GUIDE for Partners in Student Teaching

Planning, Teaching, & Reflecting Together

2014-2015
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The Guide for Partners in Student Teaching is designed as a resource for those who participate in the clinical component of the University of Kentucky’s teacher education program, which includes school-based educators, university faculty, and teacher candidates. While partners who participate in any of the many field experiences required for program completion may find this resource useful, it is written primarily to assist those who collaborate during the student teaching phase, namely: university supervisors, cooperating teachers, and student teachers.

The purpose of the guide is to provide an overview of program policies and procedures, outline participant responsibilities, and offer ideas for sustaining productive relationships between and among partners as they collaborate to promote the professional development of our candidates. Information included in this document reflects our vision that research, reflection, and leading are critical elements deeply embedded in high quality teacher education. We know that success translating this vision into effective teaching practice depends largely on the strength of the relationships that develop as partners center their work together on three critical elements that support high quality practice: planning, delivering, and reflecting about instruction in relation to student learning. It is through collaboration about curricular issues and teaching/learning interactions that candidates grow into strong educators.

We have created a symbol of a circle embedded in a triangle which is used throughout the guide to serve as a reminder of the importance of this collaborative relationship. The circle suggests that collaboration is at the heart of our program’s partnerships. The triangle reinforces the idea that the university, school, and community are the main supports sustaining the professional development structure. It is unfinished to reflect our hope that the relationships established during student teaching will continue well beyond the placement period.

Be assured that candidates begin student teaching with the appropriate knowledge, skill and disposition to contribute well to the growth of the students with whom they work. To earn placement approval, candidates must successfully complete a variety of carefully organized field experiences in working with diverse groups in a variety of settings. All field placements are closely monitored and systematically evaluated through our continuous assessment process.

On behalf of the Teacher Education Program Faculty, I extend hearty thanks to all who provide leadership and service to the profession through program participation. We are especially grateful to our school-based educators/cooperating teachers who generously give time and talent above and beyond their classroom duties to induct our candidates into the profession. The guidance these partners provide is invaluable.

It is important to note that this guide is a living document. As such it is revised periodically to ensure that partners have the most current information available to conduct their work. Please check the website for updates and always feel free to contact me or anyone on our program faculty if further clarification is needed about any point.

With appreciation and warm wishes for a positive, productive experience,

Sharon Brennan, Ed.D.
Associate Professor and Director
Field Experiences and School Collaboration
PART I
Policies and Procedures

The purpose of this introductory section is to acquaint professional partners with policies that govern the University of Kentucky’s Teacher Education Program. We have also included procedures for addressing issues that may arise during the placement period.

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Purpose of Field Experiences

Because field experiences represent a critical part of the development of our teacher candidates, they are carefully woven into all aspects of our Teacher Education Program (TEP) to acquaint candidates with various aspects of the educational process including social agencies, policy-making bodies, and school classrooms. Experiences in classrooms are structured to allow candidates to gradually assume responsibility for guiding the learning of students in their certification area. To address the program standard and state regulation that all candidates have diverse field experiences (see Appendix B), program faculty members base placement decisions on careful examination of previous placements and school demographic data.

The placement database is maintained by the Office of Field Experiences (OFE), and demographic data is available on the NCES website. The former tracks each candidate’s placements throughout the program. The latter provides data about populations served by partner schools in the Field Network. This placement procedure ensures that candidates complete field assignments in several different settings working with populations that represent different kinds of diversity such as cultural, economic, ethnic, and linguistic, as well as students with special needs.

After successfully completing a minimum of 200 hours in various, diverse field assignments during the initial phases of the program, candidates are admitted to student teaching. Student teaching represents the culminating field experience in teacher preparation – the bridge between professional preparation and professional practice. This intense and sustained experience of at least one full semester (70 days) allows candidates to demonstrate their ability to apply educational theories and instructional methodologies needed for certification eligibility. At the University of Kentucky, student teaching generally consists of working in one or more public school settings under the direction of one or more cooperating teachers, university supervisors, and school principals.

In order to meet certification requirements, student teachers should:

- Hone or strengthen knowledge, skill, and reflective disposition developed during initial phases of the Teacher Education Program in a school setting.
- Engage extensively in using co-teaching strategies with the cooperating teacher as a way to enhance student learning.
- Use materials, technology, and teaching methods to promote student learning.
- Develop communication and interpersonal skills to enhance teaching ability.
- Develop and refine a philosophy of teaching.
- Learn about the structure of schools and their role in the community.
- Observe, interact with, and learn from school personnel including teachers and administrators.
- Participate in the full life of a school, including extracurricular and professional development activities.
- Examine and implement school curricula, learning how curriculum changes occur and how they relate to students and the communities in which they live.
- Demonstrate competence related to the Teacher Standards established by the Kentucky EPSB (see Appendix A).
- Complete all assignments as outlined in course syllabi.
Approval for Student Teaching

Teacher candidates who are enrolled in undergraduate programs may be approved for student teaching when they have:

1. been admitted to a professional Teacher Education Program.

2. maintained an overall academic standing of a 2.75 grade point average (GPA), as well as meeting required minimums in the academic specialties – areas of concentration, teaching majors and teaching minors, support areas, areas of specialization, breadth of studies, and professional education courses.

3. completed all required professional education courses, including at least 200 hours of field experiences.

4. completed at least 75% of the coursework for the teaching major or area of concentration if student teaching is to be done in this specialization.

5. applied and been accepted for enrollment in student teaching the semester prior to the one in which student teaching is to be completed.

6. been accepted by the school system and cooperating teacher where student teaching is to be completed. (P-12 certification programs require student teaching in more than one grade level.)

7. arranged a schedule of not more than 15 hours of college work to be carried during student teaching with no college classes scheduled to interfere with the teaching assignment.

8. presented medical exam results including evidence of having a negative tuberculosis test.

9. completed an FBI background check for the district(s) in which they are placed.

Teacher candidates enrolled in graduate programs (e.g., the Masters with Initial Certification Program) may begin student teaching when they have:

1. completed all pre-requisite courses for the fall semester of the professional year of the Masters with Initial Certification.

2. been accepted by the school system and cooperating teacher where student teaching is to be completed.

3. presented medical exam results including evidence of having a negative tuberculosis test.

4. Completed an FBI background check for the district(s) in which they are placed.
Institutional Policies and Procedures

- **Student Teaching Placements**
  Student teaching placements are determined by the program faculty as outlined in course syllabi. Placements are made in partner schools that are part of the *Field Network* which is described in the program placement policy. This policy can be found at: [http://education.uky.edu/OFE/content/fieldplacementpolicy](http://education.uky.edu/OFE/content/fieldplacementpolicy). Student teachers (STs) will not be placed in schools they have attended or in schools where their family members are employed. Under no circumstances may a teacher candidate initiate a placement request; however, candidates may request placements in particular schools. Requests should be made to the program placement coordinator. It is important to note that the university cannot guarantee that a placement can be made. Student teaching placements are subject to approval by the program faculty and the district in which the placement request is made. STs who cannot complete student teaching course requirements prior to the deadline for submission of grades must either withdraw or request an Incomplete (I) grade until the requirements have been met.

- **Attendance**
  STs are expected to attend school every day – for the entire school day throughout the entire semester – as outlined on the student teaching calendar. STs are also expected to attend all meetings and conferences as appropriate and assist the cooperating teacher (CT) with all school related activities. If the ST cannot attend school for any reason, it is his/her responsibility to notify the CT and university supervisor (US) of the absence before the beginning of the school day. Supervisors and/or university administrators will require STs to submit documentation verifying the dates of school attendance.

- **Student Teacher Load**
  The coursework during the student teaching semester represents a full academic work load. STs are permitted to add an additional three credit hours, provided the class meets after 4:00 P.M. They are strongly urged not to hold employment during the student teaching semester.

- **Extended Student Teaching Experiences**
  The student teaching experience may be extended under special circumstances upon recommendation of the university supervisor and the approval of the Director of Field Experiences. The ST is expected to student teach on a full day basis for the assigned period.

- **Health Examinations**
  The Kentucky Department of Education requires all student teachers to report the results of a medical exam and tuberculin skin test before beginning the student teaching experience. The University of Kentucky provides these services at the University Student Health Service (323-2778), but students may go elsewhere.

- **Student Teacher Meetings**
  STs must participate in meetings and seminars scheduled by the US and/or Director of Field Experiences including the university orientation scheduled at the beginning of the semester. Seminars help STs bridge the gap from the student to professional level by providing opportunities to plan and evaluate experiences and share ideas and materials with others.

- **Vacations**
  STs will follow the vacation schedule of the school district in which they are student teaching. Questions and/or concerns about this schedule will be addressed by the US.
➢ School Closings
   In the event that schools are closed for long periods of time, the Office of Field Experiences and
   School Collaboration will distribute information about adjustments in the student teaching
   calendar. STs will be required to follow the adjusted calendar in order to complete requirements
   for program completion and certification.

➢ Job Interviews
   Most school districts permit STs to schedule job interviews during the school day which may
   take them away from the student teaching assignment. In all instances, however, arrangements
   must be made with the CT, the school principal, and the US.

➢ Transporting Students
   Transportation of students from schools to school events, field trips, or other activities shall not
   be provided in automobiles belonging to or driven by STs as part of their student teaching
   assignment.

➢ Professional Assessments
   Kentucky’s Education Professional Standards Board requires that all teacher candidates
   successfully complete the necessary standardized tests to be eligible for a teaching position. STs
   must bear the expense for these examinations. Registration and the most current information are
   available online at http://www.ets.org/praxis. Passing scores and requirements are available
   online at http://www.ets.org/praxis/ky. See Appendix D for more information about Praxis
   exams.

➢ Degree and Certification
   It is the ST’s responsibility to submit degree and certification applications by the university’s
   established deadlines. Bachelor’s and graduate degree applications should be submitted online
   via myUK. See Appendix D for more information about the certification application.

➢ Confidentiality
   In accordance with the Kentucky School Personnel Code of Ethics, STs “...shall keep in
   confidence all information about students...” It is imperative that STs uphold this commitment
   to confidentiality.

➢ Classroom Responsibilities
   STs will carry out responsibilities while learning to teach under the supervision of CTs
   approved to serve as classroom supervisors. STs will be supervised by CTs at all times while
   they are in the host school. Therefore they may not serve as official substitute teachers or
   assume any teaching duties independently during the placement period. The legal perspective
   related to this policy is provided on page 10.

➢ Ethics
   STs are expected to maintain impeccable ethical standards at all times in and out of the
   classroom. Examples of these standards are outlined in the Kentucky School Personnel Code of
   Ethics which is included in this guide.

➢ Legal Action
   STs charged with violations of criminal law offenses will be suspended immediately from the
   Teacher Education Program and/or student teaching until the case is settled. STs must assume
   responsibility for reporting such charges to the Director of Field Experiences.

