



BOYCE
THE COLLEGE *at* SOUTHERN

Student Teacher Handbook

2017-2018

Educator Preparation Program
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Vision and Mission

Institutional Mission and Vision

The mission of The Southern Baptist Theological Seminary is to be totally committed to the Bible as the Word of God, to the Great Commission as our mandate, and to be a servant of the churches of the Southern Baptist Convention by training, educating, and preparing ministers of the gospel for more faithful service. The Southern Baptist Theological Seminary, under the governance of its Board of Trustees, conducts its programs in an environment of spiritual nurture with a vision for the development of Christian leaders.

Boyce Teacher Preparation Unit Mission and Vision

The Boyce College teacher preparation unit is committed to the fulfillment of the mission of The Southern Baptist Theological Seminary. The unit operates directly under the jurisdiction of Boyce College, the undergraduate school of SBTS and functions under the division of Applied Studies. It initially provides the major of Teacher Education, culminating in the Bachelor of Science (BS) degree. Consistent with the mission of Boyce College and The Southern Baptist Theological Seminary, the teacher preparation unit prepares students for service leadership roles throughout the world as professional educators in the public schools, in the Southern Baptist Convention (SBC), other Christian schools, and on the international mission field. Boyce teacher educators are trained to be totally committed to the Bible as the inerrant Word of God, to the Great Commission as their mandate, and to service as their calling. The Boyce teacher preparation unit is founded on the philosophy of a Christian worldview which interprets personal, social, and historical events through biblical tenets, and which is committed to the principles of Christian teaching in personal, professional, and social relationships.

The primary **mission** of the Boyce teacher preparation unit is to provide Christ-centered quality teacher education, preparing **servant-leaders** for both public and Christian school teaching. The qualities of a servant-leader can further be broken down into three areas: **professional, service, collaboration and reflective-practitioner**. The program of instruction is designed to equip the servant-leader with the range of **knowledge** necessary for the profession of teaching, with the **skills of teaching** as recognized in the education profession, and with the **dispositions** of a servant-leader in a world of diversity. As an extension of the general mission of the college, the teacher preparation unit strives to achieve the following specific goals:

- Equip and train teachers for carrying out the Great Commission of Matthew 28:18-20.
- Impart knowledge of and appreciation for people with diverse backgrounds.
- Instill teachers with a knowledge and understanding of the principles and practices of education.
- Impart knowledge in both the arts and sciences and biblical studies.

- Integrate the appropriate academic disciplines into a coherent Christian worldview.
- Develop the professional skills of pedagogy based on recognized “best practices” for teaching in schools.
- Foster competency in the dispositions for the professional teacher.
- Provide leadership and professional service opportunities for teacher candidates in the school and community.
- Develop qualities of servant-leadership in the teacher candidates that will impact their professional careers.

It is the **vision** of the Boyce Educator Preparation Program to educate teachers who recognize the importance and value of teaching as a profession, and the need for effective leadership and service in the field of education. As a servant-leader, the Boyce teacher candidate is trained to understand that effective leadership begins in the classroom and that success as a servant-leader in the school will depend on a professional learning community that works to focus the school on learning and not on teaching. To fulfill this vision the Boyce teacher candidate is taught to be aware of the following:

- The multi-faceted nature of educating and leading individual learners
- Each learner exists in a diverse society with a unique background
- All learners come to the education arena with different physical, emotional, intellectual, social, and spiritual needs
- Teachers who successfully meet these needs must be committed to student learning.

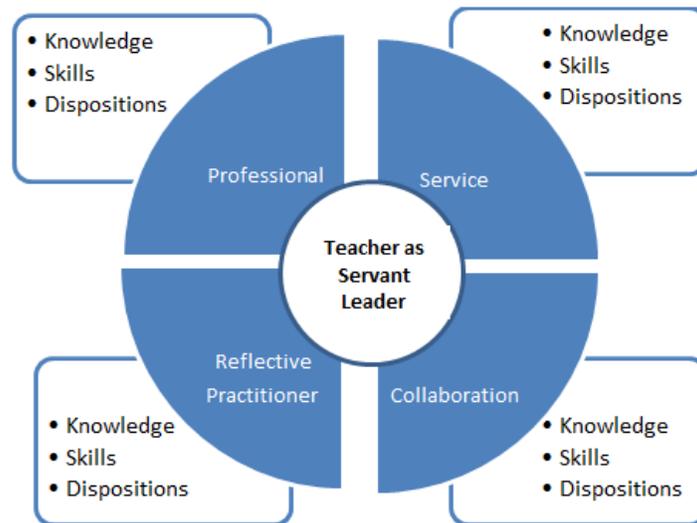
Philosophical Underpinning of the Unit

Unit Theme

The Boyce teacher preparation unit theme is **teachers as servant-leaders**. The qualities of **professional, service, collaboration, and the teacher as a reflective practitioner** are necessary to develop the teacher as a servant-leader. All aspects of the Boyce teacher preparation unit, the course work, the field experiences, and the clinical experiences, are designed to develop these qualities with the goal of developing **teachers as servant-leaders**.

Unit Goals

To evaluate the necessary qualities of a servant-leader (service, collaboration and teacher as a reflective practitioner), the three major areas of **knowledge, skills, and dispositions** form the Boyce teacher preparation unit *Conceptual Framework*. We believe that each of these areas are the major goals for the unit, and that the research supports the interactive nature of these areas in the development of **teachers as servant-leaders**.



These unit goals are also in alignment first with the goals of Boyce College to train leaders for various social and church-related roles, then with the Kentucky Teacher Standards (KTS) for initial level teacher preparation units as required by the Education Professional Standards Board of Kentucky, with the professional association standards for elementary teacher education, the Association for Childhood Education International (ACEI), and finally with the three sub-themes of the Conceptual Framework, *professional, service, collaboration, and the teacher as reflective practitioner*.

Unit Dispositions

The “attitudes, values, and beliefs” (dispositions) are important to foster *professional, service, collaboration*, and the *teacher as a reflective practitioner* are listed below

Professional:

The teacher as a professional...

- 1.1. Recognizes that their own educational philosophy will guide them in being a professional within the work environment.
- 1.2. Reflects on the importance of the teacher and the school to the achievement and development of each child.
- 1.3.

Service:

The teacher as servant-leader...

- 1.1. believes that the teacher is a servant first, and then a leader.
- 1.2. values opportunities to serve in the school, community, or professional organizations that have potential for positive impact on the professional environment as a learning community.
- 1.3. believes that relationships with others is based on integrity, honesty, and the value of each individual as a person and what each can contribute to the school as a professional learning community.

Collaboration:

The teacher as a collaborator...

- 2.1. values diversity as a fact of life that gives all individuals their own distinctive, and God-given abilities.
- 2.2. recognizes that effective communication is a primary skill for effective collaborative leadership.
- 2.3. believes that collaboration is necessary to develop a school culture of a professional community of learners.

Reflection:

The teacher as a reflective practitioner...

- 3.1 knows that personal growth of knowledge is a life-long process necessary for professional growth and effective servant-leadership.
- 3.2. believes that insights gained from teaching experience must be used for improved future student learning.
- 3.3. recognizes the value of assessment data as a major source of information for reflection to improve daily teaching for student learning and as a source for planning personal professional development.

