**RECORD OF TEACHER INTERNSHIP YEAR (RTIY)**



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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



**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 instructional days is required)

First Semester \_\_\_\_\_\_ # of days or Second Semester \_\_\_\_\_\_ # of days (a minimum of 70 instructional days is required)



\_\_\_\_\_\_ **The intern is recommended for certification.**

In Cycle 3, the intern’s performance on each component has been rated DEVELOPING or higher by a majority of the committee members.

\_\_\_\_\_\_ **The intern is not recommended for certification.**

In Cycle 3, the intern’s performance on one or more components has been rated as INEFFECTIVE by a majority of the committee members.



**ORIENTATION MEETING CHECKLIST**

**The committee and intern will meet to:**

1. Exchange contact information with the intern and all committee members.
2. Review all KTIP materials, processes and procedures.
3. Discuss the completion of the self-assessment portion of the **Professional Growth Planning** and determine the timeline and procedures for administration of the **Student Voice Survey**.
4. Begin your work on **Professional Involvement** **Log** by discussing possible ways you could become actively involved in your school’s/district’s professional community.
5. Discuss committee and intern expectations.
6. Set observation and Committee Meeting dates.
7. Sign off for the Orientation Meeting in the Intern Management System (IMS).

**CYCLE 1 COMMITTEE MEETING CHECKLIST**

**Committee meets without the intern to:**

1. Discuss and record the ratings and the supporting evidence for each component to reach consensus on the intern’s strengths and priority areas for professional growth identified during Cycle 1.
2. Review the intern’s progress on the **Professional Involvement Log** and **Records and Communication.**
3. Review the status and appropriateness of the Resource Teacher’s in-class and out-of-class mentoring time.

**Committee meets with the intern to:**

1. Discuss the ratings and supporting evidence for each of the components focusing on the strengths and priority areas for growth identified by the committee during Cycle 1.
2. Discuss the data from the **Student Voice Survey** and the strengths and priority areas for growth identified by the committee and the intern to identify the intern’s professional growth activities for Cycle 2 and the assistance/resources needed for these activities.
3. Discuss the progress made on the **Professional Involvement Log** and **Records and Communication.**
4. Clarify the expectations for Cycle 2.
5. Set observation and Committee Meeting dates.
6. Sign off for the Cycle 1 Committee Meeting in the IMS.

**SUMMARY OF CYCLE 1 INTERN PERFORMANCE**

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| **Component**  **Click for the KY Framework for Teaching & KY Teacher Standards Alignment** | **Principal** | | | | **Resource Teacher** | | | | **Teacher Educator** | | | |
| 1A – Demonstrating Knowledge of Content and Pedagogy | I | D | A | E | I | D | A | E | I | D | A | E |
| 1B – Demonstrating Knowledge of Students | I | D | A | E | I | D | A | E | I | D | A | E |
| 1C – Selecting Instructional Outcomes | I | D | A | E | I | D | A | E | I | D | A | E |
| 1D – Demonstrating Knowledge of Resources | I | D | A | E | I | D | A | E | I | D | A | E |
| 1E – Designing Coherent Instruction | I | D | A | E | I | D | A | E | I | D | A | E |
| 1F – Designing Student Assessment | I | D | A | E | I | D | A | E | I | D | A | E |
| 2A – Creating an Environment of Respect and Rapport | I | D | A | E | I | D | A | E | I | D | A | E |
| 2B – Establishing a Culture of Learning | I | D | A | E | I | D | A | E | I | D | A | E |
| 2C – Managing Classroom Procedures | I | D | A | E | I | D | A | E | I | D | A | E |
| 2D – Managing Student Behavior | I | D | A | E | I | D | A | E | I | D | A | E |
| 2E – Organizing Physical Space | I | D | A | E | I | D | A | E | I | D | A | E |
| 3A – Communicating with Students | I | D | A | E | I | D | A | E | I | D | A | E |
| 3B – Using Questioning and Discussion Techniques | I | D | A | E | I | D | A | E | I | D | A | E |
| 3C – Engaging Students in Learning | I | D | A | E | I | D | A | E | I | D | A | E |
| 3D – Using Assessment in Instruction | I | D | A | E | I | D | A | E | I | D | A | E |
| 3E – Demonstrating Flexibility and Responsiveness | I | D | A | E | I | D | A | E | I | D | A | E |
| 4A – Reflecting on Teaching | I | D | A | E | I | D | A | E | I | D | A | E |
| 4B – Maintaining Accurate Records | I | D | A | E | I | D | A | E | I | D | A | E |
| 4C – Communicating with Families | I | D | A | E | I | D | A | E | I | D | A | E |
| 4D – Participating in a Professional Community | I | D | A | E | I | D | A | E | I | D | A | E |
| 4E – Growing and Developing Professionally | I | D | A | E | I | D | A | E | I | D | A | E |
| 4F – Demonstrating Professionalism | I | D | A | E | I | D | A | E | I | D | A | E |