➢ Liability Coverage
   While no UK student has ever been named in a lawsuit resulting from a school placement, it is
   possible that a lawsuit could be filed. Because the University of Kentucky cannot take legal
   responsibility if a student is named in a lawsuit, STs may wish to obtain liability insurance.
   Such insurance is available through professional organizations. Information on professional
   organizations is made available at the student teaching orientation.
Kentucky School Personnel Code of Ethics

Educators in the Commonwealth strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach. Kentucky educators believe in the worth and dignity of each human being and in educational opportunities for all. Educators in the Commonwealth strive to uphold the responsibilities of the education profession according to the highest ethical standards. The commitment of all Kentucky educators is symbolized by this code of the education profession in the Commonwealth.

16 KAR 1:020

Preamble
In 1990, the General Assembly of the Commonwealth of Kentucky enacted landmark legislation for education reform throughout the state. As the Kentucky Education Reform Act is implemented across the state, the Education Professional Standards Board calls Kentucky’s educators to reaffirm their commitment to the highest ethical standards. In recognizing the magnitude of our responsibility to learners and to society, we offer this Code of Ethics which reflects and promotes the aspirations of our profession.

The Students
1. Shall provide students with professional education services in a nondiscriminatory manner and in consonance with accepted best practice known to the educator.
2. Shall respect the constitutional rights of all students.
3. Shall take reasonable measures to protect the health, safety, and emotional well-being of students.
4. Shall not use professional relationships or authority with students for personal advantage.
5. Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
6. Shall not knowingly make false or malicious statements about students or colleagues.
7. Shall refrain from subjecting students to embarrassment or disparagement.
8. Shall not engage in any sexually related behavior with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats of physical harm; and sexual assault.

The Parents
1. Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student.
2. Shall endeavor to understand community cultures and diverse home environments of students.
3. Shall not knowingly distort or misrepresent facts concerning educational issues.
4. Shall distinguish between personal views and the views of the employing educational agency.
5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others.
6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities.
7. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.

The Education Profession
1. Shall exemplify behaviors which maintain the dignity and integrity of the profession.
2. Shall accord just and equitable treatment to all members in the exercise of their professional rights and responsibilities.
3. Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law.
4. Shall not use coercive means or give special treatment in order to influence professional decisions.
5. Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications.
6. Shall not knowingly falsify or misrepresent records of facts relating to the educator’s own qualifications or those of other professionals.
Legal Issues Related to Student Teaching

Because the cooperating teacher is the person legally responsible for the class(es) to which he/she is assigned, his/her student teachers may not assume full responsibility for a class or classes without supervision from a certified teacher who is employed by the school system. Although the student teacher will be in charge of the classroom for an extended period of time as part of his/her course requirements, it is important to remember that the cooperating teacher or a substitute employed by the district is the person legally responsible for anything that transpires in the classroom. **Therefore, the cooperating teacher must be present in the classroom at all times.** Furthermore, the student teacher MAY NOT serve as a substitute teacher unless granted special permission by the Program Faculty. This policy is based on state regulation, State Senate Bill 341, and an attorney general’s opinion as described below.

**Senate Bill 341**

The 1972 session of the Kentucky General Assembly enacted Senate Bill 341 authorizing the State Board of Education to adopt regulations for utilization of student teachers, paraprofessionals, and teacher aides.

161.042 Status of Student Teachers

1. The Education Professional Standards Board shall provide through administrative regulation for the utilization of the common schools for the preparation of teacher education students from the colleges and universities.

2. Within the provisions established by the Education Professional Standards Board, local boards of education are authorized to enter into cooperative agreements, including financial arrangements, with colleges and universities for the purpose of providing professional laboratory experiences and student teaching experiences for students preparing for the education profession.

3. The Education Professional Standards Board shall promulgate administrative regulations defining the professional requirements and general duties of a supervising teacher and requirements for a local school district and school to be used for this purpose.

4. A student teacher who is jointly assigned under agreement by a teacher education institution and a local board of education shall have the same legal status and protection as a certified teacher employed within the school district and shall be responsible to the administrative staff of the school district and the supervising teacher to whom he or she is assigned. All student teachers shall be subject to the state and national criminal records checks required of certified hires under provisions of KRS 160.380.

5. Teacher education students, other than student teachers, may be permitted through cooperative agreements between the local school district and the teacher education institution, to engage in supplementary instructional activities with pupils under the direction and supervision of the professional administrative and teaching staff of the school district. Teacher education students shall not be subject to the criminal records checks required under KRS 160.380 or 161.148. (1972 S 341. 2. eff. 6-16-72).

**An Attorney General's Opinion**

You have requested an opinion of this office on two questions which we will answer seriatim:

1. **Whether KRS 161.042 (4) when it states that student teachers "shall have the same legal status and protection as a certified teacher employed within the school district..." means that said teacher would be subject to tort liability.**

   A student teacher may be held liable for his negligent acts or omissions the same as a regular teacher except that the student teacher's actions would have to be judged in the light of the fact that he is acting under the direction and supervision of a teacher. In OAG 74-883 we pointed out that the standard by which a teacher's actions are to be evaluated in regard to negligence is the same as for any other person, to wit: what a reasonable person would do under the circumstances.

2. **Whether a student teacher can perform the services of a teacher in the absence of a regular classroom teacher.**

   Our answer is **negative.** KRS 161.042 reads as follows:

   A student teacher who is jointly assigned under agreement by a teacher education institution and a local board of education shall have the same legal status and protection as a certified teacher employed within the school district and shall be responsible to the administrative staff of the school district and the supervising teacher to whom he or she is assigned.

   Since the foregoing statute provides that a student teacher shall be subject to the direction and supervision of the teaching staff of the school district, we believe the legislative intent is that a regular teacher **must be present** in the classroom when the student teacher is teaching. We believe that a student teacher **is not qualified or authorized to serve as a substitute teacher.** A student teacher does not have a regular or an emergency certificate from the State Department of Education and is therefore not authorized to teach except under the supervision of a certified teacher.

Ed W. Hancock
Attorney General

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Addressing Concerns During Student Teaching

Despite the best intentions and efforts, problems sometimes arise during a placement. For instance, a supervisor may feel concern about the student teacher’s performance or a student teacher may have concerns about supervision. Whenever someone expresses concern, it should be addressed as soon as possible. For example, if a cooperating teacher is concerned about the student teacher’s level of professionalism (e.g., frequently absent or tardy), he/she should notify the university supervisor as soon as the problem becomes evident. Early identification is a key factor in solving problems.

If the issues raised are not resolved through discussion within the student teaching triad, the Director of Field Experiences should be notified. The Director will investigate the situation and help determine an appropriate course of action. Depending on the circumstances, the student teacher may be reassigned to another school or withdrawn from student teaching. If reassignment seems appropriate, the program coordinator will make arrangements. Under no circumstances may a student teacher initiate changes in his/her placement.

The parties involved must keep confidential all discussions about issues of concern. It is not appropriate or beneficial to talk with colleagues or friends who have not had an opportunity to objectively consider all aspects of the situation. We have incorporated guidelines for addressing difficulties in a section of Appendix C that explains how to use the Professional Growth Plan (PGP). This plan provides a way to record specific concerns, expectations, resources and progress. It is used to monitor candidate progress in all placements.

Treating Injuries Incurred in a Classroom

Although every school strives to provide a hazard-free environment, the possibility exists that a teacher candidate could be injured while participating in a field placement. In the unlikely event that a teacher candidate is injured while carrying out responsibilities associated with his/her placement, several procedures should be followed immediately. Notify:

- the cooperating teacher, so that he/she may assume full responsibility for his/her class.
- the school principal of the injury, so that he/she may file the appropriate incident report.
- your university supervisor, who will alert the Office of Field Experiences of your injury.

If the injury is severe or life-threatening, concern about notifying the principal and university supervisor can wait until after you have received treatment, but please notify them in as timely a fashion as possible.

As full-time students at the University of Kentucky, candidates may use the University Health Services. Students should check with the University Health Service website for a list of clinical services covered by the health fee. Their internet address is http://www.ukhealthcare.uky.edu/UHS.

For emergency care during the hours University Health Service is not open, candidates may go to an urgent treatment center, the UK Hospital Emergency Department, or the appropriate emergency facility. However, candidates are financially responsible for medical care received outside the University Health Service.
PART II

Structuring the Student Teaching Experience

While there is no way to guarantee success in student teaching, there is little question that carefully structuring the experience to induct the student teacher into the teaching role by maintaining a strong system of support, guidance and assessment maximizes opportunities for growth. In this section, we offer guidelines aimed at ensuring that the candidate has an opportunity to become versed in all aspects of the teaching role. We also describe activities and tasks associated with the supervisory role. Our intent is to provide a structure within which the student teacher can demonstrate competence needed for certification eligibility and to enjoy success during the first critical years in the profession.

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The student teaching experience should be organized in a way that offers student teachers many varied opportunities to demonstrate the competencies needed for certification eligibility as well as time to reflect about their practice.

Organization includes careful preparation for the student teacher’s arrival, orientation to the class and school, forging a strong partnership that emphasizes co-teaching activities as explained in the description that follow, and helping the student teacher make a transition out of the classroom at the end of the experience.

Co-Teaching as a Mentoring Tool:
Kentucky’s Education Professional Standards Board (EPSB) has adopted a co-teaching approach to mentoring which was developed at St. Cloud State University in Minnesota (CSU)*. This model emphasizes the importance of the cooperating teacher (CT) and student teacher (ST) actively engaged in all aspects of instruction together from the beginning of the placement period. This includes collaborating about the planning, organization, delivery, and assessment of instruction.

Co-Teaching Strategies
There are seven strategies at the heart of the co-teaching model developed by CSU. They can be used in any way the partners deem appropriate to effectively meet the needs of the students with whom they work. However, it is important for co-teaching to be incorporated into the planning, delivery and reflection stages of instruction.

1. **One teach; one observe** – One has primary instructional responsibility while the other gathers data regarding teaching and/or learning as specified before the lesson.

2. **One teach; one assist** – One has primary instructional responsibility while the other assists students with their work, monitors behaviors or corrects assignments.

3. **Station teaching** – The co-teaching pair divides the instructional content into parts. Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the other teacher led stations.

4. **Parallel teaching** – Each teacher instructs half the students. The two teachers address the same instructional material and present the material using the same teaching strategy.

5. **Supplemental teaching** – This strategy allows one teacher to work with students at their expected grade level while the other teacher works with the students who need the information and/or the materials retaught, extended or remediated.

6. **Alternative (differentiated) teaching** – The two teachers use different approaches to teaching the same information.

7. **Team teaching** – Both teachers are actively involved in teaching the lesson by sharing the instruction in a fluid way as deemed appropriate for the situation.

*Adapted from St. Cloud State University (Minnesota) Training Material
Supervisory Activities and Tasks

It is important for the university supervisor and cooperating teacher to work closely together in guiding the development of sound instructional practices. Student teachers need guidance with all aspects of instruction and frequent feedback about their progress. Supervisors collect assessment data through various means including regular observations and reviews of written material. Some of the activities associated with the guidance and assessment process are described in this section.