Unit Standards and Professional Code of Ethics

The Boyce teacher preparation unit is a standards-based program with all components of the unit aligned strictly with the ten Kentucky Teacher Standards (KTS) and with the Association of Childhood Education International (ACEI). Course content, field and clinical experiences, the e-portfolio, and assessments are designed to develop the 6 state standards for teacher preparation units of Kentucky and the ten Kentucky Teacher Standards (KTS) and the ACEI standards for training effective professional teachers. Candidates who complete the Boyce Educator Preparation Program will be evaluated for meeting these standards. The Boyce teacher preparation unit is also committed to the professional code of ethics adopted by the state for all certified personnel of Kentucky schools. Candidates are required to commit to these ethical principles as part of the preparation for teacher education.

Supervised Teaching

Purpose

The supervised teaching experience (ED 490) has a twofold purpose in the Boyce EPP:

1. Gives the teacher candidates the opportunity to engage in the daily activities of professional teaching and learn how to cope with the demands and pressures of the teaching/learning process;
2. Analysis of the growth in the skills and dispositions of the teacher candidates' professional teaching.

The Boyce EPP was designed with the definite purpose of developing teaching skills through the early field experience co-teaching requirements followed by the supervised teaching semester as a gauge of the success of the early teaching exposure. We believe the Boyce teacher candidate will demonstrate the value of the early teaching experience by greater skill in teaching during the supervised teaching semester, with the more developed teaching skills, and increased ability to focus more on learning the skills of servant-leadership, which is also a major purpose of the preparation of a successful professional teacher through the Boyce College EPP. Boyce student teachers are required to be engaged in a service project during the supervised teaching semester. We believe this service requirement will add to the repertoire of the Boyce EPP graduate by broadening the scope of what the professional elementary teacher must be: not only a teacher as an effective facilitator of student learning, but also a servant-leader.

ED 490 Supervised Teaching: Elementary P-5 6 credits

Students admitted to Supervised Teaching will be placed in an accredited private or public school under a P-5 professional cooperating elementary school teacher for student teaching for 70 days of the semester (a full professional semester). The student teacher will participate in all phases of the regular professional classroom teacher and must complete a minimum of 360 on-school site hours. The student teacher is evaluated by the cooperating teacher and an assigned Boyce College supervisor according to strict guidelines and EPSB requirements. A weekly seminar at Boyce College is also required for each student. **Prerequisite:** Admission to

Supervised Teaching. All students wishing to student teach must complete an application procedure during the semester prior to registering for ED 490. Contact the office of the Department of Teacher Education for application information.

The supervised teaching semester requires the Boyce teacher candidate to perform not only the usual daily duties of the student teacher, but also to attend the regular weekly capstone seminar sessions for collaboration and sharing of experiences among the teacher candidates. The seminar sessions are held after the elementary school day schedule and on the Boyce College campus.

In addition to the daily teaching and other responsibilities, the Boyce student teacher is required to develop and co-teach a unit of instruction (TWS Unit) sometime during the student teaching semester. Since the Boyce student teacher is assigned a dual placement, one K-3 grade level, and one 4-5 grade level, the unit is required during only one of the placements. The student teacher is responsible for arranging the TWS Unit with one of the cooperating teachers of the dual placement.

Timeline for Supervised Teaching Admission

Schedule	Fall Student Teaching	Schedule	Spring Student Teaching
October/November	Schedule Program Review with academic advisor	March/April	Schedule Program Review with academic advisor
February 28	Submit Application for Student Teaching	September 30	Submit Application for Student Teaching
March/April	Interview w/Coordinator of Field and Clinical Experience	October/November	Interview w/Coordinator of Field and Clinical Experience
April/May	Receive Placement Notice	November/December	Receive Placement Notice
June	Review of coursework completion by Coordinator of Field and Clinical Experience	December	Review of coursework completion by Coordinator of Field and Clinical Experience
Early August	Student Teacher Orientation	Early January	Student Teacher Orientation
August	Begin 1st Dual Placement	January	Begin 1st Dual Placement
October	Begin 2nd Dual Placement	March	Begin 2nd Dual Placement
November	Program Exit Meeting w/Coordinator of Field and Clinical Experience	May	Program Exit Meeting w/Coordinator of Field and Clinical Experience

Note: This table shows approximate dates. The student must complete 70 days of a full professional semester.

Individual Candidate Data Submitted To CTE for Checkpoint #3

Checkpoint #3		
Required Data	Benchmark	Student Criteria
1. GPA for 116 credits	Minimum GPA: 2.75	GPA _____
2. All Courses at Checkpoint 2	Minimum grades: "C"	YES _____ NO _____
3. GPA for past 30 credit hours	Minimum 3.0	GPA: _____
4. Field Experience Hours	200 hours completed	YES _____ NO _____
5. FE Teaching KTS Rubric Scores	Minimum 2.5 mean score	Rubric #1: _____ Rubric #2: _____ Rubric #3: _____ Rubric #4: _____ Rubric #5: _____ Rubric #6: _____ Rubric #7: _____ Rubric #8: _____ Rubric #9: _____ Rubric #10: _____
6. Field Experience & Service Evals	All rubric min sc 2.0	Professionalism: _____ Skills: _____ Service: _____ Collaboration: _____ Reflection: _____ Diversity: _____
7. TWS Unit & Narrative Score	2.0 min score	Sc: _____
8. Professional Development Plan Reflection	Completion with Advisor & Advisor approval	YES _____ NO _____
9. Physical Exam with TB test	Good Health and TB clearance	YES _____ NO _____
10. Background Check	No Record	YES _____ NO _____
11. CEAI-SP Membership	Official Member	YES _____ NO _____
12. Recommendation Letters	Professor, FE Teacher, Ed Professor	YES _____ NO _____

The Supervised Teaching Experience

The culminating experience of the teacher candidate is Supervised Teaching.

The Student Teacher Placement

A student teacher in the Elementary Education P-5 degree program will be placed in a *dual placement*, one in a grade K-3 class, and one in a grade 4-5 class, under supervision of a classroom teacher designated as the cooperating teacher for 70 days (full professional semester).

Initiating the Student Teaching

The onset of teaching responsibilities for the teacher candidate is usually preceded by an initial adjustment period, observations of the cooperating teacher, orientation for learning about the school and its policies, and planning and collaboration with the cooperating teacher before actual teaching responsibilities begin. In this initial period, the Boyce teacher candidate will also establish a required service role that will be performed during the student teaching semester. The service role will carry through both dual placements.

Overall Procedures and Policies

In addition to the requirements to qualify for supervised teaching (Checkpoint 3), other requirements must be met during the actual student teaching experience in the school assignment setting and in the seminar sessions. Strict adherence to the procedures and policies is required.

Procedures for Supervised Teaching

- *School Placements*-Once the teacher candidate has been admitted to Supervised Teaching by the Council on Teacher Education (CTE), the candidate will be assigned a school and cooperating teacher where the supervised teaching will be performed. The Coordinator of Field and Clinical Experience is responsible for arranging the student teacher placement(s). All student teacher placements will be in a public or private school in the Louisville area. While a candidate may request a certain school placement, no guarantee is given for a placement in that school. The student teacher candidate is never to negotiate a school placement independent of the Boyce Department of Teacher Education. All placements are ultimately the responsibility of the Boyce Department of Teacher Education Field and Clinical Experience Coordinator.
- *Student Teacher Seminars*: Regularly scheduled seminars held in the evening on the Boyce College campus are a vital part of the Supervised Teaching semester. A schedule of these seminars is issued in the first seminar session of the semester as well as a

schedule of the events and assignments for each seminar. All assignments are products of the daily responsibilities of the student teaching experience. These include a daily log of activities, plans and implementation of the Teacher Work Sample, lesson plans, and reports on the teacher candidate's leadership activities in the assigned school. Each seminar session will also include one or more responses to questions from the *Dispositions Questionnaire*, as a continuous, and one of the final, measures of teacher candidate dispositions. Seminar attendance is an absolute requirement for all student teachers.