**Strengths and Growth Needs**

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| --- |
| Strengths related to the components of the Kentucky Framework for Teaching: |
| Priority Areas for Professional Growth: |

**CYCLE 2 COMMITTEE MEETING CHECKLIST**

**Committee meets without the intern to:**

1. Discuss and record the ratings and the supporting evidence for each component to reach consensus on the intern’s strengths and priority areas for professional growth identified during Cycle 2.
2. Review the intern’s progress on the **Professional Involvement Log** (and **Records and Communication** if necessary).
3. Review the status and appropriateness of the Resource Teacher’s in-class and out-of-class mentoring time.

**Committee meets with the intern to:**

1. Discuss the ratings and supporting evidence for each of the components focusing on the strengths and priority areas for growth identified by the committee during Cycle 2.
2. Review the **Professional Growth Plan** to consider the progress made in addressing the growth areas identified.
3. Discuss the progress made in implementing the **Professional Involvement Log.**
4. Clarify the expectations for Cycle 3. Decide if the intern will video one Cycle 3 lesson for the committee or have each committee member do a face-to-face observation.
5. Set observation and Committee Meeting dates.
6. Sign off for the Cycle 2 Committee Meeting in the IMS.

**SUMMARY OF CYCLE 2 INTERN PERFORMANCE**

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| **Component**  **Click for the KY Framework for Teaching & KY Teacher Standards Alignment** | **Principal** | | | | **Resource Teacher** | | | | **Teacher Educator** | | | |
| 1A – Demonstrating Knowledge of Content and Pedagogy | I | D | A | E | I | D | A | E | I | D | A | E |
| 1B – Demonstrating Knowledge of Students | I | D | A | E | I | D | A | E | I | D | A | E |
| 1C – Selecting Instructional Outcomes | I | D | A | E | I | D | A | E | I | D | A | E |
| 1D – Demonstrating Knowledge of Resources | I | D | A | E | I | D | A | E | I | D | A | E |
| 1E – Designing Coherent Instruction | I | D | A | E | I | D | A | E | I | D | A | E |
| 1F – Designing Student Assessment | I | D | A | E | I | D | A | E | I | D | A | E |
| 2A – Creating an Environment of Respect and Rapport | I | D | A | E | I | D | A | E | I | D | A | E |
| 2B – Establishing a Culture of Learning | I | D | A | E | I | D | A | E | I | D | A | E |
| 2C – Managing Classroom Procedures | I | D | A | E | I | D | A | E | I | D | A | E |
| 2D – Managing Student Behavior | I | D | A | E | I | D | A | E | I | D | A | E |
| 2E – Organizing Physical Space | I | D | A | E | I | D | A | E | I | D | A | E |
| 3A – Communicating with Students | I | D | A | E | I | D | A | E | I | D | A | E |
| 3B – Using Questioning and Discussion Techniques | I | D | A | E | I | D | A | E | I | D | A | E |
| 3C – Engaging Students in Learning | I | D | A | E | I | D | A | E | I | D | A | E |
| 3D – Using Assessment in Instruction | I | D | A | E | I | D | A | E | I | D | A | E |
| 3E – Demonstrating Flexibility and Responsiveness | I | D | A | E | I | D | A | E | I | D | A | E |
| 4A – Reflecting on Teaching | I | D | A | E | I | D | A | E | I | D | A | E |
| 4B – Maintaining Accurate Records | I | D | A | E | I | D | A | E | I | D | A | E |
| 4C – Communicating with Families | I | D | A | E | I | D | A | E | I | D | A | E |
| 4D – Participating in a Professional Community | I | D | A | E | I | D | A | E | I | D | A | E |
| 4E – Growing and Developing Professionally | I | D | A | E | I | D | A | E | I | D | A | E |
| 4F – Demonstrating Professionalism | I | D | A | E | I | D | A | E | I | D | A | E |