Activities that Promote Progress

Planning
Student teachers are required to complete formal written plans for all lessons as outlined in the course syllabus. The university supervisor (US) determines requirements for the type, format and number of written lesson and unit plans the student teacher (ST) must complete to meet course requirements. As on-site supervisor, the cooperating teacher (CT) guides the development of plans in terms of content and timing. We have included information in Appendix B about the planning process including a sample lesson plan and a worksheet for conferring about planning.

Observations
Since the primary goal of student teaching is to determine whether a candidate performs well on all Kentucky Teacher Standards, observing instruction is an important function of supervision. Observation provides the CT and US with data to assess progress and ultimately evaluate readiness for certification at the end of the experience.

Observation involves objectively describing instructional efficacy. The method of gathering observational data depends on the purpose of the observation. Although observations typically consider all aspects of instruction related to Kentucky’s Teacher Standards, supervisors may decide they want to look closely at one area (e.g., student engagement or the use of higher level question strategies). In Appendix C we have included sample observation report forms and references for more information about observation.

A word of caution about observations: On some occasions, the observer may find the candidate struggling to keep control of the class or exercising poor judgment. Although the observer may have difficulty remaining silent in these situations, it is generally wise to do so unless the student teacher asks for help or the students are at risk in some way. Working through difficulties without help often proves beneficial, and it saves embarrassment. Regardless of how the situation is handled, it is important to discuss any problem soon after it has occurred and to do so in a confidential setting. These discussions should be documented with details about the concerns and plans for improvement.

Conferences
Conferences have great potential as catalysts for change. Mentees often gain insight when they reflect about their teaching with an active listener or review data collected by an observer. Conferences also provide time to examine specific issues related to what students in the classroom have and have not learned from instruction. Furthermore, they provide time for the ST to become more self-reflective and analytical.

Conferences should be designed to help the ST assess strengths and growth areas and determine strategies for improvement. It is important to be positive and encouraging during these meetings and at the same time provide constructive criticism. When developing a plan for improvement, specify how, when, and why strategies should be implemented.
Participation in conferences is determined by purpose, need, and availability. The ST and CT should hold informal conferences daily, and formal conferences weekly, once the induction phase has begun. The ST and US should have a formal conference in conjunction with each observational visit. All three will confer at various times during the placement, and there may be times when others are asked to join in (e.g., the school principal or UK’s director of field experiences). All formal conferences should be documented indicating the date and time of the conference as well as the topics covered. We have included tips for conducting successful conferences in Appendix C.

Assessment and Evaluation Issues

The terms “assessment” and “evaluation” can be confusing since these terms have different meanings in different contexts. In this document we use the term assessment when referring to data-based decisions made during the placement. These assessment decisions are considered formative because they are continually being formed and modified as additional data are gathered over the course of the placement period. We use the term evaluation when referring to the formal, summative evaluations conducted at the mid-point and end of the placement. Formative assessment data inform summative evaluation decisions. We also use the term evaluation when referring to the perception evaluations completed by all team members at the end of the placement.

Assessing and Evaluating the Student Teacher

The CT and US have the primary responsibility for assessment and evaluation. In some cases other educators such as the school principal and/or Director of Field Experiences may be involved with the assessment and evaluation process. Of course the ST continuously assesses progress which is recorded in written plans and discussed in conferences with supervisors.

We rely on supervisors to assess progress frequently and regularly to generate data for evaluation decisions and to ensure that the student teacher is well supported. Supervisors should record assessment data, and their interpretations of the data, in written documents such as observation reports. These documents serve as a basis for discussions during conferences and as evidence to support decisions in formal evaluations that occur at the mid-point and end of the placement. The CT completes the formal evaluation forms and discusses the results with the ST. In order to promote self-reflection, several programs require that STs complete the mid-term evaluation independently and compare results with the CT. Because of the unique and intense nature of the relationship, the CT completes the final evaluation form and reviews the results with the ST. Since the US serves as the course instructor, he/she assigns the final grade. If the US and CT disagree about the grade assignment, every effort is made to reach consensus.

Since prospective employers heavily weigh the evaluations and recommendations from supervisors about candidates when they make hiring decisions, it is important for supervisors to clearly and specifically document competencies in both evaluation forms and recommendation letters. We have included a sample evaluation and suggestions for writing letters of recommendation in Appendix C.

Evaluating the Experience and Relationships with other Team Members

All members of the student teaching triad may evaluate their experiences and their relationships with other team members at the end of the placement period. They should be completed online (http://education.uky.edu/OFE/content/onlinestudentteachingevaluations), but sample forms can be found in the appendices for reference. Data collected from these evaluations are used to assist in improving the student teaching program. In an effort to ensure anonymity and confidentiality, evaluations are only released in summary form. Individual responses are kept confidential.
PART III
Roles, Responsibilities and Relationships

Without doubt the relationships that develop between and among members of the triad greatly influence the student teacher’s success in the classroom and sense of professional efficacy as he/she enters the profession. For that reason, we describe the roles and the responsibilities of the professional partners who participate in the program and offer suggestions for developing successful relationships. This section is organized around each individual role and includes a checklist of tasks associated with that role.

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The Student Teacher’s Role

The student teacher’s role on the team is to apply the knowledge and skill gained during the initial phases of the Teacher Education Program (TEP) in a classroom setting at a level needed for certification eligibility. The ST has many opportunities to effectively and consistently demonstrate competence related to Kentucky’s Teacher Standards with assistance, support, and guidance from well-qualified supervisors.

Responsibilities associated with this role include:

- reviewing the syllabus and contents of the *Guide for Partners in Student Teaching* with the cooperating teacher (CT).
- following school rules, policies, and procedures regarding discipline and student safety.
- communicating with school personnel (faculty, staff, and administration) in a professional, tactful manner by:
  - conforming to standards of behavior and dress consistent with school and community requirements;
  - using discretion in sharing confidential information about students;
  - becoming acquainted with school personnel and their functions; and
  - establishing a professional rapport with students and an appropriate teacher-student relationship.
- taking initiative and seeking constructive criticism from the CT and university supervisor (US).
- confirming all scheduled observations with both the CT and the US.
- successfully completing all requirements outlined in the syllabus.
- assuming full responsibility for all materials borrowed from the university, school districts, or other sources.
- maintaining a professional demeanor at all times with students, parents, and school personnel.
- copying and distributing any and all forms related to program completion and certification.
- completing perception evaluations of the CT, US and TEP.
- documenting within the OTIS Online system a **minimum** of 70 days spent in the classroom (except Middle School student teachers during fall semester).
Enjoying Success

Student teachers frequently comment that this classroom experience is one of the most satisfying aspects of the teacher preparation program. The sense of satisfaction expressed, and the success which is implied, results from the ability of the ST to adapt to the placement and develop productive working relationships with the CT, US, and others in the school. When STs approach the semester with a spirit of openness and enthusiasm, success usually follows quite naturally. Over the years we have found that those who follow the suggestions offered here have few, if any, problems and feel well prepared to enter the profession as they emerge from the experience.

- Minimize other responsibilities during the student teaching semester. Student teaching is a full-time job!
- Communicate with the CT and US about goals, concerns, etc.
- Take initiative! Volunteer to help. There is always work to be done.
- Record audio and/or video footage of teaching segments and analyze performance. See Appendix B for permission and confidentiality requirements, as well as helpful tips.
- Ask questions, seek help, find ways to grow and learn. Focal areas include:
  - discipline/classroom management;
  - motivating and sustaining pupil interest;
  - organizing classroom activities;
  - planning;
  - budgeting time;
  - thoroughly understanding and conveying subject matter; and
  - using technology to support instruction.
- Adhere to school policies and practices as indicated in the Code of Ethics in Part I; it is of the utmost importance to maintain an ethical, moral demeanor at all times.
- Never leave the students unattended!
- Monitor all students on field trips. Involve other adults (e.g., other teachers, parents).
- Don’t become pals with students. You are a role model and as such should maintain a professional distance from your students.
- Avoid posting information about your placement(s) and students via social media. Likewise, avoid contact with students via social media (e.g., Facebook, Twitter).
- Promote a positive resolution to all discipline problems in the classroom, and carefully document all problems involving students.
- Practice preventive law. Keep abreast of changes in the law.
- Communicate frequently with parents and administrators.
Student Teacher's Checklist

In a timely fashion, please be sure to . . .

_____ complete a degree application.


_____ become fully acquainted with your responsibilities.

_____ contact your CT soon after the placement has been made to become acquainted and make specific arrangements for the placement to begin.

_____ review the Guide for Partners in Student Teaching with your CT.

_____ review the student teaching syllabus with your CT.

_____ send home a letter of introduction to the parents.

_____ document your number of days spent in the classroom using OTIS Online. You should have a minimum of 70 days documented by the end of the semester (except Middle School student teachers during fall semester).

_____ check that the CT received honorarium paperwork and submit to UK if asked to.

_____ organize, with the CT, a teaching schedule structured around the practice of co-teaching, as noted in Part II of the Guide for Student Teaching Partners.

_____ share the teaching schedule with your US.

_____ participate in school functions (i.e., faculty meetings, parent conferences, SBDM meetings).

_____ complete your perception evaluation(s) about your experience with your CT, US and the TEP online at the end of your placement(s): https://www.coe.uky.edu/OFE/Online/ST/evaluations/stueval/

_____ verify that your CT(s) submit midterm and final performance evaluation(s), regarding your work in their classroom, in OTIS Online.

_____ submit your certification application.
The Cooperating Teacher’s Role

As model, coach, and evaluator, the CT plays a crucial role in helping the ST prepare for professional certification. Because the CT works with the ST every day during the placement, he/she is uniquely positioned to profoundly influence the ST’s professional growth.

Regulations promulgated by the Kentucky Education Professional Standards Board (EPSB) stipulate that, in order to serve in a supervisory capacity, the CT must hold a valid teaching certificate or license for each grade and subject taught and have a minimum of three years teaching experience as a certified educator and successfully complete the supervisors’ training mandated by EPSB as outlined in state regulation. The level of educational and professional experience required for supervision addresses issues of knowledge and skill related to teaching practice.

The regulation also addresses issues related to another important part of the CT’s role – mentoring. In addition to being willing and able to demonstrate effective teaching practices, the CT must also guide, support, analyze, and assess the ST’s progress and help the ST learn to analyze the impact of his/her own work on student learning.