- *Student Teacher Observations/Evaluations:* A minimum of 4 observations will be made by the Boyce College Supervisor assigned to the student teacher to evaluate performance of classroom and leadership responsibilities. The cooperating teacher(s) of the student teacher will also observe and write four (4) evaluations of the student teacher's performance, two (2) by the 1st placement cooperating teacher and two (2) by the 2nd placement cooperating teacher. The Boyce College Supervisor and the cooperating teacher(s) will both use the *KTS Student Teacher Evaluation* form. The College Supervisor may also focus on a specific KTS and use the rubric for that specific standard. By the completion of the student teaching experience, all 10 KTS standards will be evaluated using the 10 rubrics for the Kentucky Teacher Standards. A minimum aggregate mean rubric score of 2.5 is required for the 10 standards. The KTS rubric score is combined with the TWS unit rubric score, the *Dispositions Questionnaire* rubric score, and the scores from the *Final Supervised Teaching Evaluation Form* by the cooperating teacher and the College Supervisor, to determine the teacher candidate's final grade and performance in the Supervised Teaching course. The mean score from the aggregation of these scores will determine the student teacher's final letter grade according to the following scale: 4=A, 3=B, 2=C, 1=D. A final mean score of no lower than 2 ("C") will be required for a passing grade for the Supervised Teaching course.

Policies for Supervised Teaching

1. **ED 490 seminars:** Attend all scheduled on-campus weekly Supervised Teaching seminars.
2. **Student Expenses:** Be responsible for all expenses incurred, including transportation to the supervised teaching school site, meals, lodging, and any incidental costs related to the Supervised Teaching experience.
3. **First Cooperating Teacher Meeting:** Meet with the cooperating teacher to deliver materials related to the Supervised Teaching experience and to discuss student teacher responsibilities as dictated by both the assigned school and also by Boyce College EPP policies. The student teacher will assume any responsibilities normally performed by the cooperating teacher and according to the determination of the cooperating teacher.
4. **School Calendar:** Be subject to the calendar and policies of the assigned school, including all faculty meetings, school activities, field trips with the assigned class, athletic events that the cooperating teacher is required to attend, and other school-wide activities. The student teacher DOES NOT follow the Boyce College calendar for

holidays and breaks. This must entail 70 complete school days of the school assigned.

5. **Attendance:** Strive for 100% attendance during the Supervised Teaching experience. Any absences must be excused absences only for illness and/or emergencies. For any absence the student teacher must notify the school principal, the cooperating teacher, and the Boyce College Supervisor in charge of the evaluations, prior to or no later than the start of the school day on the morning of the day of the absence. In the case of job interviews during the student teaching day, always clear this with the school and with the Boyce Coordinator of Field and Clinical Experience before scheduling the interview.
6. **Snow Days:** If school cancellations due to snow or other inclement weather prevent the student teacher from completing the required 70 days of student teaching by the end of the Boyce semester, the student teaching must continue until the 70 days are fulfilled. If this causes the student teacher to be in student teaching after the graduation date, the student teacher will be allowed to participate in the commencement ceremonies, but the degree will not be completed until the required 70 days of student teaching are fulfilled.
7. **Daily Log of Student Teacher Activities:** A form is provided for this purpose. It is a state requirement for the teacher candidate to have a record of a minimum of 70 full days (full professional semester) in the Supervised Teaching experience and a recorded log of the total hours of teaching performed in the classroom during the Supervised Teaching experience. The Boyce EPP requires a minimum of 420 hours of scheduled time to be spent in the school. The suggested breakdown of these hours is the following:
 - a. Observation and non-teaching participation: minimum of 50 hours;
 - b. Preparation for teaching: and actual teaching: minimum of 320 hours;
 - c. Participation in leadership role: minimum of 50 hours.The actual overall time spent in the school will exceed the required 420 hours but the records must show the minimum of 420.
8. **Teacher Work Sample (TWS) Unit:** Plan and implement a TWS Unit of instruction in collaboration with the cooperating teacher. During the initial weeks of the student teaching 1st placement, the student teacher must begin collaboration and planning with the cooperating teacher for the unit topic for the Teacher Work Sample Unit of Instruction. The unit should be taught for a 5 to 7 day series of lessons and is suggested to be completed during only the 1st of the dual placements. The written narrative of the TWS must be completed and submitted to the Field and Clinical Coordinator no later than 2 weeks before the end of the Supervised Teaching experience. The planning and implementation of the TWS Unit must follow explicitly the TWS Guide.
9. **Solo teaching time.** A “solo” is defined as a series of days teaching all classes (or subjects) that the cooperating teacher is responsible to teach regularly. It is advised that the solo teaching should not be performed until the middle or latter part of each of the dual placements in order to give the student teacher ample experience of teaching and becoming acclimated to the class before undertaking the full teaching responsibilities of the class. The student teacher must spend at least one week solo teaching. The solo teaching days will be determined by the cooperating teacher,

according to the curriculum schedule and in collaboration with the student teacher. It is recommended that the solo teaching time NOT be scheduled during the same time as the teaching of the TWS Unit, since the TWS requires greater attention to details and assessment and would therefore place a greater demand on the inexperienced student teacher to do both the TWS and all of the other teaching responsibilities required during the solo teaching time.

10. **Service-Leadership Role:** Determine the area of leadership that deals with diversity which will be performed during the Supervised Teaching experience and be involved in the leadership role throughout the semester of the Supervised Teaching experience. This must be a leadership role outside the classroom teaching responsibilities. It may be a leadership role that is performed with another teacher (other than the cooperating teacher) who is already involved in a leadership responsibility. But the student teacher's role must be active, not just as an observer. Proof of the leadership responsibility in a diverse area must be documented and approved by the school principal and supervising professor.
11. **E-Portfolio:** Complete the electronic LiveText e-portfolio as required by the Boyce EPP. Details of the e-portfolio requirements for the student teaching are issued in the seminars.
12. **Appropriate Dress:** Dress in an appropriate and professional manner that is always in compliance with the dress code of the school placement.
13. **Termination of Student Teaching:** 1) In the event that the principal of a school where a student teacher is placed, recommends the removal of the Boyce student teacher, removal will be immediate and the student teacher will receive a failing grade. 2) If the Boyce College supervisor in consultation with the cooperating teacher, and the school principal, determines that the student teacher is failing to meet the Kentucky Teacher Standards and identified Boyce dispositions, or is causing a serious disruption to the learning process of the children, the supervisor may recommend to the Coordinator of Field and Clinical Experience that the student teacher be removed from the student teaching, with the option of applying in a succeeding semester to fulfill the student teaching. In extreme cases, the Supervisor and Coordinator of Field and Clinical Experience, may recommend to the Dean of Boyce College that the teacher candidate be removed from the EPP without option to reapply.
14. **Extension of Student Teaching Semester:** If the Boyce College supervisor in consultation with the cooperating teacher believes the student teacher needs an extended time to achieve the goal and purposes of student teaching, it may be extended. The student teacher would then teach on a full time basis for an assigned period to be evaluated further in areas of concern. An "incomplete" (I) grade may be given until the extended time evaluation process is completed.

