with Disabilities ¹			3
SPOL 637	Methods, Materials, and Instructional Design for Students with Learning and Behavioral Disabilities ¹			3
SPOL 635	Classroom Behavior Management for Special Student Populations ¹			3
SPOL 533	Collaborative Curriculum and Transition Planning ¹			3
SPOL 638	Legal Aspects, Rules and Regulations of Special Education ¹			3
EDOL 541	Clinical II* (<i>Spring/Fall Only</i>) ¹			3
Exit Course (Taken when all other coursework is completed): 3 Hours Required				
EDOL 699	Clinical III: Professional Experience (for Option 6) ** ¹			3
OR EDOL 698	Clinical III: Professional Experience *** ¹			3

¹ Required for Certification

* Students must have a TB skin test and a FBI criminal background check before enrolling in EDOL 530.

** Students who are currently employed with a Temporary Provisional Certificate (Option Six) in appropriate level classroom.

*** Students not currently employed as teacher of record in an appropriate level classroom.

APPENDIX A-5: BUSINESS AND MARKETING EDUCATION (5-12) PLANNED PROGRAM

GRADUATE PLANNED PROGRAM/CURRICULUM CONTRACT
Masters of Arts in Teaching – Business & Marketing, 5-12 36 Hour Program

Candidate Name: _____ Student ID Number: _____ School: _____
 Home Address: _____ Home/Cell Phone: _____ School Phone: _____

Course Number	Course Title (Suggested Sequence)	Date Completed	Grade	Hours
Educational Foundations (CORE): 33 Hours Required				
EDOL 520	Clinical I* (<i>must be taken within first full semester / pre-requisite to EDOL 541</i>) ¹			2
EDOL 523	Introduction to Educational Technology ¹			2
EDOL 630	Research Methods in Education (<i>must be taken within first 15 hours</i>) ¹			3
EDOL 537	The Middle School* ¹			3
EDOL 538	The Modern Secondary School* ¹			3
SPOL 530	Characteristics, Identification, and Instruction for Students with Disabilities* ¹			3
EDOL 621	Educational Psychology ¹			2
SPOL 635	Classroom Behavior Management for Special Student Populations* ¹			3
EDOL 639	Seminar: Methodology of Teaching			3
REOL 533	Teaching Reading in the Content Areas* ¹			3
BUOL 531	Methods & Materials for the Teaching of Business ¹			3
EDOL 541	Clinical II* (<i>Spring/Fall Only</i>) ¹			3
Exit Course (Take when all other coursework is completed): 3 Hours Required				
EDOL 699	Clinical III: Professional Experience (for Option 6) ** ¹			3
OR EDOL 698	Clinical III: Professional Experience *** ¹			3

¹ Required for Certification

* Students must have a TB skin test and a FBI criminal background check before enrolling in these courses.

** Students who are currently employed with a Temporary Provisional Certificate (Option Six) in appropriate level classroom.

*** Students not currently employed as teacher of record in an appropriate level classroom.

APPENDIX A-6: ART, MUSIC, HEALTH, PHYSICAL EDUCATION (P-12) PLANNED PROGRAM

GRADUATE PLANNED PROGRAM/CURRICULUM CONTRACT
Masters of Arts in Teaching (P-12) Art, Health, Music, Physical Education 33 Hours

Candidate Name: _____ Student ID Number: _____ School: _____
 Home Address: _____ Home/Cell Phone: _____ School Phone: _____