The CT’s responsibilities include:

- completing state-mandated supervisor training and assessment (one time).
- becoming thoroughly acquainted with the ST’s background and using this information to provide guidance and support.
- orienting the ST to school and classroom policies and procedures.
- reviewing the contents of the Guide for Student Teaching Partners and course syllabus with the ST.
- providing the ST with instructional materials, desk, access to student records, and appropriate technology.
- planning orientation activities to help the ST ease into the life of the classroom.
- engaging the student teacher in co-teaching activities throughout the placement period, including planning, teaching, and reflecting together.
- guiding the ST in analyzing and evaluating instruction.
- helping the ST plan and evaluate lessons taught.
- observing the ST’s lessons on a regular basis (at least biweekly) and confering regularly to analyze performance.
- providing frequent written progress reports after each observation, documenting areas of strength, areas of professional growth, and areas of concern.
- working closely with the US to ensure consistency and harmony.
- scheduling time for the ST to observe other classrooms and schools.
- conducting midterm and final performance evaluations in OTIS Online.
- evaluating the US’s role via the online perception evaluation form: https://www.coe.uky.edu/OFE/Online/ST/evaluations/cteval/.
We realize that classroom supervision involves a great deal of time and effort inside and outside the school day. Supervision also means giving over the reins of responsibility for classroom leadership to a less experienced colleague even though, as stipulated by state law, the CT always remains in or near the classroom. No monetary award can fully compensate this contribution to the profession. We hope the mentoring role will bring the CT a sense of satisfaction as the candidate gains strength and contributes increasingly to the life of the classroom. An observation made by one CT sums up the CT’s role well and underscores the immense importance of this role:

“...the cooperating teacher’s role is to guide the student teacher through the complex transition from student to teacher with all the skills, knowledge, and responsibility that accompany the position. Success has been achieved at the point when the student teacher sees him/herself accountable to the students with whom he/she is working rather than the teacher to whom he/she has been assigned. This is a delicate proposition, one which requires the cooperating teacher to fade out of the spotlight as the student teacher becomes more competent and confident to take on the responsibilities of teaching.”

Working with the Student Teacher

Managing the many and varied responsibilities associated with supervising with one hand, and leading a class with the other, is not always easy. Even the most seasoned teacher may feel unsure about how to balance the multifaceted role of model, coach, and evaluator with the full-time responsibility of classroom teaching. Recognizing the magnitude of the job and the complexities involved in guiding and assessing growth, a framework follows for carrying out your supervisory role.

Orientation/Introduction to the School, Classroom and Relationship

The initial period of the student teaching placement can prove to be awkward for both ST and CT as both parties seek to find a comfortable rhythm for working together. Although eager to learn, the ST may feel hesitant about taking initiative, not wanting to seem presumptuous or overstep bounds. At the same time, the CT may feel reluctant to ask for help in fear of seeming too demanding. For these and other reasons, it is very important to take time at the outset to share perceptions and discuss expectations. It is also the time to introduce the ST to the school community.

Initial Meeting – This meeting, which usually occurs shortly after the placement has been approved, provides an opportunity to:

- become acquainted with the ST; talk about experiences, aspirations, expectations, philosophy, and goals (e.g., factors contributing to the decision to become a teacher.
- share information about school community (e.g., student population), classroom routines and management procedures.
- familiarize ST with class and school facilities, and if possible, introduce to other members of the school staff.
- introduce ST to available technology resources and materials used in class.
- exchange addresses and telephone numbers.
**First Few Days** – The orientation process continues as the cooperating teacher begins using co-teaching strategies:

- introduces the ST to the class as a fellow teacher and invites him/her to speak to the class.
- introduces him/her to parents in person or through correspondence.
- encourages observation of class routines and procedures, management techniques, group and independent work, special needs of students, student activity and behavior, how groups are assembled and dismissed.
- reflects together about his/her teaching styles and strategies.
- plans lessons and units together by determining topics and timelines.
- provides opportunities for interacting and establishing authority with students by: assisting with seatwork, assignments, projects, etc., working with small groups, and teaching a lesson to the entire class.
- explains grading procedures like evaluation methods and record keeping.

**Induction into the Teaching Role**
During this phase, which generally begins during the second week of the placement, the ST begins to assume responsibility for instruction and decision making. It also marks the beginning of the time when you will observe and assess growth in instruction. Over the course of several weeks, and as deemed appropriate, the ST should:

- increase the number and type of lessons taught.
- prepare and teach a unit.
- take responsibility for one subject or group (e.g., reading group).
- take responsibility for procedural tasks (e.g., taking attendance).
- solve discipline problems in a manner consistent with class and school rules.
- complete at least five consecutive days of full time teaching during each eight-week period.

It is important to note that regular conferences should be held throughout the induction phase to analyze lessons and discuss progress.

**Transition out of the Student Teaching Role**
Just as the orientation phase provided an opportunity to ease the candidate into the teaching role and help students adjust to his/her presence, the transition phase paves the way for the ST’s departure from the classroom. Transition time, which generally occurs during the last week or so, provides much needed time for the student teacher to reflect about progress made during the placement, complete course requirements, and consider how the teacher’s role fits into the larger context of the school community. It also helps students in the class adjust to the idea that the ST is leaving. The CT can facilitate this transition by:

- preparing the students for the time of departure.
- ensuring that the ST has completed all requirements for the experience, met all responsibilities for classroom functions, and returned materials.
- arranging observation visits for the ST to classrooms and other school related facilities in and outside the school.
- reflecting with the ST about various aspects of the experience (e.g., specific strengths and direction for future development).
Working with the University Supervisor

Since the US serves as the university liaison, and often the instructor of record, this person is a valuable resource and important ally for the CT. The US can help the CT in many ways including interpreting university policies and clarifying requirements of the Teacher Education Program. To fully utilize this resource and build a good working relationship:

- confer with the US at the beginning of the placement to discuss goals and strategies for monitoring the student’s progress (e.g., projected observation schedule, system for observation and performance assessment).
- keep a log of the ST’s daily activities, successes, and problems to share with the US.
- confer with the supervisor each time he/she visits to discuss perceptions and seek suggestions.
- participate in conferences with the ST and US whenever possible.
- share your observation reports with the US and ask him/her to share his/her reports.
- discuss with the supervisor the outcome of conferences with the ST.
- record one or more of the ST’s classes to use in a joint conference.
- call on the supervisor for help with problems and/or concerns.
- convey suggestions to the US for improving the teacher preparation program.
- complete an online perception evaluation of the US’s role.
Cooperating Teacher’s Checklist

Please be sure to . . .

_____ complete the state-mandated supervisor training and assessment, if you haven’t already. (This only needs to be done one time. Note that nobody is grandfathered in regardless of whether he/she has hosted student teachers in the past).

_____ have the following available on the first day:
  ___ an area to sit and keep materials
  ___ class roll
  ___ seating chart
  ___ copies of student texts/manuals
  ___ plan book
  ___ school map
  ___ school policy handbook

_____ complete and return your honorarium paperwork.

_____ review the Guide for Student Teaching Partners with the ST.

_____ review the student teaching syllabus with the ST.

_____ discuss the UK, school, and district guidelines, requirements, and policies with the ST.

_____ introduce the ST to available technology resources.

_____ create, with the ST, a teaching schedule that best meets his or her needs.

_____ conduct frequent, informal conferences with the ST.

_____ complete and document all formal observations of the ST’s performance.

_____ conduct and document all formal conferences with the ST.

_____ complete the ST’s midterm and final performance evaluations in the OTIS Online system; then discuss the results with the ST.

_____ complete the online evaluation of the US’s role at https://www.coe.uky.edu/OFE/Online/ST/evaluations/cteval/.
The University Supervisor’s Role

Though the US is not always the instructor of record for the university course associated with student teaching, he/she is an official representative of the College of Education. As such, the US has the responsibility and authority of determining the ST’s final grade. The US’s role is multifaceted. As liaison between school and university personnel, the US provides assistance and direction related to supervisory concerns such as analyzing lessons and generally evaluating progress. As team facilitator, this supervisor works to keep communication open among all team members and coordinates three-way conferences. As teacher educator, he/she provides a theoretical/research base for teaching practice.

The US makes observational visits frequently, at regular intervals throughout the semester. Observation early in the term is essential to establish the team relationship and prevent potential problems. Frequent observations provide opportunities for promoting growth and strengthening relationships within the triad. When and if problems arise, the US should serve as arbitrator helping to clarify and resolve differences. Major concerns should be reported to the Director of Field Experiences.

Responsibilities associated with this role include:

- providing pertinent materials to STs, CTs, and school principals.
- helping STs, CTs, and school administrators understand the student teaching program.
- requesting ST assignments and identifying prospective CTs.
- providing STs with a syllabus outlining course objectives, requirements, activities to be evaluated, seminar schedule, grading practices, and policies.
- verifying completeness of documentation in OTIS Online, including record of student teaching days spent in the classroom, midterm and final evaluations by the CT, and observation reports by the US.
- conducting orientation seminars with the STs to explain the program and their responsibilities:
  - organizing student teaching seminars at regular intervals throughout the semester to address professional issues;
  - assisting in the ST’s professional development through observation and conferences;
  - conferring with the CT at regular intervals to discuss the ST’s needs;
  - assisting the ST and CT with the process of evaluating progress, especially in the area of self-evaluation;
  - providing instructional expertise whenever requested by the ST or CT;
  - assisting if and when problems are encountered in any aspect of the placement, including alerting the Office of Field Experiences; and
  - determining the students’ final grades after consulting with the CTs.
Working with the Student Teacher

Because the US is (or works closely with) the course instructor, it is his/her responsibility to build the structure and coordinate the placement. It is also his/her responsibility to monitor progress throughout the placement period and evaluate performance at the end.

**Coordinating the Placement**

- Develop a syllabus prior to the beginning of the semester.
- Hold seminars at regular intervals throughout the semester. While seminar topics and timelines are left to the discretion of the supervisor, they should be relevant and timely providing ample opportunity for the ST to express concerns and explore viable solutions.
- Attend the field supervisors’ meetings held at the university to discuss issues related to the TEP curriculum.
- Orient the STs to the course. This orientation provides a chance for the US to delineate the STs’ roles and responsibilities and communicate expectations. During the orientation meeting, it is advisable to:
  - outline program policies and placement procedures;
  - review the syllabus;
  - discuss format and timelines for lesson and unit plans;
  - discuss observation/consultation visits;
  - describe evaluation instruments used to assess progress and explain how to navigate through OTIS Online; and
  - distribute materials that STs will share with CTs.

**Monitoring Progress**

Monitoring progress involves observing and conferring with the ST at regular intervals throughout the placement and assigning a grade representative of the final evaluation at the end of the semester. It is important to note that the first observation should take place within the first two weeks of the placement period. The supervisor should observe at least one complete lesson (approximately one hour) during each visit. We recommend longer observations during periods of full-time teaching. The ST should be advised to have a written plan for the observed lesson available for review.

The US should confer with the ST and/or CT during each observation visit. Conferences provide opportunities to discuss progress and outline specific plans for growth. The ST should be encouraged to analyze the lesson. If the CT does not participate in the conference, results should be shared with him/her.