15. Student Teacher Legal Status:

- A. A student teacher may not assume the role of substitute teacher in the event of the absence of the cooperating teacher. According to KRS 161.042 *A student teacher who is jointly assigned under agreement by a teacher education institution (e.g. Boyce College) and a local board of education shall have the same legal status and protection as a certified teacher employed within the school district but shall be subject to the direction and supervision of the professional, administrative, and teaching staff of the school district.*

From this legislative statement, it is clear that the student teacher “shall be subject to direction and supervision” and thus may not act as the regular teacher in the absence of the cooperating teacher since no supervision would be provided.

- B. The student teacher has no legal authority as a certified teacher in or outside the classroom. The cooperating teacher is the legal agent and therefore must always supervise the activities of the student teacher; however, it is not necessary for the cooperating teacher to be physically present with the student teacher at all times but should be nearby or provide another certified personnel to supervise.
- C. The student teacher may not legally assume sole responsibility for any activities that occur away from the assigned school (activities such as field trips, competitions, etc.).
- D. Since a student teacher may be held liable for irresponsible behavior that may cause emotional or physical harm to anyone associated with the assigned school, it is necessary for the student teacher to have liability insurance during the supervised teaching experience. This insurance is provided through membership in the CEAI-SP, a requirement for admission to Supervised Teaching at Boyce College.
- E. No compensation may be given to the student teacher by the local board of education for any services the student teacher may perform during the assigned student teaching.
- F. The student teacher must “keep in confidence all information about students...” according to the *Kentucky School Personnel Code of Ethics*.
- G. A student teacher charged with violation of criminal law shall be suspended immediately from Supervised Teaching until such case is legally settled. It is the responsibility of the student teacher to report such charges to the Boyce Coordinator of Field and Clinical Experience, who will be responsible to communicate with the school principal such information and remove the student teacher from the assigned school.
- H. Because the student teacher places himself/herself in a liable situation by transporting students to and from school, while on field trips, or other activities, the student teacher may NOT at any time transport students in an automobile owned or driven by the student teacher.

The Student Teacher Placement

A student teacher in the Elementary Education P-5 degree program will be placed in a *dual placement*, one in a grade K-3 class, and one in a grade 4-5 class, under supervision of a classroom teacher designated as the cooperating teacher.

The onset of teaching responsibilities for the teacher candidate is usually preceded by an initial adjustment period, observations of the cooperating teacher, orientation for learning about the school and its policies, and planning and collaboration with the cooperating teacher before

actual teaching responsibilities begin. In this initial period, the Boyce teacher candidate will also establish a required service role that will be performed during the student teaching semester. The service role will carry through both of the dual placements

A. *School Schedule*: The teacher candidate is subject to and must abide by the schedule of the school where the teacher candidate is placed. Under no circumstance will the Boyce College schedule take priority over the school schedule. The teacher candidate may not leave the school of the placement to attend meetings on the Boyce College campus without permission granted by the Boyce College Coordinator of Field and Clinical Experience.

B. *Student Teacher Evaluation*: Evaluation of the teacher candidate's performance is done by both the cooperating teacher and the Boyce College Supervisor assigned to the student teacher. The teacher candidate will be evaluated for meeting the KTS, standards for teaching and Boyce valued dispositions, and for performance of the service/leadership role (See rubric for Evaluating Performance of Service)

Appeals Procedure for Rejection of EPP or Supervised Teaching Application

A teacher candidate may be denied admission to either the EPP or to Supervised Teaching and in such cases, has the right of appeal. An appeal for reconsideration of the application for the EPP or Supervised Teaching must be submitted to the Chair of the Department of Teacher Education of Boyce College. The appeal will be reviewed by the CTE in an official CTE meeting. The appeal is subject to the following standards:

The appeal...

...must be formally submitted in writing and signed by the teacher candidate.

...must be submitted within 15 days following the denial of admission to the EPP or to Supervised Teaching.

...must clearly and concisely state the reason(s) why the teacher candidate believes the appeal should be reviewed.

...must be based on circumstances or conditions beyond the teacher candidate's control which caused the denial of admission.

...must be submitted within 10 days after being received from the teacher candidate to the CTE for review.

...must be reviewed by the CTE within 30 days from receipt of the written appeal is subject to the decision of the CTE and is final for that semester.

Any teacher candidate denied admission to the EPP or to Supervised Teaching may reapply in a subsequent semester, following the same procedures as set forth in the application process.

Cooperating Teacher

Letter to Cooperating Teacher

Dear Cooperating Teacher:

Thank you for serving as a cooperating teacher for a Boyce student teacher. We believe the student teaching experience is the culmination of developing a high quality professional elementary teacher. We also believe you, as the cooperating teacher, are vital in the continued growth of the student teacher in becoming that high quality professional teacher. Your willingness to sacrifice, guide, support, model professional behavior and teaching, evaluate openly and honestly, give feedback, demonstrate leadership, and work as a co-teacher with our student teacher will enhance the professional growth and success of the student teacher.

We hope the student teacher will make a positive contribution to the learning growth of the children in the classroom and to the school at-large through the service requirements of the Boyce EPP. Please be aware that the Boyce student teacher has had experience teaching lessons of the elementary school curriculum through the field experience program of the Boyce EPP, and therefore should demonstrate a higher level of skill in teaching than a student teacher who comes to the student teaching semester without any prior teaching as part of their college preparation.

The assigned student teacher must spend a minimum of 12 weeks in the classroom and school setting, 6 weeks in a grade K-3 classroom and 6 weeks in a grade 4-5 classroom. A “solo” time of teaching is required for the student teacher and is defined as a period of time when the student teacher assumes the teaching responsibilities of the entire daily teaching schedule. However, at all times the experiences of the student teacher are under your close supervision.

The Boyce College Supervisor assigned to the student teacher will make visits to evaluate the professional performance and teaching of the student teacher. A time of meeting with you to co-evaluate the performance of the student teacher will also be scheduled. Please feel free to contact the Boyce College Supervisor or the Coordinator of Field and Clinical Experience if you have questions or need any assistance. I look forward to meeting with you during the student teacher orientation.

Sincerely,



Melissa R. Tucker, Ed. D.
Chair, Department of Teacher Education

Eligibility Requirements

A cooperating teacher is a teacher employed in a (P-12) school in Kentucky who contracts 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 (KRS 161.042).

The cooperating teacher, whether serving in a public or non-public school, shall have:

1. A valid Kentucky teaching certificate for each grade and subject taught;
2. Attained Rank II certification and at least three (3) years of teaching experience on a Professional Certificate;
3. Taught in the present school system at least one (1) year immediately prior to being assigned a student teacher;
4. Attended all 3 sections of the co-teaching training provided by the Educational Professional Standards Board.

Teachers assigned to a teaching position on the basis of probationary or emergency certificate issued by the Education Professional Standards Board under KAR Title 16 shall not be eligible for serving as a cooperating teacher.

In selecting a cooperating teacher, Boyce College requires, beyond the requirements of the EPSB, the following:

1. Recommended by the respective school principal;
2. Be the teacher of record for the class the student teacher is to be assigned;
3. Willing to guide, support, analyze, and evaluate the teacher's work;
4. Have a demonstrated ability to engage in effective classroom management techniques that promote an environment conducive to learning;
5. Have a demonstrated ability to model best practices for the delivery of instruction;
6. Have a mastery of the content knowledge or subject matter being taught;
7. Demonstrate the aptitude and ability to contribute to the mentoring and development of a pre-service educator;
8. Have an ability to use multiple forms of assessment to inform instruction; and
9. Have an ability to create a learning community that values and builds upon students' diverse backgrounds and cultures.