Course Number	Course Title (Suggested Sequence)	Date Completed	Grade	Hours
Educational Foundations (CORE): 27 Hours Required				
EDOL 520	Clinical I* (<i>must be taken within first full semester / pre-requisite to EDOL 541</i>) ¹			2
EDOL 540	The P-12 Classroom* ¹			3
EDOL 523	Introduction to Educational Technology ¹			2
EDOL 630	Research Methods in Education (<i>must be taken within first 15 hours</i>) ¹			3
SPOL 530	Characteristics, Identification, and Instruction for Students with Disabilities* ¹			3
EDOL 621	Educational Psychology ¹			2
SPOL 635	Classroom Behavior Management for Special Student Populations* ¹			3
EDOL 639	Seminar: Methodology of Teaching ¹			3
REOL 533	Teaching Reading in the Content Areas ¹			3
EDOL 541	Clinical II* (<i>Spring/Fall Only</i>) ¹			3
Exit Course (Take when all other coursework is completed): 3 Hours Required				
EDOL 699	Clinical III: Professional Experience (for Option 6) ** ¹			3
OR EDOL 698	Clinical III: Professional Experience *** ¹			3
AREA OF SPECIALIZATION: 3 hours required¹				
1. Candidates must have a major or 30 hours within area of specialization 2. Additional graduate or undergraduate hours in Area of Specialization may be required of the candidate. <i>The decision regarding the requirement of additional coursework will be made by the assigned Graduate Admissions Counselor during the admission process.</i>				
		Date Completed	Grade	Hours
ARTOL 532	Methods & Materials for Teaching Art			3
OR HEOL 530	Methods & Materials for Teaching Health			3
OR MUOL 533	Methods and Materials for Teaching Music			3
OR PEOL 530	Methods & Materials for Teaching Physical Education			3

¹ Required for Certification

* Students must have a TB skin test and a FBI criminal background check before enrolling in EDOL 530.

** Students who are currently employed with a Temporary Provisional Certificate (Option Six) in appropriate level classroom.

*** Students not currently employed as teacher of record in an appropriate level classroom.

APPENDIX B: MEMORANDUM OF UNDERSTANDING

Memorandum of Understanding University Agreement with Cooperating School Board

This agreement made in Williamsburg, Kentucky this ____ day of ____, 201__, between University of the Cumberlands and the _____ Board of Education. Hereinafter called the "University," and hereinafter called the "Board."

WITNESSETH:

1. The University, under the provision of KRS 161.042 and pursuant to Education Professional Standards Board (EPSB) regulations, is authorized to enter into cooperative agreements with the Board/ Public/Private School for the purpose of providing professional laboratory field and clinical and student teacher experiences for the education profession.
2. The University and the Board/Public/Private Schools accept the joint responsibility to train qualified teachers.
3. The University and the Board/Public/Private Schools agree that all arrangements in reference to this program shall be governed and consistent with policies of the University, as well as those of the Board/Public/Private Schools.
4. A "student teacher" is a teacher education candidate from University of the Cumberlands, having met all eligibility requirements set by the Education Unit at University of the Cumberlands and the Commonwealth of Kentucky for student teaching, who participates in a clinical student teaching experience in a Public/Private School under the supervision of a cooperating teacher (KRS 161.042).
5. A "cooperating teacher" means a teacher holding a professional teaching certificate in the requested field and is employed by the public or private school where the student teaching is occurring, and who is contracting with University of the Cumberlands to supervise a student teacher for the purposes of fulfilling the student teaching requirement set forth by the Education Professional Standards Board and required for program completion by the approved teacher preparation program (KRS 161.042).
6. As provided in KRS 161.042 (3), the student teachers placed in the Board/Public/Private Schools, shall agree to abide by all policies, rules and regulations of the University and the Board/Public/Private School. Failure to abide by this provision shall be grounds for removal from the program. It shall be the responsibility of the University to inform all prospective student teachers of this provision and secure agreement from the student teacher.
 - (a) It shall be the responsibility of the University to provide confidentiality training to all student teachers placed in the Board/Public/Private Schools pursuant to this agreement; such training shall not be less than the confidentiality training provided to newly employed, certified employees in the Board/Public/Private Schools.