In addition to individual conferences, group conferences should be held at seminars where STs share experiences and reflect together about progress. Recorded lessons provide excellent material for discussion. We have provided additional information in Appendix B about recording lessons, including helpful tips, confidentiality concerns, and required permissions.
Evaluating Performance
The US must assign final grades to students (pass, fail, or letter grade for undergraduates, or a letter grade for graduate students and MIC students) at the end of the semester in which the student teaching placement is completed. The grade assignment will be based on the final evaluation and assessment data gathered during the placement by both the CT and the US.

The STs’ grades are submitted to the Office of the Registrar via the myUK website. Final performance evaluation forms MUST be entered in OTIS Online promptly at the end of each placement. USs should verify that evaluations have been entered and that STs have recorded a minimum of 70 days in the classroom.

Working with the Cooperating Teacher
The strength of the team effort lies in the ability of the US and CT to communicate well. The US must assume a leadership role in establishing and maintaining an effective communication system. To do so, the US should:

- confer with the CT during the first week of the placement to get acquainted and establish a routine for working together. This is a good time to share experiences, state expectations, review the syllabus, answer questions, and share contact information.
- discuss the midterm and final performance evaluation forms. Explain the importance of these instruments and the observation/consultation sequence on which they are based.
- meet with the CT during each visit to discuss progress and/or any concerns. Include the CT in conferences whenever possible, especially prior to the midterm and final evaluations.
- provide the CT with a copy of the observation report during each visit to the ST. Discuss his/her observation report.
- discuss the final performance evaluation and final grade with the CT at the end of the student teaching period.
- complete an online perception evaluation of the CT’s role.
**University Supervisor’s Checklist**

**Please be sure to . . .**

_____ conduct an orientation for STs before placements begin to explain course requirements as well as program policies and procedures, including utilization of OTIS Online for tracking days in the classroom and housing evaluation documents.

_____ share course syllabus with the ST and CT.

_____ meet with CT before or at the beginning of the placement to discuss procedures and parameters.

_____ conduct frequent observations of the ST at regular intervals when he/she is providing instruction.

_____ complete and document all formal observations in OTIS Online and discuss the reports with STs and CTs.

_____ confer with the ST after each observation, as well as the CT whenever possible.

_____ conduct and document all formal conferences with the ST.

_____ discuss the midterm and final performance evaluations with the ST and CT. (Note: All three parties must review the evaluation before posting a grade.)

_____ meet with the CT during each visit to discuss progress and/or any concerns. Include the CT in conferences whenever possible, especially prior to the midterm and final performance evaluations.

_____ discuss final performance evaluation and final grade with CT at the end of the student teaching period.

_____ attend the field supervisors’ meetings held at the university to discuss issues related to the TEP curriculum.

_____ verify that midterm and final evaluations have been entered in OTIS Online for each placement and that STs have recorded a minimum of 70 days in the classroom.

_____ complete the online evaluation of the CT’s role at [https://www.coe.uky.edu/OFE/Online/ST/evaluations/supeval/](https://www.coe.uky.edu/OFE/Online/ST/evaluations/supeval/).
The School Principal’s Role

As instructional leader of the school, the principal plays a very important role in the student teaching program. The principal’s role is to help the school community understand and support the student teaching program and to help the ST adjust to the total school program.

The principal’s responsibilities include:

- creating a positive attitude among school staff, student body, and community.
- coordinating the school’s responsibility in the student teaching program.
- providing orientation for all STs explaining school policies and procedures.
- assisting with the evaluation of the ST’s instructional competence and professional potential.*
- assisting team members with the assessment of ST performance.
- communicating with the Office of Field Experiences and School Collaboration if and when problems arise.

*While we understand that the responsibilities of the school principal are intense and time-consuming, as instructional leader, we strongly encourage him/her to observe each ST at least once during the student teaching placement. Evaluation may be formal or informal as preferred; however, we strongly suggest having a conference after the observation period to share perceptions about performance.
The School District Hiring Official’s Role

The hiring official for each school system works with the Teacher Education Program, supervising the student teaching placement process and acting as a liaison between the school system and the Teacher Education Program.

The hiring official’s responsibilities include:

- consulting with principals to develop a list of qualified CTs who are willing to work with STs.
- recommending qualified, available CTs to the Office of Field Experiences and School Collaboration.
- coordinating placements for STs in schools.
- working with university and school personnel to explain roles, responsibilities, and requirements.
- working with the Director of Field Experiences on special issues and problems related to the program.
- promoting the improvement of teacher education at both pre-service and in-service levels.
The Director of Field Experiences' Role

The Director of Field Experiences serves as the administrative head of the student teaching program and acts as a liaison between the Teacher Education Program and the school systems that participate in the program. The director works closely with university and school personnel to monitor all school-based practicum experiences.

The director’s responsibilities include:

- providing overall leadership and direction for the program.
- interpreting and enforcing existing student teaching policies and, with the advice and consent of the college supervisory staff, revising and/or developing new policies.
- monitoring the placements for STs.
- providing leadership in initiating and developing program changes and improvements.
- conferring regularly with USs in matters related to the student teaching program.
- developing forms and materials necessary for proper evaluation and administration of the program.
APPENDIX A: Kentucky's Standards for Teaching and Learning

Included in this section are the:

- Kentucky’s Learning Goals and Academic Expectations
- Teacher Standards

Note: For your reference, the KDE website http://www.education.ky.gov/ hosts these documents as well as the Core Content for Assessment and the Program of Studies.
Kentucky's Learning Goals and Academic Expectations

The centerpiece of Kentucky's education reform effort is its vision of what students should know and be able to do as a result of their school experience. Every aspect of the reform movement is designed to promote student attainment of these goals and to measure our progress in helping them to do so.

Assumption underlying KERA
All students are capable of learning.

The expectations for students are set forth as the six learning goals of KERA. These goals led to the development of the academic expectations that characterize student achievement of the goals. All Kentucky students are expected to achieve the goals and academic expectations.

1. Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.

1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.
1.2 Students make sense of the variety of materials they read.
1.3 Students make sense of the various things they observe.
1.4 Students make sense of the various messages to which they listen.
1.5-1.9 Students use mathematical ideas and procedures to communicate, reason, and solve problems.
1.10 Students organize information through development and use of classification rules and systems.
1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
1.13 Students make sense of ideas and communicate ideas with the visual arts.
1.14 Students make sense of ideas and communicate ideas with music.
1.15 Students make sense of ideas and communicate ideas with movement.
1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.

2. Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.

Science

2.1 Students understand scientific ways of thinking and working and use those methods to solve real-life problems.
2.2 Students identify, analyze, and use patterns such as cycles and trends to understand past and present events and predict possible future events.
2.3 Students identify and analyze systems and the ways their components work together or affect each other.
2.4 Students use the concept of scale and scientific models to explain the organization and functioning of living and nonliving things and predict other characteristics that might be observed.
2.5 Students understand that under certain conditions nature tends to remain the same or
move toward a balance.
2.6 Students understand how living and nonliving things change over time and the factors that influence the changes.

**Mathematics**

2.7 Students understand number concepts and use numbers appropriately and accurately.
2.8 Students understand various mathematical procedures and use them appropriately and accurately.
2.9 Students understand space and dimensionality concepts and use them appropriately and accurately.
2.10 Students understand measurement concepts and use measurements appropriately and accurately.
2.11 Students understand mathematical change concepts and use them appropriately and accurately.
2.12 Students understand mathematical structure concepts including the properties and logic of various mathematical systems.
2.13 Students understand and appropriately use statistics and probability.

**Social Studies**

2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.
2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.
2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.
2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.
2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.
2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.
2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.
2.21 (Incorporated into 2.16)

**Arts and Humanities**

2.22 Students create works of art and make presentations to convey a point of view.
2.23 Students analyze their own and others' artistic products and performances using accepted standards.
2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.
2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.
2.26 Through the arts and humanities, student recognize that although people are different, they share some common experiences and attitudes.
2.27 Students recognize and understand the similarities and differences among languages.
2.28 Students understand and communicate in a second language.
Practical Living

2.29 Students demonstrate skills that promote individual well-being and healthy family relationships.
2.30 Students evaluate consumer products and services and make effective consumer decisions.
2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
2.32 Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.
2.33 Students demonstrate the skills to evaluate and use services and resources available in their community.
2.34 Students perform physical movement skills effectively in a variety of settings.
2.35 Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives.

Vocational Studies

2.36 Students use strategies for choosing and preparing for a career.
2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.
2.38 Students demonstrate skills such as interviewing, writing resumes, and completing applications that are needed to be accepted into college or other postsecondary training or to get a job.

3. Students shall develop their abilities to become self-sufficient individuals.*

3.1 Students demonstrate positive growth in self-concept through appropriate tasks or projects.
3.2 Students demonstrate the ability to maintain a healthy lifestyle.
3.3 Students demonstrate the ability to be adaptable and flexible through appropriate tasks or projects.
3.4 Students demonstrate the ability to be resourceful and creative.
3.5 Students demonstrate self-control and self-discipline.
3.6 Students demonstrate the ability to make decisions based on ethical values.
3.7 Students demonstrate the ability to learn on one's own.

4. Students shall develop their abilities to become responsible members of a family, work group, or community, including demonstrating effectiveness in community service.*

4.1 Students effectively use interpersonal skills.
4.2 Students use productive team membership skills.
4.3 Students individually demonstrate consistent, responsive, and caring behavior.
4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.
4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and world view.
4.6 Students demonstrate an open mind to alternative perspectives.

*Goals 3 and 4 are included in Kentucky statute as learning goals, but they are not included in the state's academic assessment program.
5. Students shall develop their abilities to think and solve problems in school situations and in a variety of situations they will encounter in life.

5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.
5.2 Students use creative thinking skills to develop or invent novel, constructive ideas or products.
5.3 Students organize information to develop or change their understanding of a concept.
5.4 Students use a decision-making process to make informed decisions among options.
5.5 Students use problem-solving processes to develop solutions to relatively complex problems.

6. Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.