**Strengths and Growth Needs**

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| Strengths related to the components of the Kentucky Framework for Teaching: |
| Priority Areas for Professional Growth: |

**CYCLE 3 COMMITTEE MEETING CHECKLIST**

**Committee meets without the intern to:**

1. Review the intern’s Cycle 3 reports for **Professional Involvement Log** and **Professional Growth Plan**. Discuss the Cycle 3 ratings and the supporting evidence for each component to reach consensus on the intern’s strengths and priority areas for professional growth identified at the end of the internship. Record these strengths and priority areas for growth in the Strengths and Growth Needs section.
2. Review the status and appropriateness of the Resource Teacher’s in-class and out-of-class mentoring time.
3. Determine and record the committee’s Final Marking for each of the components.

**Committee meets with the intern to:**

1. Discuss the Cycle 3 and final ratings and supporting evidence for each of the components, focusing on the strengths and priority areas for growth identified by the committee during the internship.
2. Discuss all required and completed Sources of Evidence.
3. Sign off for the Cycle 3 Committee Meeting in the IMS.

**SUMMARY OF CYCLE 3 INTERN PERFORMANCE**

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| **Component**  **Click for the KY Framework for Teaching & KY Teacher Standards Alignment** | **Principal** | | | | **Resource Teacher** | | | | **Teacher Educator** | | | | **Committee Consensus** | | | | **Final Marking** |
| 1A – Demonstrating Knowledge of Content and Pedagogy | I | D | A | E | I | D | A | E | I | D | A | E | I | D | A | E |  |
| 1B – Demonstrating Knowledge of Students | I | D | A | E | I | D | A | E | I | D | A | E | I | D | A | E |  |
| 1C – Selecting Instructional Outcomes | I | D | A | E | I | D | A | E | I | D | A | E | I | D | A | E |  |
| 1D – Demonstrating Knowledge of Resources | I | D | A | E | I | D | A | E | I | D | A | E | I | D | A | E |  |
| 1E – Designing Coherent Instruction | I | D | A | E | I | D | A | E | I | D | A | E | I | D | A | E |  |
| 1F – Designing Student Assessment | I | D | A | E | I | D | A | E | I | D | A | E | I | D | A | E |  |
| 2A – Creating an Environment of Respect and Rapport | I | D | A | E | I | D | A | E | I | D | A | E | I | D | A | E |  |
| 2B – Establishing a Culture of Learning | I | D | A | E | I | D | A | E | I | D | A | E | I | D | A | E |  |
| 2C – Managing Classroom Procedures | I | D | A | E | I | D | A | E | I | D | A | E | I | D | A | E |  |
| 2D – Managing Student Behavior | I | D | A | E | I | D | A | E | I | D | A | E | I | D | A | E |  |
| 2E – Organizing Physical Space | I | D | A | E | I | D | A | E | I | D | A | E | I | D | A | E |  |
| 3A – Communicating with Students | I | D | A | E | I | D | A | E | I | D | A | E | I | D | A | E |  |
| 3B – Using Questioning and Discussion Techniques | I | D | A | E | I | D | A | E | I | D | A | E | I | D | A | E |  |
| 3C – Engaging Students in Learning | I | D | A | E | I | D | A | E | I | D | A | E | I | D | A | E |  |
| 3D – Using Assessment in Instruction | I | D | A | E | I | D | A | E | I | D | A | E | I | D | A | E |  |
| 3E – Demonstrating Flexibility and Responsiveness | I | D | A | E | I | D | A | E | I | D | A | E | I | D | A | E |  |
| 4A – Reflecting on Teaching | I | D | A | E | I | D | A | E | I | D | A | E | I | D | A | E |  |
| 4B – Maintaining Accurate Records | I | D | A | E | I | D | A | E | I | D | A | E | I | D | A | E |  |
| 4C – Communicating with Families | I | D | A | E | I | D | A | E | I | D | A | E | I | D | A | E |  |
| 4D – Participating in a Professional Community | I | D | A | E | I | D | A | E | I | D | A | E | I | D | A | E |  |
| 4E – Growing and Developing Professionally | I | D | A | E | I | D | A | E | I | D | A | E | I | D | A | E |  |
| 4F – Demonstrating Professionalism | I | D | A | E | I | D | A | E | I | D | A | E | I | D | A | E |  |

**Strengths and Growth Needs**

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| --- |
| Strengths related to the components of the Kentucky Framework for Teaching: |
| Priority Areas for Professional Growth: |