- (b) Pursuant to KRS 161.042(4), all student teachers shall be subject to the state and national criminal records checks required of certified employees under the provisions of KRS 160.380. All student teachers shall make application for such criminal records check at cooperating Board/Public/Private/ Schools and shall pay such fee as is required of certified hires. The University will require each student teacher to provide a clear FBI background check to the University and to the cooperating Board/Public/Private/School prior to student teaching.
7. The Board, through its administrative staff, shall make assignments of student teachers subject to its limitations and in accordance with its philosophy of teacher education. Nothing in this agreement shall preclude the Board, working in collaboration with the University, from exercising its right to remove from its classrooms student teachers who, in the judgment of the Board/Public/Private Schools staff and in collaboration with the University, have an adverse influence on the welfare of pupils, detract from the total school program, or do not contribute to the advancement of the education profession. The University assumes the responsibility for attempting to replace the student teacher in another school system if such is necessary or required and that this student teacher agreement is not to be construed as a third party beneficiary contract for the benefit of any student teacher who may be an applicant for student teaching in the Board/Public/Private Schools.
 8. The Board shall submit to the University upon request a list of properly qualified and certified teachers from within the Board/Public/Private Schools under whose direct supervision the student teacher will perform their duties of student teaching. In preparing the list, such criteria as academic and professional backgrounds, personal qualities and professional attitudes, relationships with pupils and colleagues, and the ability to successfully direct the learning process shall be used.
 9. Cooperating teachers shall have the responsibility to provide student teachers placed under their supervision with appropriate experiences outlined in information provided to the cooperating teachers by University of the Cumberlands.
 10. Cooperating teachers will have met eligibility requirements as outlined in KRS 161.042. The Supervising (P-12 classroom) Teacher, according to 16 KAR 5.040, should exhibit the following criteria:
 - A valid teaching certificate for each grade and subject taught;
 - Attained Rank II Certification, and/or hold a Master's Degree in Education;
 - Trained in Co-Teaching (St. Cloud Model)
 11. The cooperating teacher shall have the responsibility to provide the student teacher placed under their supervision with proper experience and counsel in planning and presenting effective learning experiences for P-12 students. A written review/rubric to the University, concerning the progress and accomplishments of the student teacher shall be made by the cooperating teacher, along with a recommended grade. Final grade assignments are ultimately the responsibility of the University/College supervisor.

12. The University shall designate a representative to serve as a liaison between it and the Board/Public/Private Schools. That designee, as a representative of the University, shall have access to all Board/Public/Private School staff and schools necessary to properly facilitate communication and relationships between the Board/Public/Private staff as designated by the Superintendent, Building Administrator, Cooperating Teacher, Student Teacher and other educational personnel.
13. For direct supervision of the student teacher(s), the supervising teacher(s) will be compensated for each student teacher per semester or 16 week assignment. If a student teacher is assigned to more than one supervising teacher in a semester, the amount paid each teacher shall be prorated on the basis of the number of weeks the student teacher spends in each assignment.
14. Cooperating teachers who supervise University of the Cumberlands student teachers may be eligible for an additional compensation from the Commonwealth under KRS 161.042.
15. The University and the Board/Public/Private/School agree not to discriminate in recruitment or employment, development, advancement, and treatment of their employees on the basis of age, color, creed, handicap condition, marital or parental status, national origin, race, sex, veteran status or political opinion or affiliation.
16. No student shall be denied equal educational opportunities by the University because of his or her age, color, creed, handicap condition, marital status, national origin, race, sex, veteran status or political opinion or affiliation.

It is mutually agreed by and between the parties that the period covered by this agreement is ongoing, and will automatically renew unless either party provides written notice of non-renewal.

In witness whereof, we the undersigned duly authorize representatives of the parties to this agreement; have caused the Agreement to be executed as of the date first above written.

By: _____
Superintendent / Board Chairperson

By: _____
University of the Cumberlands, Graduate Chairperson

By: _____
University of the Cumberlands, Director of Field/Clinical

APPENDIX C: COOPERATING TEACHER AGREEMENT



Cooperating Teacher Agreement (1 of 2)

This agreement by and between:

and **University of the Cumberland, Williamsburg, Kentucky**

School District _____

School _____

for Placement for Student Teacher:

The teacher education institution, University of the Cumberland, agrees to be responsible for the orientation, methods, techniques, classes, and the supervision of the student teaching experiences of the student teachers placed within the school or school district named above. The school or school district named above agrees to provide the environment and the classroom teacher with whom the student teacher works.