Roles and Responsibilities

The primary responsibility of a cooperating teacher is the academic well-being of the student he/she is assigned. The decision to accept a student teacher will have an effect on the successful school experience for the students in the classroom as the student teacher will gradually share teaching responsibilities.

The cooperating teacher's responsibilities include:

1. Attending Boyce College Student Teacher Orientation

(Early January before Spring Semester, Late July before school begins for Fall Semester, or another designated session but before the student teaching begins).

2. Becoming acquainted with the background, special interests, and educational experiences of the student teacher.
3. Guiding the student teacher in the use of **co-teaching** during the lesson preparation and teaching.
4. Preparing students in advance so the students will view the student teacher as a professional staff member whose decisions will be supported by the teacher.
5. Orienting the student teacher to school policies and classroom procedures and policies including daily/weekly schedule, expected time of arrival and departure, dress code, strategies for grouping students, behavior management procedures, methods of assessment, policies, curriculum, student IEPs and collaborative arrangements.
6. Making the student teacher feel useful, comfortable, and an integral part of the school staff by planning initial activities together.
7. Providing the student teacher with instructional materials, access to student records, and appropriate audiovisual equipment.
8. Helping the student teacher to develop lesson plans.
9. Reviewing lesson plans prepared by the student teacher 48 hours prior to formal observations by the college supervisor and principal (if applicable).
10. Observing the student teacher and conferring at least weekly to analyze performance and provide constructive feedback leading to professional growth and improvement;
11. Conducting at least 2 observations
12. Engaging in reflective conversations with the student teacher following each solo teaching experience, focusing on strengths and areas for growth or concerns.
13. Submitting copies of the midterm/formative and final/summative evaluations to the Director of Field Experiences and Clinical Practice;
14. Conferring with the college supervisor on student teacher evaluations to assess consistency in performance.
15. Advising college supervisor of student teacher's strengths and growth needs;
16. Meeting with the college supervisor to reach consensus on a grade for the student teacher.
17. Submitting an evaluation of the student teacher's preparation to the College Supervisor
18. Completing the "Cooperating Teacher Payment Voucher" once received from the Education Professional Standards Board on or before December 15 for a cooperating teacher supervising a student teacher during the fall semester, and on or before May 10 for a cooperating teacher supervising a student teacher during the spring semester.

Co-Teaching

Teacher candidates must teach lessons in collaboration with the cooperating teacher using the co-teaching model of instruction. Teacher Candidates will use these models when teaching for an observation from either the cooperating teacher or the college supervisor. The teacher candidate will submit 7 lesson plans (total) during the weekly sessions demonstrating the use of each strategy and these will be included in their portfolio.

Co-teaching is defined as two teachers working together with groups of students, sharing the planning, organization, delivery and assessment of instruction, as well as the physical space.

Co-Teaching Models:

1. **One Teach, One Observe:** One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation. It is important to remember that either (teacher candidate or cooperating teacher) could take on both roles.
2. **One Teach, One Assist:** One teacher has primary instructional responsibility while the other assists students' with their work, monitors behaviors, or corrects assignments. Often lending a voice to students or groups who would hesitate to participate or add comments.
3. **Station Teaching:** The co-teaching pair divides the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Often an independent station will be used along with the teacher led stations.
4. **Parallel Teaching:** Each teacher instructs half the students. The two teachers address the same instructional material and present the lesson using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio.
5. **Supplemental:** This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with these students who need the information and/or materials extended or remediated.
6. **Alternative (Differentiated):** Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the instructional methodology is different.
7. **Team Teaching:** Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader, as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.

Teacher Candidate

Letter to Teacher Candidate

Congratulations Student Teacher:

Now that you have been approved for the supervised teaching semester, we know you will continue on this path of growth as a professional elementary teacher as you recall the knowledge and apply the skills that you have developed to this point of your professional training to the demands of the student teaching semester. We know you will confront the challenges of this semester with a full commitment to do your very best as a servant-leader. We know also that you will always keep a focus on representing Jesus Christ in all of your professional relations and responsibilities.

Because we desire for you to experience exceptional success in the demands of this semester, we remind you that your Boyce College EPP supervisor is available to guide you through this supervised teaching process and will be scheduling visits at your school placement to evaluate your progress. Please do not hesitate to contact your supervisor or the Coordinator of Field and Clinical Experience as often as you feel the need for help or guidance. Please acquire the necessary contact phone numbers from both your Boyce Supervisor and the Boyce Coordinator to contact them as you feel the need.

We are proud of your accomplishment in reaching this milestone and know you will experience great success and growth as a professional teacher.

Sincerely



Melissa R. Tucker, Ed. D.
Chair, Department of Teacher Education

Roles and Responsibilities

The student teacher is an eligible college teacher candidate who has an opportunity to observe and teach under the supervision of a cooperating teacher. The student teacher gradually assumes classroom responsibility with a group of learners for an extended period of time during student teaching. The student teacher must adhere to the Professional Code of Ethics for Kentucky School Certified Personnel at all times; should demonstrate a professional attitude in their contacts with teachers, administrators, students, and parents; should maintain conduct that reflects positively and favorably on the profession of teaching and on Boyce College. The supervised teaching experience is to enable the student teacher to demonstrate satisfactory progress toward meeting the Kentucky Teacher Standards and the professional and valued dispositions of the Boyce EPP.

Teacher candidate responsibilities prior to admission to student teaching:

1. Meeting with advisor to review and verify eligibility for student teaching to review graduation status two semesters before student teaching (senior/program audit completed);
2. Submitting the Application for Student Teaching by January 30 for Fall student teaching and August 30 for Spring student teaching before scheduling an interview with the Coordinator of Field and Clinical Experiences.
3. Interviewing with Coordinator of Field and Clinical Experiences;
4. Receiving temporary student teaching placement pending completion of all requirements for supervised teaching as outlined in Checkpoint #3.

Student teacher responsibilities include:

1. Demonstrating a servant-first attitude in all relations with others.
2. Balancing personal responsibilities with the professional responsibilities of student teaching;
3. Attending the required Student Teacher Orientation;
4. Contacting the cooperating teacher prior to student teaching to schedule a planning meeting;
5. Attending and actively participating in **all** required student teaching seminars;
6. Knowing and adhering to all school rules, policies, and procedures;
7. Adhering to the Professional Code of Ethics for School Personnel;
8. Dressing professionally;
9. Observing the cooperating teacher and other teachers;
10. Getting to know the learning context of the school (students, faculty, facilities)
11. Seeking and accepting constructive criticism from both the cooperating teacher and the college supervisor and following through with suggestions for improvement;
12. Participating in parent conferences, faculty meetings, professional days, etc.
13. Completing 70 days, full professional semester, of full-days during the student teaching semester;
14. Being punctual and present each day.
15. Reporting all absences to the Coordinator of Field and Clinical Experiences, cooperating teacher, and college supervisor;
16. Confirming all scheduled observations and conferences with the cooperating teacher and the college supervisor;
17. Following the TWS Lessons Plan Format for formal lesson preparations for observations.
18. Submitting Lesson Plans to the observer 48 hours prior to the scheduled observation;

19. Teaching lessons in collaboration with the cooperating teacher using the co-teaching model of instruction.
20. Completing all reflections and solo teaching experiences;
21. Sharing reflection journal with college supervisor;
22. Attending final Program Exit Interview with the Coordinator of Field and Clinical Experiences.
23. Completing the TC-1 form and ordering all transcripts from the Registrar's Office to attach to the completed TC-1 form. Be sure to request transcript order to be held until the degree is posted and that the transcript be sent to the College of Education. The Certification Officer must sign all TC-1 applications

Co-Teaching

Teacher candidates must teach lessons in collaboration with the cooperating teacher using the co-teaching model of instruction. Teacher Candidates will use these models when teaching for an observation from either the cooperating teacher or the college supervisor. The teacher candidate will submit 7 lesson plans (total) during the weekly sessions demonstrating the use of each strategy and these will be included in their portfolio.