6.1 Students connect knowledge and experiences from different subject areas.
6.2 Students use what they already know to acquire new knowledge, develop new skills, or interpret new experiences.
6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.
KENTUCKY’S TEACHER STANDARDS

STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE

The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

1.1 Communicates concepts, processes and knowledge
1.2 Connects content to life experiences of students
1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning
1.4 Guides students to understand content from various perspectives
1.5 Identifies and addresses students’ misconceptions of content

STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION

The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

2.1 Develops significant objectives aligned with standards
2.2 Uses contextual data to design instruction relevant to students
2.3 Plans assessments to guide instruction and measure learning objectives
2.4 Plans instructional strategies and activities that address learning objectives for all students
2.5 Plans instructional strategies and activities that facilitate multiple levels of learning

STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

3.1 Communicates high expectations
3.2 Establishes a positive learning environment
3.3 Values and supports student diversity and addresses individual needs
3.4 Fosters mutual respect between teacher and students and among students
3.5 Provides a safe environment for learning

STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

4.1 Uses a variety of instructional strategies that align learning objectives and actively engage students
4.2 Implements instruction based on diverse student needs and assessment data
4.3 Uses time effectively
4.4 Uses space and materials effectively
4.5 Implements and manages instruction in ways that facilitate higher order thinking
STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

5.1 Uses pre-assessments
5.2 Uses formative assessments
5.3 Uses summative assessments
5.4 Describes, analyzes, and evaluates student performance data
5.5 Communicates learning results to students and parents
5.6 Allows opportunity for student self-assessment

STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

6.1 Uses available technology to design and plan instruction
6.2 Uses available technology to implement instruction that facilitates student learning
6.3 Integrates student use of available technology into instruction
6.4 Uses available technology to assess and communicate student learning
6.5 Demonstrates ethical and legal use of technology

STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING

The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

7.1 Uses data to reflect on and evaluate student learning
7.2 Uses data to reflect on and evaluate instructional practice
7.3 Uses data to reflect on and identify areas for professional growth

STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

8.1 Identifies students whose learning could be enhanced by collaboration
8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort
8.3 Implements planned activities that enhance student learning and engage all parties
8.4 Analyzes data to evaluate the outcomes of collaborative efforts
STANDARD 9: EVALUATES TEACHING & IMPLEMENTS PROFESSIONAL DEVELOPMENT

The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

9.1 Self assesses performance relative to Kentucky's Teacher Standards
9.2 Identifies priorities for professional development based on data from self-assessment, student performance, and feedback from colleagues
9.3 Designs a professional growth plan that addresses identified priorities
9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning

STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION

The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school
10.2 Develops a plan for engaging in leadership activities
10.3 Implements a plan for engaging in leadership activities
10.4 Analyzes data to evaluate the results of planned and executed leadership efforts
APPENDIX B: Program Requirements

Included:

- 16 KAR 5:040. Admission, Placement, and Supervision in Student Teaching
- Long-term teaching schedule worksheet
- Sample lesson plan format
- Questions for planning and analyzing instruction
- Guidelines for recording instruction
- Perception Evaluation form regarding Cooperating Teachers, University Supervisors, and the Teacher Education Program
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, whether 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 preservice 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.
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.

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

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.

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.

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 preservice 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.

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.

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.

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.

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

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

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.

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.
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 September 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 Performance Assessment 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.)
Long-Term Teaching Schedule

During the first week in your placement, schedule a time with your cooperating teacher to plan your development of classroom responsibilities, including the potential date for "solo teaching". You may want to make an additional copy of this form, since you have a total of 16 weeks of placement.

(1) Week of ______________________
(2) Week of ______________________

(3) Week of ______________________
(4) Week of ______________________

(5) Week of ______________________
(6) Week of ______________________

(7) Week of ______________________
(8) Week of ______________________
### Sample Lesson Plan Format

#### Part 1: Lesson Design

(Completed Prior to instruction)

<table>
<thead>
<tr>
<th>Student Teacher Name:</th>
<th>Date:</th>
<th>Cycle:</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Students:</td>
<td># of IEP Students:</td>
<td># of GSSP Students:</td>
</tr>
<tr>
<td>Age/Grade Level:</td>
<td>Subject:</td>
<td>Major Content:</td>
</tr>
<tr>
<td>Unit Title:</td>
<td>Lesson Title:</td>
<td></td>
</tr>
</tbody>
</table>

**Context**
- Identify the unit topic and the unit objective(s) addressed by this lesson:

- Describe the students’ prior knowledge or the focus of the previous lesson:

- Describe generally any critical student characteristics or attributes that will affect student learning:

**Lesson Objective(s)**
State what students will demonstrate as a result of this lesson. Objective(s) must be student-centered, observable and measurable.

**Connections**
Connect your goals and lesson objective(s) to appropriate Kentucky Core Content and/or Program of Studies. Use no more than two or three connections, and if not obvious, explain how each objective is related to the Program of Studies and/or Core Content.

**Assessment Plan**
Using the tabular format below, describe how each lesson objective will be assessed formatively to determine student progress and modify instruction if needed. Describe any summative assessment to be used if it is a part of this lesson. Include copies of any assessment instruments and scoring criteria or rubrics if applicable to the lesson.

<table>
<thead>
<tr>
<th>Objective Number</th>
<th>Type of Assessment</th>
<th>Description of Assessment</th>
<th>Depth of Knowledge Level</th>
<th>Adaptations and/or Accommodations</th>
</tr>
</thead>
</table>

**Resources, media and technology**
List the specific materials and equipment needed for the lesson. Attach copies of printed materials to be used with the students.
If appropriate, list technology resources for the lesson including hardware, software and Internet URLs, and be sure to cite the sources used to develop this lesson. (If your committee thinks the technology observed in the lessons does not fairly represent your use of technology, provide additional documentation in your Component 1 exhibits. See Standard 6.)

**Procedures**
Describe the strategies and activities you will use to involve students and accomplish your objectives including how you will trigger prior knowledge and how you will adapt strategies to meet individual student needs and the diversity in your classroom.
## Part 2: Lesson Analysis and Reflection
(Completed after instruction and review of student work)

<table>
<thead>
<tr>
<th>Student Teacher Name:</th>
<th>Date:</th>
<th>Cycle:</th>
</tr>
</thead>
</table>

### 1. Explain how you determined the levels of student performance on your objective(s). Attach rubrics or criteria used in this determination.

### 2. Sort the students' performances into three categories and determine what number of students met the criteria in each category:
- Below criteria: # of students
- Meeting criteria: # of students
- Exceeding criteria: # of students

### 3. For each category, describe the students' strengths and learning needs, if any.
- Below criteria
- Meeting criteria
- Exceeding criteria

### 4. Reflect on the following:
- What does the analysis of your students' performances tell you about the effectiveness of your instruction in meeting your students' needs?
- Describe any patterns or trends in your students' performances. How could these patterns or trends be used in planning and instruction?
- What knowledge, skills, and/or resources could help you increase your instructional effectiveness?

### 5. For each category of students, how will you differentiate or adapt instruction to move them forward?
- Below criteria
- Meeting criteria
- Exceeding criteria

### 6. Describe how you have reported or plan to communicate learning results to students and parents.
Planning and Analyzing Instruction: A Reflective Practitioner's Guide

When planning for and reflecting about instructional activities, there are a variety of issues to consider. The following questions are designed to stimulate reflection.

- What are the most important concepts or skills to be learned as a result of this lesson?
- What do your students already know about the concepts/skills you are going to teach?
- How will you help the students make connections to previous learning?
- What activities could create interest in the lesson?
- Are there difficult words/concepts that may need clarification/additional instruction?
- What procedures will the students need to know/follow to complete the activities?
- What materials will be needed? Will students need to learn how to use them? How will you distribute them?
- How will your instruction address different learning styles?
- If activities require students to work in groups, how will the groups be formed? How will you encourage productive group work?
- What examples and questioning strategies will you use? Prepare a list of potential examples/questions.
- How much time will you allocate for different parts of the lesson?
- What presentation alternatives are there if students have trouble with skills/concepts (i.e., peer explanation, media, visuals)?
- Will any students need extra help or more attention? How will you handle this?
- How will you make sure all students participate? How will you make sure all students have an opportunity to answer?
- What proactive classroom management strategies are needed?
- How will you adjust the lesson if time is too short or long?
- What will students do if they finish early?
- How will you evaluate the students' performance and give feedback?
- How have you fostered self-evaluation?
- What do your assessments tell you about student learning in this lesson?
- Does your feedback to student work help clear up student misconceptions?
- How will the skills/concepts learned be used in future lessons/learning?
- What did you learn from teaching this lesson?
- How have you incorporated technology into this lesson?
GUIDELINES FOR RECORDING INSTRUCTION

The sole purpose of recording classroom instruction is to provide a vehicle for analyzing the student teacher’s progress. Any other use of this mechanism is unauthorized and considered highly unprofessional. Therefore, it is very important to adhere strictly to the guidelines listed below. Failure to comply fully with these guidelines will result in the immediate termination of the placement.

- Secure permission from parents of every student in the classroom where you are doing your student teaching placement. If you are completing two placements, you must do so for each placement. Please refer to the following permission/release form.

- Recordings should be used for professional reasons only. They should never be shown to anyone who is not integrally involved in supervising your placement. Appropriate people include the cooperating teacher, university supervisor, and school principal.

- When using the recordings to analyze your teaching practice, it is imperative to take every measure to ensure the confidentiality and anonymity of the students who are participating in the class.

- Direct questions about making recordings to your supervisory team members: the cooperating teacher, the university supervisor, and the school principal.

- Delete or erase all copies of the recording as soon as your supervisory team has evaluated it.

SUGGESTIONS FOR CRITIQUING A RECORDED LESSON

- View and evaluate the recorded lesson privately.

- Also view and evaluate the lesson collaboratively with your cooperating teacher.

- Have your lesson plan on hand when reviewing the lesson. Did you accomplish what you set out to do?

- Make use of the post-observation conference questions located in the appendix.

- Assume the role of observer. Use an observation report to evaluate your lesson. Sample observation reports can be found in the appendix. Alternatively, you may choose to use the report used by your cooperating teacher or university supervisor.

- Identify areas of strength.

- Identify areas previously noted as requiring professional growth in which you have improved.

- Identify areas requiring continued professional growth.

- The student teacher and cooperating teacher can create together a Professional Growth Plan (PGP) to focus on one or a few of the identified areas that require professional growth. See guidelines and sample format later in this appendix.
Dear Parent/Guardian:

A student teacher from the University of Kentucky, who is working in your son or daughter's classroom this semester, will be recording instruction as a tool to reflect about the teaching strategies used. The recording will focus on this person's teaching, and will be used for educational purposes only, to guide the student teacher's professional development. I hope you will allow your child to participate in the lesson to be recorded.

Before deciding to allow your son/daughter to participate, please know that:

1) Participation is entirely voluntary, and you or your child may choose not to participate at any time.

2) There are no apparent dangers or risks to students.

3) Participation will not interfere with instruction or opportunities to facilitate your child's learning.

4) All data collected will be completely confidential. It will be recorded and analyzed in an anonymous manner. Only group information and results will be shared with other educators.

5) Whether or not you allow your child to participate will not affect you or his/her relationship with the school or the university.

6) Students will not be identified.

7) The recording will not be viewed by anyone except the student teacher, classroom teacher, and university supervisor.

8) After the student teacher has evaluated his/her performance, the recordings will be erased or deleted.

Please complete the form below to indicate whether or not you would like your child to participate and return it to your child’s teacher.