Please keep in mind that the Supervising (P-12 classroom) Teacher, according to 16 KAR 5.040, should exhibit the following criteria:

- A valid teaching certificate for each grade and subject taught;
- Attained Rank II Certification;
- At least three (3) years of teaching experience on a Professional Certificate;
- Taught in the present school system at least one (1) year immediately prior to being assigned a student teacher;
- Successfully completed Co-Teaching training (St. Cloud Model) 16 KAR 5.040 effective September 1, 2013
- A demonstrated ability to engage in effective classroom management techniques that promote an environment conducive to learning;
- An ability to model best practices for the delivery of instruction;
- A mastery of the content knowledge or subject matter being taught;
- The demonstration of an aptitude and ability to contribute to the mentoring and development of a pre-service educator;
- An ability to use multiple forms of assessment to inform instruction; and
- An ability to create a learning community that values and builds upon students' diverse cultures.

Authorized Signature, School/School District

Print Authorized Name

Title

Date

Authorized Signature, University of the Cumberland

Title

Date

In order for us to maintain accurate records and to process the Cooperating Teacher's stipend, please complete all sections. Thanks!

Student Teacher Name _____
(Please print) Last First MI

Cooperating Teacher Name _____
(Please print) Last First MI Social Security #

Cooperating Teacher Home Address _____
City State Home Phone* Cell Phone*

Email _____ **Subject(s)** _____ **Grade Level** _____

School District/County _____ **Name of School** _____ () _____
School Phone

School Address _____ **City** _____ **State** _____ **Zip Code** _____

Please place a check (✓) in the appropriate box () provided and fill in blank for number of years

Degree Completed: ☐ BS/BA ☐ MS/MA ☐ Rank I ☐ PhD/EdD

Certified in Current Teaching Assignment ☐ YES ☐ NO

Completed Course in Supervision of Student Teaching ☐ YES ☐ NO

Trained in KTIP ☐ YES ☐ NO

Completed or will complete Co-Teaching (St. Cloud Model – EPSB) ☐ YES ☐ NO

Number of Years of Teaching Experience (at least 3 yrs. with a professional certificate) _____

Number of Years in Current District (at least one year prior) _____

Participating Educators: This agreement is valid for the (circle one): FALL SPRING semester 20__ and implies your acceptance of a student teacher from University of the Cumberland. This agreement form indicates your agreement to support the student teacher in meeting all of the established standards and requirements.

Your signature below also verifies the fact that you have read and will adhere to the guidelines provided in *University of the Cumberland's Supervising Teacher Handbook*, attended a training session either in person or via iLearn prior to the beginning of the student teaching assignment, and that you are not a relative of the student teacher.

The School of Education at the University of the Cumberland has adopted the motto, *"Reflective Constructors of Quality Learning Experiences through Critical Thinking"* to communicate the key concepts of the conceptual framework for its professional education programs. The goal is to ensure that candidates become reflective constructors of quality learning experiences through critical thinking based on Christian values, respect for the truth, and concern for humanity. Emphasis is placed on providing experiences that help all students learn. Each certification program is connected to this philosophy as shown in the logo, at the Conceptual, Communicative, Evaluative, and Strategic knowledge base.

Cooperating Teacher Signature _____ **Date** _____ **Student Teacher Signature** _____ **Date** _____

Principal/Superintendent Signature _____ **Date** _____ **College Coordinator Signature** _____ **Date** _____

Please mail or fax to: University of the Cumberland, 7792 College Station Dr., Luecker Building Suite 223B, Williamsburg, Ky. 40769

Fax: (606) 539-4014

Attention: Debbie Felts

*Please include area code

APPENDIX D: DISTRICT-BASED MENTOR AGREEMENT

University of the Cumberland

District-Based Mentor Agreement/Memorandum of Understanding

School Name: _____

District-Based Mentor Name: _____

Teacher Candidate Name: _____

University of the Cumberland's Teacher Education Unit and the District-Based Mentor (DBM) agree to follow the Teacher Candidate's Mentoring Plan and to assist the Teacher Candidate in completing all program requirements. The District-Based Mentor agrees to provide a minimum eight (8) hours of observation/mentoring per year that the Teacher Candidate is enrolled in the Master of Arts in Teaching (MAT) Program (pursuant to 16 KAR 9:080). Payment in the amount of \$200.00 will be made to the DBM at the completion of each semester of mentoring services while the Teacher Candidate is actively enrolled in the program.