Co-teaching is defined as two teachers working together with groups of students, sharing the planning, organization, delivery and assessment of instruction, as well as the physical space.

Co-Teaching Models:

8. **One Teach, One Observe:** One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation. It is important to remember that either (teacher candidate or cooperating teacher) could take on both roles.
9. **One Teach, One Assist:** One teacher has primary instructional responsibility while the other assists students' with their work, monitors behaviors, or corrects assignments. Often lending a voice to students or groups who would hesitate to participate or add comments.
10. **Station Teaching:** The co-teaching pair divides the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Often an independent station will be used along with the teacher led stations.
11. **Parallel Teaching:** Each teacher instructs half the students. The two teachers address the same instructional material and present the lesson using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio.
12. **Supplemental:** This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with these students who need the information and/or materials extended or remediated.
13. **Alternative (Differentiated):** Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the instructional methodology is different.
14. **Team Teaching:** Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader, as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.

College Supervisor

Roles and Responsibilities

The college supervisor is assigned by the college to work with student teachers and cooperating teachers during student teaching. The college supervisor acts as liaison with the school and the college and shall be available to work with the student teacher and personnel in the assigned school regarding any problems that may arise relating to the student teaching experience. The college supervisor's responsibilities include:

1. Registering as a college supervisor with the Education Professional Standards Board by creating an EPSB profile. Log on to: <https://wd.kyepsb.net/EPSB.WebApps/LEAD>
2. Helping student teachers, cooperating teachers, and school administrators understand the student teaching program (review the Student Teacher Handbook);
3. Reviewing lesson plans prepared by the student teacher at least 48 hours prior to observation; (No observation should be conducted if the student has not submitted lesson plans in advance.)
4. Reviewing the student teacher's weekly reflections and providing student teachers with constructive feedback leading to professional growth and improvement;
5. Providing leadership and intervention of any issues that arise and that may jeopardize the student teacher's progress or continued field placement;
6. Conducting at least 4 observations using the KTS Student Teacher Evaluation Form, conferencing with the student teacher about observations;
7. Engaging in reflective conversations with the student teacher following each observation focusing on strengths and areas for growth or concerns;
8. Submitting a copy of each observation form to the Coordinator of Field and Clinical Experiences
9. Completing midterm/formative (end of 1st dual placement) and final/summative evaluations (end of 2nd dual placement) and submitting copies to the Coordinator of Field and Clinical Experiences;
10. Working with the cooperating teacher to ensure consistency in evaluations and observations, and in the application of the co-teaching model of instruction.
11. Recommending termination or extension of the student teaching experience, if applicable (supported by required documentation and submitted to Coordinator of Field and Clinical Experiences
12. Maintaining a Student Teacher Profile/Folder for each student teacher with copies of required observations, plans, etc. documenting progress of the student teacher during the student teaching semester;
13. Maintaining contact with the Coordinator of Field and Clinical Experiences regarding the student teacher's progress;
14. Meeting with the cooperating teacher to reach consensus on a grade for the student teacher; and
15. Providing a final grade recommendation for student teachers to the Coordinator of Field and Clinical Experiences.

Principal

Roles and Responsibilities

The principal is the instructional leader of the school staff and offers valuable guidance in the development of new teachers. The principal's responsibilities include:

1. Accepting the student teacher candidate and approving the cooperating teacher assignments;
2. Introducing the student teacher to staff at the first faculty meeting the student teacher attends;
3. Supplying the student teacher with school handbook, grade book, plan book, etc.
4. Informing the college supervisor of any issues that could jeopardize the student teacher's progress or continued supervised teaching placement; and
5. Observing the student teacher (if requested by the student teacher) at least once using the school's observation form/format and providing feedback.

Supervised Teaching Assessment

Student teachers will receive a letter grade for the *ED 490 Supervised Teaching* course, which will reflect the grade for both the student teaching experience evaluations, and the evaluations from the seminars. A minimum grade of "C" is needed for successful completion of the student teaching experience. The grade will include evaluations from the following:

- KTS mean rubric score from 4 observations by the Boyce College Supervisor of Lesson Teaching.
- KTS mean rubric scores from 4 observations by the cooperating teacher(s) of Lesson Teaching.
- TWS rubric score for TWS narrative. Rubric mean score of the summative Dispositions Questionnaire.
- Rubric score for Student Teaching Service Project
- Evaluation of e-portfolio completion and defense
- Grade from *Student Teacher Final Evaluation Form*: Evaluation of KTS Achievement (See *Student Teacher Final Evaluation Form* below)

Checkpoint #4 – Program Exit

Checkpoint #4 is the final assessment for the Boyce EPP teacher candidate, occurring immediately following the completion of the student teaching experience. It is the goal of the Boyce EPP for each teacher candidate to pass the Praxis II Specialty Area Test and Principles of Learning and Teaching (PLT) test prior to checkpoint #4, although these tests are not requirements for the successful program exit or for acquisition of the Elementary Education P-5 degree.

CHECKPOINT #4		
Required Data	Benchmark	Student Criteria
1. Cumulative GPA	GPA of 2.75 for all degree curricula	Cumulative GPA: _____
2. All course grades , including ED 490	All degree program course grades: "C" or higher	Yes: ____ No: ____
3. Standardized Test Score	Praxis II (PPST) Subtests: Reading & LA (5032) – 165 Math (5033) – 164 Social Studies (534)- 155 Science (5035)- 159 PLT K-6 (5622)- 160	Reading Score: _____ Math Score: _____ S.S. Score: _____ Science Score: _____ PLT K-6: _____
3. Summative Dispositions Questionnaire Score	Dispositions Questionnaire Rubric Mean Score: 2.5 Min.	Candidate Rubric Mean Score: _____
6. TWS Unit & Narrative Score	2.0 min score	Sc: _____
4.FE Teaching KTS Rubric Scores	Minimum 3.0 mean score	Rubric #1 _____ Rubric #2 _____ Rubric #3 _____ Rubric #4 _____ Rubric #5 _____ Rubric #6 _____ Rubric #7 _____ Rubric #8 _____ Rubric #9 _____ Rubric #10 _____
5. Student Teaching Service Project	KTS Rubric #10 3.0 min sc Service Project Eval 3.0 min score	ED 490 KTS #10 _____ Service Proj: _____
16. E-Portfolio	Complete and updated	YES ____ NO ____
17.TC-1 form	Complete	YES ____ NO ____

Program Completion and Graduation

The teacher candidate must successfully complete *Checkpoint #4 Program Exit* as shown in **Table 3** above under the column "Benchmark". Failure to meet the designated benchmark will result in failure to complete the program successfully and failure to be recommended for graduation.

Praxis II and PLT for Elementary Education

Teacher candidates of the Boyce Elementary Education P-5 B.S. degree program are required to pass the Praxis II test for the elementary specialty area. This test measures the subject area content knowledge for teaching elementary grades P-5. The Principle of Learning and Teaching K-6 (PLT) test must also be passed. This test measures the teacher candidate's general and subject-specific teaching skills and pedagogical knowledge.