Sincerely,

Sharon Brennan, Ed.D.
Director of Field Experiences

_______________________  ______________________  ____________
Student name  Parent signature  Date

_______  I give permission for my child to be included in the classroom during recorded sessions.

_______  I do not give permission for my child to be included in the classroom during videotaped sessions.

STUDENT TEACHER’S EVALUATION
The general purpose of the evaluation is to gather your perceptions regarding your work with your cooperating teacher (CT) and university supervisor (US). In the evaluation, you will also share perceptions about your experience in student teaching and in the Teacher Education Program (TEP). It is important to note that the university supervisor is defined as the person who is responsible for observing you during the placement period and providing evaluation data to the program faculty. This person may be different from the coordinator who arranged the placement. The coordinator is not being evaluated as part of this process. Perception evaluations about placement coordinators should be sent separately to the Office of Field Experiences. Since the information you provide will inform future program decisions, it is important that you respond as honestly and objectively as possible.

Please indicate your perception about areas described on the evaluation with a rating of excellent, good, fair or poor. Other items require narrative responses. All evaluations will be aggregated into summary reports by program in an effort to protect the anonymity of respondents. The summary reports will be distributed annually to department and program faculty chairs.

We appreciate your assistance with this important task.

<table>
<thead>
<tr>
<th>Name of your Cooperating Teacher (CT)</th>
<th>4 Excellent</th>
<th>3 Good</th>
<th>2 Fair</th>
<th>1 Poor</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Compatibility of the classroom in which you worked (e.g., climate, philosophy, pedagogical approach) with the TEP.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Pedagogical expertise evidenced by the CT.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Quality of communication by the CT about expectations, standards and classroom policies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Quality of guidance and assistance provided by the CT.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Quality of assessment/evaluation provided by the CT about your progress including content, fairness, timeliness and consistency.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Quality of consultation by the CT with US regarding your professional growth.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Overall quality of the supervision provided by the CT.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please complete this evaluation online at: https://www.coe.uky.edu/OFE/Online/ST/evaluations/stueval/
<table>
<thead>
<tr>
<th>Question</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of your <strong>University Supervisor (US)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Quality of communication of the US about expectations,</td>
<td></td>
</tr>
<tr>
<td>course requirements and assessment procedures.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Knowledge level of the US regarding professional areas</td>
<td></td>
</tr>
<tr>
<td>(e.g., content, instructional strategies, assessment, classroom</td>
<td></td>
</tr>
<tr>
<td>management).</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Availability and punctuality of the US for appointments</td>
<td></td>
</tr>
<tr>
<td>and classroom visits.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Quality of guidance and assistance provided by the US.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Quality of assessment/evaluation provided by the US about your</td>
<td></td>
</tr>
<tr>
<td>progress including content, timeliness, fairness, and consistency.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Quality of consultation by the US with the CT regarding your</td>
<td></td>
</tr>
<tr>
<td>professional growth.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Overall quality of the supervision provided by the US.</td>
<td></td>
</tr>
</tbody>
</table>
Name of your Teacher Education Program (TEP)

_________________________________

<table>
<thead>
<tr>
<th>4 Excellent</th>
<th>3 Good</th>
<th>2 Fair</th>
<th>1 Poor</th>
<th>Not Applicable</th>
</tr>
</thead>
</table>

15. Overall value of the student teaching experience in preparing you for your professional role.

16. Overall value of seminars held during the student teaching semester in promoting your professional growth.

17. Overall value of the TEP in preparing you for your professional role.

Open-Response Items
For each of the items that follow, please focus your response on specific teaching areas such as:

- Designing, implementing, analyzing, and adapting instruction to meet the diverse needs of all students in your classroom.
- Designing and interpreting assessment data to make instructional decisions.
- Building conceptual understanding in content areas.
- Implementing management techniques to maintain a positive, productive environment.
- Addressing developmental, learning and motivational needs of all students.
- Using technology to enhance and extend learning.

18. Briefly describe specific ways you benefited professionally from working with your CT.

19. If you think you needed additional guidance, information and/or assistance from your CT, please provide specific examples.

20. Briefly describe specific ways you benefited professionally from working with your US.

21. If you think you needed additional guidance, information and/or assistance from your US, please provide specific examples.

22. Describe the aspects of your student teaching experience you found most beneficial in preparing you for your professional role.

23. If there were aspects of the student teaching experience you thought were not adequately addressed, please provide specific examples.

24. Describe areas of your teacher preparation program that have proven most beneficial in preparing you for your professional role?

25. If there are any program areas that did not seem beneficial, or that you think were not covered adequately, please provide specific examples.
APPENDIX C: Resources for Student Teaching Partners

The following resources are included for use by cooperating teachers and university supervisors:

- Sample Observation forms
- References for Supervisors Related to Teacher Assessment
- Guidelines for Conducting Conferences
- Guidelines and form for Professional Growth Plan (PGP)
- Suggestions for Writing Letters of Recommendation
- Evaluation Forms for Cooperating Teacher and University Supervisor
- Information about EPSB Compensation
- Information about Tuition Waivers
- Resources for Reflecting and Evaluating Teaching and Learning
Name of Student Teacher

Name of Observer

School Date Visit #

Subject Area Taught Time

In the space below, briefly describe the lesson observed and note strengths and growth areas. Be sure to relate comments and suggestions specifically to the observation.

______________________________
Student Teacher's Signature

______________________________
Date
This signature indicates that the student has seen this report. It does not imply agreement with the remarks.

Middle School Student Teaching Observation Form

Student Name: ____________________________________________

Observer’s Name: __________________________________________

Date of Observation: _________________________________________

Content Area: ______________________________________________

Grade Level: ________________________________________________

Middle School: _____________________________________________

School District: _____________________________________________
### Middle School Student Teaching Observation Report

#### Performance Descriptors

During this field-based observation, the student teacher will exhibit the following outcomes:

<table>
<thead>
<tr>
<th>Indicator Demonstrated</th>
<th>Indicator Partially Demonstrated</th>
<th>Indicator Not Demonstrated</th>
<th>Indicator Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explicitly states goals, objectives, expectations, and learning standards aligned with Kentucky Core Content/Commonwealth Testing Accountability System (CATS) and national standards (when appropriate).</strong></td>
<td>Explicitly states learning goals, objectives, and expectations that reflect key concepts of the discipline and are aligned with local, state and national standards.</td>
<td>States learning goals and objectives that reflect key concepts of the discipline but are not aligned with local, state and national standards OR states learning goals and objectives that do not reflect key concepts of the discipline.</td>
<td>Fails to states goals, objectives, expectations, and learning standards.</td>
</tr>
<tr>
<td>Logically sequences developmentally appropriate instruction and learning activities.</td>
<td>Logically sequences developmentally appropriate instruction and learning activities.</td>
<td>Somewhat sequences instruction and learning activities.</td>
<td>Does not sequence developmentally appropriate instruction and/or learning activities.</td>
</tr>
<tr>
<td>Challenges, motivates, and actively involves all learners.</td>
<td>Consistently and appropriately challenges, motivates, and actively involves all learners.</td>
<td>Sometimes challenges, motivates, and involves learners.</td>
<td>Fails to challenge, motivate, and/or actively involve learners.</td>
</tr>
<tr>
<td>Explicitly guides students’ application of knowledge, skills, and thinking processes.</td>
<td>Explicitly guides students’ application of knowledge, skills, and thinking processes.</td>
<td>Sometimes guides students’ application of knowledge, skills, and thinking processes.</td>
<td>Fails to guide students’ application of knowledge, skills, and/or thinking processes.</td>
</tr>
<tr>
<td>Plans for differentiated instruction and addresses gaps in student achievement.</td>
<td>Effectively plans for and uses differentiated instruction to address some gaps in student achievement.</td>
<td>Uses differentiated instruction to address some gaps in student achievement.</td>
<td>Does not use differentiated instruction to address gaps in student achievement.</td>
</tr>
<tr>
<td>Manages class, students, and instruction efficiently.</td>
<td>Efficiently manages class, students, and instruction</td>
<td>Inconsistently manages class, students, and instruction.</td>
<td>Fails to effectively manage class, students, and instruction.</td>
</tr>
<tr>
<td>Models respectful behavior and establishes explicit standards for classroom interaction.</td>
<td>Consistently models respectful behavior and establishes explicit standards for classroom interaction.</td>
<td>Inconsistently models respectful behavior and standards for classroom interaction.</td>
<td>Fails to model respectful behavior and standards for classroom interaction.</td>
</tr>
<tr>
<td></td>
<td>Systematically reviews core concepts of lessons using active student participation.</td>
<td>Systematically reviews core concepts of lessons using active student participation.</td>
<td>Reviews core concepts of lessons but does not use active student participation.</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Modifies/adapts instruction during teaching as the situation demands.</td>
<td>Effectively modifies/adapts instruction during teaching as the situation demands.</td>
<td>Occasionally modifies/adapts instruction during teaching.</td>
<td>Never modifies/adapts instruction during teaching.</td>
</tr>
<tr>
<td>Prepares students for individual and group work via explicit instruction.</td>
<td>Prepares students for individual and group work via explicit instruction.</td>
<td>Somewhat prepares students for individual and group work.</td>
<td>Fails to prepare students for individual and group work.</td>
</tr>
<tr>
<td>Establishes rapport with students and promotes supportive communication among all class members.</td>
<td>Establishes positive rapport with all students and promotes supportive communication among all class members.</td>
<td>Has established rapport with some but not all students and promotes supportive communication among some but not all class members.</td>
<td>Has not established rapport with students and does not promote supportive communication among class members.</td>
</tr>
<tr>
<td>Links learning with students’ prior knowledge, experiences, and family and cultural backgrounds.</td>
<td>Effectively and consistently links learning with students’ prior knowledge, experiences, and family and cultural backgrounds.</td>
<td>Occasionally links learning with students’ prior knowledge, experiences, and family and cultural backgrounds.</td>
<td>Fails to link learning with students’ prior knowledge, experiences, and family and cultural backgrounds.</td>
</tr>
<tr>
<td>Presents directions clearly; addresses student misconceptions; offers continuous feedback to students; clarifies or re-teaches as necessary.</td>
<td>Consistently presents clear directions, addresses student misconceptions, offers continuous feedback to students, AND clarifies or re-teaches as necessary.</td>
<td>Presents clear directions AND/OR addresses student misconceptions AND/OR offers continuous feedback to students AND/OR clarifies and re-teaches.</td>
<td>Fails to presents directions clearly, address student misconceptions, offers continuous feedback to students; or clarify and re-teach.</td>
</tr>
<tr>
<td>Transitions smoothly and logically from one activity to another.</td>
<td>Consistently transitions smoothly and logically from one activity to another.</td>
<td>Some transitions are smooth and logical, while others are not.</td>
<td>Fails to use smooth and logical transitions between activities.</td>
</tr>
<tr>
<td>Uses questioning strategies to engage students and stimulate higher-order thinking and uses follow-up questions to expand, clarify, and assess student learning.</td>
<td>Consistently uses effective questioning strategies to engage students, stimulate higher-order thinking, follow-up, expand, clarify, and assess student learning.</td>
<td>Uses questioning strategies that sometimes engage students and/or stimulate higher-order thinking. Occasionally uses follow-up questions to expand, clarify, and assess student learning.</td>
<td>Fails to use effective questioning strategies.</td>
</tr>
<tr>
<td>Responds to students’ comments and ideas, elicits discussion of student thinking, and stimulates student reflection.</td>
<td>Consistently and effectively responds to students’ comments and ideas, elicits discussion of student thinking, and stimulates student reflection.</td>
<td>Inconsistently responds to students’ comments and ideas, and/or elicits discussion of student thinking, and/or stimulates student reflection.</td>
<td>Fails to respond to students’ comments and ideas, elicit discussion of student thinking, or stimulate student reflection.</td>
</tr>
<tr>
<td>______________________________________________________________</td>
<td>_________________________________________________________________________</td>
<td>_______________________________________________________________________________________</td>
<td>________________________________________________________________________________________</td>
</tr>
<tr>
<td>Demonstrates responsible, caring behavior when facilitating instruction and uses direct praise to acknowledge and respond to students.</td>
<td>Consistently demonstrates responsible, caring behavior when facilitating instruction and uses direct praise to acknowledge and respond to students.</td>
<td>Inconsistently demonstrates responsible, caring behavior when facilitating instruction and/or inconsistently uses praise to acknowledge and respond to students.</td>
<td>Fails to demonstrate responsible, caring behavior or use praise when facilitating instruction or responding to students.</td>
</tr>
<tr>
<td>Provides guided and independent opportunities for students to use and practice what is learned and makes real-world connections to link learning with student aspirations.</td>
<td>Consistently provides guided and independent opportunities for students to use and practice what is learned and makes real-world connections to link learning with student aspirations.</td>
<td>Inconsistently provides guided and independent opportunities for students to use and practice what is learned and/or occasionally makes real-world connections to link learning with student aspirations.</td>
<td>Fails to provide opportunities for students to use and practice what is learned and rarely or never makes real-world connections to link learning with student aspirations.</td>
</tr>
<tr>
<td>Assessment activities are directly related to lesson objectives.</td>
<td>Assessment activities are clearly and directly related to lesson objectives.</td>
<td>Assessment activities are somewhat related to lesson objectives.</td>
<td>Assessment activities are not related to lesson objectives.</td>
</tr>
<tr>
<td>Announces assessment purposes, procedures and scoring criteria.</td>
<td>Clearly sets forth assessment purposes, procedures and scoring criteria for students.</td>
<td>Announces but is unclear about assessment purposes, procedures and/or scoring criteria.</td>
<td>Does not announce assessment purposes, procedures and/or scoring criteria.</td>
</tr>
<tr>
<td>Incorporates a multicultural/global perspective.</td>
<td>Consistently and effectively incorporates a multicultural/global perspective.</td>
<td>Inconsistently or inappropriately incorporates a multicultural/global perspective.</td>
<td>Does not incorporate a multicultural/global perspective.</td>
</tr>
</tbody>
</table>