Please keep in mind that the DBM should meet the following criteria:

- An ability to engage in effective classroom management techniques that promote an environment conducive to learning;
- An ability to model best practices for the delivery of instruction;
- A mastery of the content knowledge of subject matter being taught;
- An aptitude and ability to contribute to the mentoring and professional development of the Teacher Candidate;
- An ability to use multiple forms of assessment to inform the practice of effective teaching and learning;
- An ability to create a learning community that values and builds upon students' diverse cultures;

This signed agreement indicates mutual cooperation in support of the Teacher Candidate in meeting all established standards and program requirements (See MAT Handbook).

Teacher Candidate Signature

District-Based Mentor Signature

University Supervisor Signature

Building Administrator Signature

University of the Cumberland

District-Based Mentor Professional Data Form

District-Based Mentor Name

School District

School Name

Subject/Grade Level Taught

School E-mail Address

School Telephone Number

Please circle and complete the following:

Highest Degree Completed: BS/BA MS/MA Rank 1+

Certified in Current Teaching Assignment: Yes No

Course in Supervision of Student Teaching: Yes No

Trained in KTIP: Yes No

Number of Years Teaching Experience:

Number of Years in Current District:

By signing this document, you verify that the professional information above is accurate and complete.

District-Based Mentor Signature

Date

APPENDIX E: MENTORING PLAN
UNIVERSITY OF THE CUMBERLANDS

MENTORING PLAN – SEMESTER 20__ - 20__

Teacher Candidate Name (Print)

District-Based Mentor Name (Print)

University Supervisor Name (Print)

Building Administrator Name (Print)

STRENGTHS:

-
-
-

AREAS OF GROWTH:

-
-
-

PLAN OF ACTION:

The University Supervisor will provide a minimum eight (8) hours of observation/mentoring per year of the Teacher Candidate's active program enrollment.

The District-Based Mentor will provide a minimum eight (8) hours of observation/mentoring per year of the Teacher Candidate's active program enrollment.

Description of Mentoring Activities:

-
-
-

Teacher Candidate Signature

District-Based Mentor Signature

University Representative Signature

Building Administrator Signature

See MAT Handbook, Appendix Tables 1 and 2 for additional information.

APPENDIX F: W-9 FORM

Form W-9 (Rev. October 2007) Department of the Treasury Internal Revenue Service	Request for Taxpayer Identification Number and Certification	Give form to the requester. Do not send to the IRS.
Print or type See Specific Instructions on page 2.	Name (as shown on your income tax return)	
	Business name, if different from above	
	Check appropriate box: <input type="checkbox"/> Individual/Sole proprietor <input type="checkbox"/> Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Limited liability company. Enter the tax classification (D=disregarded entity, C=corporation, P=partnership) ▶ <input type="checkbox"/> Exempt payee <input type="checkbox"/> Other (see instructions) ▶	
	Address (number, street, and apt. or suite no.)	Requester's name and address (optional)
	City, state, and ZIP code	
	List account number(s) here (optional)	

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on Line 1 to avoid backup withholding. For individuals, this is your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN* on page 3.

Note. If the account is in more than one name, see the chart on page 4 for guidelines on whose number to enter.

Social security number
or
Employer identification number

Part II Certification

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me), and
- I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding, and
- I am a U.S. citizen or other U.S. person (defined below).

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the Certification, but you must provide your correct TIN. See the instructions on page 4.

**Sign
Here**

Signature of
U.S. person ▶

Date ▶

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Purpose of Form

A person who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) to report, for example, income paid to you, real estate transactions, mortgage interest you paid, acquisition or abandonment of secured property, cancellation of debt, or contributions you made to an IRA.

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN to the person requesting it (the requester) and, when applicable, to:

- Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),
- Certify that you are not subject to backup withholding, or
- Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income.

Note. If a requester gives you a form other than Form W-9 to request your TIN, you must use the requester's form if it is substantially similar to this Form W-9.