For information on these test administration dates and locations go to ets.org. At this site check the bulletin for the test dates, locations, and fees. You may register for a specific test and date and location at this site. You will need a credit or debit card to register online. Or you may download and complete the *Praxis Registration Form* to register by mail for the test location and date. Study materials are also available online to assist in the preparation for taking the tests.

Workshops for training and practice in the taking of the Praxis tests are conducted on the Boyce campus throughout each semester. Check with the Chair of the Boyce EPP for details about each workshop and the schedule of workshops.

Elementary Education P-5 Praxis Tests

<u>Certification Area</u>	<u>Test to Take</u>	<u>Test code</u>	<u>Session</u>	<u>Qualifying</u>
Elementary Education P-5	Principles of Learning and Teaching Grades K-6	0522	2	161
And				
	Elementary Education: Content Knowledge (paper) (calculator permitted)	0014	1	148
Or				
	Elementary Education: Content (computer) (calculator permitted)	5014	n/a	148 Knowledge (pdf)

KENTUCKY LAW FOR STUDENT TEACHING

16 KAR 5:040. Admission, placement, and supervision in student teaching.

RELATES TO: KRS 161.020, 161.028, 161.030, 161.042

STATUTORY AUTHORITY: KRS 161.028, 161.030, 161.042

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028 requires that an educator preparation institution be approved for offering the preparation program corresponding to a particular certificate on the basis of standards and procedures established by the Education Professional Standards Board. KRS 161.030 requires that a certificate be issued to a person who has completed a program approved by the Education Professional Standards Board. KRS 161.042 requires the Education Professional Standards Board to promulgate an administrative regulation relating to student teachers, including the qualifications for cooperating teachers. This administrative regulation establishes the standards for admission, placement, and supervision in student teaching.

Section 1. Definition. "Cooperating teacher" means a teacher employed in a public school or a nonpublic school which meets the 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.

Section 2. Cooperating Teacher Eligibility Requirements. (1) The cooperating teacher, serving in a public or nonpublic school, shall have:

- (a) A valid teaching certificate or license for each grade and subject taught; and
- (b) At least three (3) years of teaching experience as a certified educator.

(2) A teacher assigned to a teaching position on the basis of a provisional, probationary, or emergency certificate issued by the Education Professional Standards Board shall not be eligible for serving as a cooperating teacher.

(3) The district and educator preparation program shall select teachers to be cooperating teachers who demonstrate the following:

- (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.

(4) An educator preparation program shall give a teacher who holds a teacher leader endorsement pursuant to 16 KAR 5:010, Section 12(3), priority consideration when selecting a cooperating teacher.

(5) Beginning September 1, 2013, prior to student teacher placement, a cooperating teacher shall receive training approved by the Education Professional Standards Board and provided at no

cost to the cooperating teacher by the educator preparation institution which shall include the following components:

- (a) Basic responsibilities of a cooperating teacher;
- (b) Best practice in supporting the student teacher; and
- (c) Effective assessment of the student teacher.

(6) Beginning September 1, 2013, educator preparation programs shall maintain a pool of cooperating teachers who have met the requirements of this section.

(7) Beginning September 1, 2013, each educator preparation institution shall file an electronic report with the Education Professional Standards Board every semester which identifies the following:

- (a) Each candidate at the educator preparation institution enrolled in student teaching;
- (b) The candidate's assigned school;
- (c) The cooperating teacher assigned to each candidate;
- (d) The cooperating teacher's area of certification;
- (e) The cooperating teacher's years of experience as a certified or licensed educator; and
- (f) The date the cooperating teacher completed the training required in subsection (5) of this section.

Section 3. Admission to Student Teaching. In addition to the appropriate sections of the National Council for Accreditation of Teacher Education (NCATE) standards which are incorporated by reference in 16 KAR 5:010, each educator preparation institution shall determine minimum standards for admission to student teaching which shall include the procedures established in this section. Admission to student teaching shall include a formal application procedure for each teacher candidate.

(1) A record or report from a valid and current medical examination, which shall include a tuberculosis (TB) risk assessment, shall be placed on file with the admissions committee.

(2) Prior to and during the student teaching experience, the teacher candidate shall adhere to the Professional Code of Ethics for Kentucky School Personnel established in 16 KAR 1:020.

(3) Beginning September 1, 2013, prior to admission to student teaching, each teacher candidate shall complete a minimum of 200 clock hours of field experiences in a variety of primary through grade 12 (P-12) school settings which allow the candidate to participate in the following:

(a) Engagement with diverse populations of students which include:

- 1. Students from a minimum of two (2) different ethnic or cultural groups of which the candidate would not be considered a member;
- 2. Students from different socioeconomic groups;
- 3. English language learners;
- 4. Students with disabilities; and
- 5. Students from across elementary, middle school, and secondary grade levels;

(b) Observation in schools and related agencies, including:

- 1. Family Resource Centers; or
- 2. 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) The educator preparation program shall require the candidate to submit a record of all clinical hours for review and confirmation that the candidate has fulfilled the field experiences required in subsection (3) of this section.

(5) The educator preparation program shall maintain electronic records that confirm that all candidates enrolled in student teaching after September 1, 2013, have fulfilled the field experiences required in subsection (3) of this section.

Section 4. Cooperating Teacher to Student Teacher Ratio. The ratio of student teachers to cooperating teachers shall be one (1) to one (1).

Section 5. University Supervisor. (1) The university supervisor shall make periodic observations of the student teacher in the classroom and shall prepare a written report on each observation and share it with the student teacher.

(2) The observation reports shall be filed as a part of the student teacher record and used as a validation of the supervisory function.

(3) A student teacher shall receive periodic and regular on-site observations and critiques of the actual teaching situation a minimum of four (4) times, excluding seminars and workshops.

(4) The university supervisors shall be available to work with the student teacher and personnel in the cooperating school regarding any problems that may arise relating to the student teaching situation.

(5) The educator preparation program shall select a clinical faculty member to serve as a university supervisor who demonstrates the following:

(a) Effective classroom management techniques that promote an environment conducive to learning;

(b) Best practices for the delivery of effective instruction;

(c) Dispositions that contribute to the mentoring and development of a pre-service educator;

(d) Knowledge and skills in the use of formative and summative assessments; and

(e) The ability to participate in a community of professionals committed to supporting the effective instructional practice of each student teacher.

(6) Beginning September 1, 2013, university supervisors shall receive training approved by the Education Professional Standards Board and provided at no cost to the university supervisor by the educator preparation institution which shall include the following components:

(a) Basic responsibilities of a university supervisor;

(b) Best practice in supporting the student teacher; and

(c) Effective assessment of the student teacher.

(7) Beginning September 1, 2013, educator preparation programs shall maintain a pool of clinical faculty members who have met the requirements of this section.

Section 6. Professional Experience. (1) In addition to the appropriate NCATE standards incorporated by reference in 16 KAR 5:010, the educator preparation institution shall provide opportunities for the student teacher to assume major responsibility for the full range of teaching duties, including extended co-teaching experiences, in a real school situation under the guidance of qualified personnel from the educator preparation institution and the cooperating elementary, middle, or high school. The educator preparation program and the school district shall make reasonable efforts to place student teachers in settings that provide opportunities for the student

teacher to develop and demonstrate the practical skills, knowledge, and professional dispositions essential to help all P-12 students learn and develop.

(2) A student teacher shall not be placed in a setting that is not consistent with his or her planned certification content and grade range.

(3) Beginning September 1, 2013, the student teacher placement shall provide the student teacher with the opportunity to engage with diverse populations of students.

(4) Beginning September 1, 2013, each educator preparation institution shall provide a full professional semester to include a period of student teaching for a minimum of seventy (70) full days, or its equivalent, in instructional settings that correspond to the grade levels and content areas of the student teacher's certification program.