Definition of a U.S. person. For federal tax purposes, you are considered a U.S. person if you are:

- An individual who is a U.S. citizen or U.S. resident alien,
- A partnership, corporation, company, or association created or organized in the United States or under the laws of the United States,
- An estate (other than a foreign estate), or
- A domestic trust (as defined in Regulations section 301.7701-7).

Special rules for partnerships. Partnerships that conduct a trade or business in the United States are generally required to pay a withholding tax on any foreign partners' share of income from such business. Further, in certain cases where a Form W-9 has not been received, a partnership is required to presume that a partner is a foreign person, and pay the withholding tax. Therefore, if you are a U.S. person that is a partner in a partnership conducting a trade or business in the United States, provide Form W-9 to the partnership to establish your U.S. status and avoid withholding on your share of partnership income.

The person who gives Form W-9 to the partnership for purposes of establishing its U.S. status and avoiding withholding on its allocable share of net income from the partnership conducting a trade or business in the United States is in the following cases:

- The U.S. owner of a disregarded entity and not the entity,

APPENDIX G: DIRECTIONS FOR COMPLETING THE ELECTRONIC MENTORING FORM (DISTRICT-BASED MENTORS)

Directions for Completing Online Mentoring Form

(District-Based Mentors)

Registering for an Account:

1. Go to the following URL:
<http://www.ucumberlands.edu/academics/graduate/forms/mentor/>
2. Click the link, titled, "District Based Mentors – Register for Access Here"
3. Enter your First Name, Last Name, Last 4 digits of SSN, and Password (**Write down your login information**)*
4. Click "Submit"
5. Return to login, and from the "I am a" menu, choose *District Based Mentor*
6. Enter username and password
7. Click "Submit"

**Before you can register, a W-9 must be submitted and processed by UC.*

Entering Time on the Timesheet:

1. Click "View Timesheets"
2. Select student
3. Scroll down to record time (Date, Hours, Minutes, Description of Activity, Mentor/Mentee Initials, Documentation)
4. Click submit

When 15 hours have accumulated:

1. The system will e-mail the student, University Supervisor, and District-Based Mentor with a link to "sign-off" on the form
2. The system will automatically submit the form into our database once all signatures are collected

APPENDIX H: DIRECTIONS FOR COMPLETING THE ELECTRONIC MENTORING FORM (UNIVERSITY SUPERVISORS)

Directions for Completing Online Mentoring Form

(University Supervisors)

Creating a Timesheet:

1. Go to the following URL:
<http://www.ucumberlands.edu/academics/graduate/forms/mentor/>
2. From the “I am a” menu, choose *UC Based Coordinator*
3. Enter username and password (same as UC e-mail)
4. Click “Create New Timesheet”
5. Enter Student’s Information (First Name, Last Name, ID Number, District Based Mentor)
6. Enter the first “time” record into the form (Date, Hours, Minutes, Description of Activity, Mentor/Mentee Initials, Documentation)

Entering Time on the Timesheet:

1. Click “View Timesheets”
2. Select student
3. Scroll down to record time (Date, Hours, Minutes, Description of Activity, Mentor/Mentee Initials, Documentation)
4. Click submit

When 15 hours have accumulated:

1. The system will e-mail the student, University Supervisor, and District-Based Mentor with a link to “sign-off” on the form
2. The system will automatically submit the form into our database once all signatures are collected

APPENDIX I: CLINICAL III DEADLINES

MAT Student-Teaching Deadlines		
Documentation	Deadline for SPRING admission to Student-Teaching	Deadline for FALL admission to Student-Teaching
1. Application for Student-Teaching	September 1 st	March 1 st
2. Background Check ¹	November 15 th	June 15 th
3. TB Skin Test ²	November 15 th	June 15 th
4. Medical Examination ³	November 15 th	June 15 th
5. Two (2) favorable dispositions ⁴	November 15 th	June 15 th
6. Praxis II Content Exam ⁵	November 15 th	June 15 th
7. All coursework completed	End of Fall IIG Bi-Term	End of Summer IIG Bi-Term
8. 200 unpaid, prescribed field/clinical experiences ⁶	December 15 th	August 1 st
¹ Background Check results may not be older than twelve (12) months. It takes several weeks for UC to receive background check results, so please schedule accordingly. ² TB Skin Test results may not be older than twelve (12) months. ³ Medical Examination results may not be older than twelve (12) months. ⁴ Dispositions are requested from current or former professors. ⁵ It takes several weeks for UC to receive official Praxis results, so please schedule accordingly (https://www.ets.org/praxis/ky/requirements). ⁶ These hours must be documented in iLearn, UC's Field Experience Reporting Timesheet, and KFETS. Please see the following link for directions on how to document field/clinical experiences: http://gradweb.ucumberlands.edu/kfets-training .		

MAT Practicum Deadlines		
Documentation	Deadline for SPRING admission to Practicum	Deadline for FALL admission to Practicum
1. Application for Practicum	December 1 st	August 1 st
2. Two (2) favorable dispositions ¹	December 1 st	August 1 st
3. Praxis II Content Exam ²	December 1 st	August 1 st
4. All coursework completed	End of Fall IIG Bi-Term	End of Summer IIG Bi-Term
5. Kentucky Temporary/ Provisional License	Current	Current
¹ Dispositions are requested from current or former professors. ² It takes several weeks for UC to receive official Praxis results, so please schedule accordingly (https://www.ets.org/praxis/ky/requirements).		

APPENDIX J: CLINICAL III APPLICATION

University of the Cumberland

MAT Student Teaching / Practicum Application

Select the Course Student Teaching <input type="checkbox"/> Practicum <input type="checkbox"/>		Select the Semester and Indicate the Year Fall of <input type="text"/> Spring of <input type="text"/>	
Student Contact Information			
Applicant's Full Name: Last Name _____ First Name _____ M.I. _____			
Mailing Address: PO Box / Street _____ City _____ State _____ ZIP _____			
Additional Information: Email Address (other than UC account) _____ Cell Phone _____ Home Phone _____ Social Security # _____ Student ID # _____			
Certification			
<i>Please select the appropriate certification area in the table below by placing an X in the space provided. For Middle Grades, Secondary or P12, list your content area.</i>			
Elementary _____ 	Middle Grades _____ <i>Specialization Areas:</i> _____ _____	Secondary _____ <i>Content Area:</i> _____	P-12 _____ <i>Content Area:</i> _____

Placement Information	
<p><i>If applying for Student Teaching, please indicate your 1st and 2nd placement choices. Student teaching is a 70 day, full-time placement, during the course of one semester.</i></p> <p><u>1st Choice:</u></p> <p>Name of School _____</p> <p>Address _____</p> <p>Phone Number _____</p> <p>District _____</p> <p>Principal's Name _____</p> <p>Principal's Email _____</p> <p><u>2nd Choice:</u></p> <p>Name of School _____</p> <p>Address _____</p> <p>Phone Number _____</p> <p>District _____</p> <p>Principal's Name _____</p> <p>Principal's Email _____</p>	<p><i>If applying for the Practicum, please indicate the school in which you are currently employed.</i></p> <p>Name of School _____</p> <p>Address _____</p> <p>Phone Number _____</p> <p>District _____</p> <p>Principal's Name _____</p> <p>Principal's Email _____</p>

Additional Questions / Requirements

1. Are you currently or have you been employed in either location listed above?
Yes _____ No _____
2. Are immediate family members employed or do they attend school in either location?
Yes _____ No _____

Requirements	On File	In Progress
Praxis II Content		
FBI Criminal Background Check: <i>Within last year*</i>		
Dispositions: <i>Minimum of two</i>		
Medical Test: <i>Within last year *</i>		
TB Skin Test: <i>Within last year *</i>		
200 Field Hours (unpaid) *		
*Applies to student teachers only.		

Acknowledgment

I hereby certify that the above information is accurate and correct. I understand that ALL candidates are required to meet Kentucky certification requirements by passing all of the appropriate PRAXIS II exams, including the PLT.

Signature _____ Date _____

Please return the completed *Clinical III Application* to the Teacher Certification office (e-mail: certification@ucumberland.edu; fax: 606-539-4649).