(a) Candidates pursuing a primary through grade 12 certificate shall have their student teaching balanced between an elementary school placement and middle school or high school placement.

(b) Candidates pursuing an elementary certificate shall have their student teaching balanced between a placement in primary through grade 3 and a placement in grade 4 or grade 5.

(c) Candidates seeking dual certification in either middle school or secondary content areas shall have equal placements in both content areas.

(5) Beginning Sept. 1, 2013, the educator preparation program shall support the student teacher's placement and classroom experiences by:

(a) Cooperating with the district in determining the specific placement of the student teacher;

(b) Collaborating with the district to provide necessary program resources and expertise;

(c) Using multiple performance assessments to document the student teacher's ability to support learning for all P-12 students;

(d) Requiring the use of technology by the student teacher to:

1. Enrich the learning of P-12 students; and

2. Support the student teacher's professional growth and communication; and

(e) Providing opportunities for the student teacher to:

1. Engage in extended co-teaching experiences with an experienced teacher;

2. Engage in reflective self-assessment that informs practice;

3. Maintain regular professional conversations with experienced teachers other than the cooperating teacher;

4. Participate in regular and extracurricular school activities;

5. Participate in professional decision making; and

6. Engage in collegial interaction and peer review with other student teachers.

(6) The educator preparation program shall use the Kentucky Teacher Internship Program Teacher Work Sample tasks established in 16 KAR 7:010, Section 2, or a variation of these tasks to meet the requirement specified in subsection (5) of this section.

(7) A student teacher shall not have responsibility for the supervision or instruction of P-12 students without the direct supervision of a certified educator.

(8) A student teacher shall not be employed within the school in which he or she is assigned concurrent with student teaching.

(9) The educator preparation program shall maintain electronic records that confirm that all students admitted after September 1, 2013, meet the requirements of this section.

Section 7. Compensation of Cooperating Teachers. (1) The Education Professional Standards Board may make arrangements with local school districts to compensate a cooperating teacher.

(2)(a) The educator preparation institution shall electronically submit a report of all cooperating teachers and their corresponding student teachers to the Education Professional Standards Board:

1. On or before October 15 for a cooperating teacher supervising a student teacher during the fall semester; or
2. On or before February 15 for a cooperating teacher supervising a student teacher during the spring semester.

(b) Each report shall include:

1. The number of contract weeks that the cooperating teacher is working with each student teacher for that semester;
2. The cooperating teacher's full name and Social Security number;
3. The student teacher's full name, Social Security number, demographic data, and contact information;
4. The student teacher's preparation and certification area by assigned certification code; and
5. The names of the school district and school where the cooperating teacher is employed and the student teaching requirement is being fulfilled. If the certified cooperating teacher is employed in a nonpublic school which meets the state performance standards as established in KRS 156.160 or which has been accredited by a regional or national accrediting association, the institution shall submit the name of the school.

(c) If an educator preparation institution fails to provide the report by the date established in paragraph (a) of this subsection, the Education Professional Standards Board shall not be liable for payment under this administrative regulation.

(3)(a) Upon receipt of the report, the Education Professional Standards Board shall contact each cooperating teacher by electronic mail and forward a copy of the Instructions for Electronic Payment Vouchers to the cooperating teacher to provide instructions on how to create and electronically sign an electronic payment voucher.

(b) The electronic payment voucher shall be electronically signed by the cooperating teacher, building principal, and the college supervisor as verification of the cooperating teacher's service to the student teacher and submitted to the Education Professional Standards Board:

1. On or before December 15 during the fall semester; or
2. On or before May 1 during the spring semester.

(c) If a cooperating teacher fails to provide the completed electronic payment voucher by the date established in paragraph (b) of this subsection, the cooperating teacher shall not be eligible to receive any compensation available under this administrative regulation.

(4)(a) The payment to a cooperating teacher shall be determined based upon available funding allocated under the biennial budget bill and the total number of weeks served by all cooperating teachers reported for the fiscal year.

(b) The payment shall be allocated to a cooperating teacher based upon the number of weeks the teacher supervised a student teacher as reported in subsections (2) and (3) of this section.

(5) Payments to cooperating teachers shall be disbursed to the school districts or to cooperating teachers in nonpublic schools by the Education Professional Standards Board:

- (a) On an annual basis; and
- (b) On or before June 30.

(6) Any payment of state funds under this administrative regulation shall:

(a) Be a supplement to the compensation provided by an educator preparation institution to a cooperating teacher who is supervising an institution's student teacher; and

(b) Not supplant the educator preparation institution's compensation responsibility.

Section 8. Incorporation by reference. (1) "Instructions for Electronic Payment Vouchers", October 2011, is incorporated by reference.

(2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m. . (23 Ky.R. 4281; eff. 8-4-97; Am. 27 Ky.R. 1082; 1475; eff. 12-21-2000; 28 Ky.R. 2077; 2347; eff. 5-16-2002; Recodified from 704 KAR 20:706, 7-2-2002; 33 Ky.R. 838; 1274; eff. 12-1-06; 38 Ky.R. 637; 887; eff. 11-14-11.)

Best Practices

Classroom Management

Achieving order and creating interpersonal classroom relationships are not separate issues. Classroom management has a significant impact on student performance. Effective classroom management will necessitate an assortment of specific strategies and knowledge of individual students. As two of the Kentucky Teacher Standards, 3) Creates and Maintains a Learning Climate and 4) Implements and

Manages Instruction, include indicators related to management, candidates should reflect about personal management skills and how to apply them to minimize problems and facilitate learning. The following factors are desirable when establishing a climate conducive to learning,

- 1) Communication of high expectations alerts students to recognition of positive actions; academic and behavioral expectations should be established in conjunction with the cooperating teacher.
- 2) Consistency in adhering to expectations helps to sustain a productive learning environment. Inappropriate behaviors that derail learning are counterproductive. Consequences should be immediate in administration of class/school rules.
- 3) A mutually respectful classroom enhances the learning process. This does not imply the absence of rules; rather it suggests clear expectations for all.
- 4) Students should be encouraged to develop self-control and accept responsibility for their learning in order to progress. Self-management strategies such as setting goals for behavior, monitoring behavior using a checklist and evaluating progress over time have resulted in improvement. Teacher-student discussion of issues would be a good starting point for resolution. Prevention of misbehaviors is as important as correction of misbehaviors.

Reference: Toward Best Practice: Tips for Mentoring Kentucky's Intern Teachers by Sharon Brennan, University of Kentucky and Karen "Sam" Miller, University of Louisville

Guide To Reflective Lesson Analysis

For professional growth to occur candidates need to develop analytic ability regarding classroom performance and transfer this analysis to journal entries required by each program. As analysis and reflection are also integral to the Kentucky New Teacher Standards, this practice will prepare candidates for expectations during the internship year. Critical reflection and analysis involves more than descriptors of lesson design elements. Both the cooperating teacher and the university supervisor will look for indicators of self-analysis when discussing lesson presentation. Possible questions to promote introspection are:

- 1) Why were some students engaged but not others?
- 2) Did anything happen to upset the classroom routine?
- 3) Was the physical environment of the classroom arranged to assist or impede the learning process?
- 4) How can you create a learning climate to better impact the teaching/learning process?
- 5) What strategies were utilized in addressing low achieving students, diverse learners, and students with special needs? Were they effective?
- 6) What did you learn from this lesson presentation that will help you become a better teacher?
- 7) What is your management philosophy?