TABLE 1: OBSERVATION / MENTORING PRACTICE

Table 1: Observation / Mentoring Practice

(For Track B Teacher Candidates)

	Clinical I	Clinical II		Clinical III
	Semester 1	Semester 2	Semester 3	Semester 4
University Supervisor	<p># Observations: 2 Hours: 4</p> <p>Documentation: Online KTIP IPR Mentoring Timesheet <i>(Standards 1-6, 11-12)</i></p>	<p># Observations: 2 Hours: 4</p> <p>Documentation: Online KTIP IPR Mentoring Timesheet <i>(Standards 1-9, 11-12)</i></p>	<p># Observations: 2 Hours: 4</p> <p>Documentation: Online KTIP IPR Mentoring Timesheet <i>(Standards 1-9, 11-12)</i></p>	<p># Observations: 2 Hours: 4</p> <p>Documentation: Online KTIP IPR Mentoring Timesheet <i>(Standards 1-12)</i></p>
District-Based Mentor	<p># Observations: 2 Hours: 4</p> <p>Documentation: Online KTIP IPR Mentoring Timesheet <i>(Standards 1-6, 11-12)</i></p>	<p># Observations: 2 Hours: 4</p> <p>Documentation: Online KTIP IPR Mentoring Timesheet <i>(Standards 1-9, 11-12)</i></p>	<p># Observations: 2 Hours: 4</p> <p>Documentation: Online KTIP IPR Mentoring Timesheet <i>(Standards 1-9, 11-12)</i></p>	<p># Observations: 2 Hours: 4</p> <p>Documentation: Online KTIP IPR Mentoring Timesheet <i>(Standards 1-12)</i></p>
	Total Hours: 8	8	8	8

*Standards 11 and 12 are assessed through the "Attitudes and Dispositions" survey on the online KTIP IPR document. The KTIP IPR document is accessed via the Surface tablet for University Supervisors and via web link for District Based Mentors:

<https://postoffice.ucumberlands.edu/evaluations/ipr.php>

TABLE 2: PRESCRIBED MENTORING

Table 2: Prescribed Mentoring

*Discussion Topics by Semester
(For Track B Teacher Candidates)*

<u>Semester 1:</u>	<u>Semester 2:</u>
1. <u>Lesson Planning:</u> <ul style="list-style-type: none"> a. Alignment to standards and objectives b. Purpose of Lesson Reflection 2. <u>Classroom Management:</u> <ul style="list-style-type: none"> a. Effective classroom management techniques b. Parental support in classroom management 	1. <u>Assessment Practices:</u> <ul style="list-style-type: none"> a. Purpose of Formative Assessment b. Purpose of Summative Assessment c. Monitoring student growth 2. <u>Instructional Strategies:</u> <ul style="list-style-type: none"> a. Strategies for Whole Group b. Strategies for Small Group
<u>PGES Domains Addressed:</u> Domain 1: Planning & Preparation Domain 2: Classroom Environment Domain 4: Professional Responsibilities	<u>PGES Domains Addressed:</u> Domain 1: Planning and Preparation Domain 3: Instruction Domain 5: Student Growth

<u>Semester 3:</u>	<u>Semester 4:</u>
1. <u>Technology:</u> <ul style="list-style-type: none"> a. Technology-use by <i>teacher</i> b. Technology-use for <i>students</i> 2. <u>Collaboration:</u> <ul style="list-style-type: none"> a. Collaboration with parents b. Collaboration with colleagues 	1. <u>Goal Setting:</u> <ul style="list-style-type: none"> a. Goal setting for professional growth b. Goal setting for student growth (academic and behavioral) 2. <u>Leadership:</u> <ul style="list-style-type: none"> a. Identifying opportunities for leadership b. Implementing leadership initiatives c. Evaluating the outcome of leadership initiatives
<u>PGES Domains Addressed:</u> Domain 1: Planning and Preparation Domain 3: Instruction Domain 4: Professional Responsibilities	<u>PGES Domains Addressed:</u> Domain 1: Planning and Preparation Domain 2: Classroom Environment Domain 3: Instruction Domain 4: Professional Responsibilities Domain 5: Student Growth