**Strong Points:**  

**Areas for growth:**  

**General comments:**  

**Supervisor signature ________________________________**
<table>
<thead>
<tr>
<th>Standard 1 – Demonstrates Applied Content Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Communicates concepts, processes, and knowledge</td>
</tr>
<tr>
<td>1.2 Connects content to life experiences</td>
</tr>
<tr>
<td>1.3 Uses instructional strategies that are appropriate for content and contribute to student learning</td>
</tr>
<tr>
<td>1.4 Guides students to understand content from various perspectives</td>
</tr>
<tr>
<td>1.5 Identifies and addresses students’ misconceptions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 2 – Designs and Plans Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Develops significant objectives aligned with standards</td>
</tr>
<tr>
<td>2.2 Uses contextual data to design instruction relevant to students</td>
</tr>
<tr>
<td>2.3 Plans assessments to guide instruction and measure learning objectives</td>
</tr>
<tr>
<td>2.4 Plans instructional strategies and activities that address learning objectives for all students</td>
</tr>
<tr>
<td>2.5 Plans instructional strategies and activities that facilitate multiple levels of learning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 3 – Creates and Maintains Learning Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Communicates high expectations</td>
</tr>
<tr>
<td>3.2 Establishes a positive learning environment</td>
</tr>
<tr>
<td>3.3 Values and supports student diversity and addresses individual needs</td>
</tr>
<tr>
<td>3.4 Fosters mutual respect between teacher and students among students</td>
</tr>
<tr>
<td>3.5 Provides a safe environment for learning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 4 – Implements and manages instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Uses instructional strategies that align with learning objectives and actively engage students</td>
</tr>
<tr>
<td>4.2 Implements instruction based on diverse student needs and assessment data</td>
</tr>
<tr>
<td>4.3 Implements instruction based on diverse student needs and assessment data</td>
</tr>
<tr>
<td>4.4 Uses time effectively</td>
</tr>
<tr>
<td>4.5 Implements and manages instruction in ways that facilitates higher order thinking</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 6 – Implementation of Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Uses technology to design and plan instruction</td>
</tr>
<tr>
<td>6.2 Uses available technology to implement instruction that facilitates student learning</td>
</tr>
<tr>
<td>6.3 Integrates student use of available technology into instruction</td>
</tr>
<tr>
<td>6.4 Uses available technology to assess and communicate student learning</td>
</tr>
<tr>
<td>6.5 Demonstrates ethical and legal use of technology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 7 – Reflects and Evaluates Teaching and Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1 Uses data to reflect on and evaluate student learning</td>
</tr>
<tr>
<td>7.2 Uses data to reflect on and evaluate instructional practices</td>
</tr>
<tr>
<td>7.3 Uses data to reflect on and identify areas for professional growth</td>
</tr>
</tbody>
</table>

Areas for Growth:
THE POST-OBSERVATION CONFERENCE: MIRROR AND BRIDGE FOR PROFESSIONAL GROWTH

Purpose
- Facilitate analysis and development of professional growth plan
- Discuss objective data documented on observation report
- Deal with problems positively and constructively

Keys to Success
- Clear communication / frank discussion
- Timing as close as possible to lesson
- Location that allows privacy

Responsibilities of Cooperating Teacher / University Supervisor
- Maintain pace
- Ensure that goals are reached
- Deal positively / constructively with problems

Criteria for Productive Reflection
- Collegial, supportive relationship
- Continuity over time
- Objective record of teaching / observations
- Reflection by both student teacher and observer
- Teacher determination of problems (whenever possible)

Components of the Post-Observation Conference
- Opening
  - Develop rapport
    - Maintain eye contact
    - Monitor voice, body language
  - Encourage reflection/analysis
    - Use reflective listening
    - Ask open-ended questions
    - Probe/rephrase/redirect
    - Identify problems
    - Consider/reinforce assets

- Transition
  - Discuss data from observation
    - Strengths / areas of concern
  - Identify key issues needing attention
  - Deal with problems
  - Generate alternatives
  - Offer constructive suggestions and ideas
  - Determine goals and plan
• **Closing**
  - Confirm action plan / Professional Growth Plan
  - Assess ownership
  - Provide direction to carry out plan

**Stimulating Discussion during Conferences**

The following questions are intended to help observers facilitate discussion with the student teacher during post-observation conferences. Questions (and prompts) are often needed to adequately assess how the student teacher plans and reflects upon the lesson, and why he or she has made particular decisions. You may need to point to specific aspects of the lesson plan or to your notes to adequately determine intent.

**Sample Observer Questions**

- Would you please share your impressions of the lesson today?
- What aspects of the lesson were effective?
- What have you learned from this lesson?
- What would you like to change? Why?
- To what extent do you think you achieved your instructional objectives?
- How do you know you met these objectives?
- How did you (or will you) assess student learning?
- If you were to teach this lesson again, what would you repeat; what would you change?
- Is there anything in particular you would like to focus on the next time I observe?
GUIDELINES FOR DESIGNING A PROFESSIONAL GROWTH PLAN FOR STUDENT TEACHERS EXPERIENCING DIFFICULTIES

The Professional Growth Plan (PGP) serves as a vehicle for recording candidate strengths and growth areas, clarifying program expectations, setting goals, and outlining actions needed to meet expectations. The plan is used to help candidates hone their professional skills and document their progress. It provides a way for faculty to monitor candidate progress throughout the teacher education program and should be used to guide development during student teaching. At the beginning of the placement period, the cooperating teacher (CT), student teacher (ST) and university supervisor (US) should review the plan initiated earlier in the program. This plan should be modified as the placement progresses. Supervisors should regularly collaborate to review data about growth and confer with the student teacher to discuss their findings.

It is important to note that the PGP is an especially important document if student teachers encounter difficulties since it serves as a record of concerns, expectations and resources provided to promote growth. Because difficulties may ultimately negatively influence the student teacher’s standing in the program in situations where expectations are not met, another university representative (e.g., the Director of Field Experiences, Program Faculty Chairperson) should be involved in developing and monitoring the plan. Involvement of a third-party representative provides an outside perspective and adds an element of objectivity.

When difficulties arise during field experiences:

1. The US and CT should meet as soon as problems become apparent to discuss concerns in specific terms. The supervisors should carefully review data e.g., observation reports, portfolio material, field notes). Data should be organized into categories (e.g., Kentucky’s Teacher Standards).

2. The US and CT should promptly hold a conference with the ST to discuss concerns and note them on the PGP. As conference coordinator, the US should:
   - Provide written documentation of specific concerns and expectations for addressing them.
   - Revise the PGP to include specific expectations for growth, actions to be taken and timelines for expectations to be met.
   - List members present at the conference.
   - Explain the ST’s options in the event that satisfactory progress is not made within the placement period.
   - Ensure that all those attending the conference sign the document and are given copies.
   - File a copy of the PGP in the Office of Field Experiences.

The PGP format sample which follows can be duplicated for use as partners develop and monitor plans.
Professional Growth Plan Format
(This format is used to document decisions made in conferences)

Name of Student: __________________________  Date of PGP Conference: _____________

Strengths:

Growth areas:

Goals for addressing growth areas:

Actions to address growth areas:

Expectations for progress:

Resources needed including supervisory support:

Evidence of progress presented:

Timelines for presenting evidence:

Measures used to assess progress:

Representatives present at the Conference.
   Note: all representatives present should sign the form and indicate their role.

____________________________________  ______________________________________
Cooperating Teacher                  Date                              University Supervisor  Date

____________________________________  ______________________________________
Student Teacher                      Date                              Other Representative      Date
Letters of Recommendation

At the end of the placement period, student teachers usually ask their cooperating teachers and university supervisors to write letters of recommendation to prospective employers. Although they are not required to do so, supervisors usually see this as part of their role and a professional courtesy. For programs that use a Pass/Fail grading system, these letters are especially important. Recommendation letters provide prospective employers with a window into the student teaching experience as well as a sense about whether the candidate will fit into their workplace. Most supervisors discuss the letters with the student teachers before writing them so they can tailor them to particular situations.

Suggestions about Content

Letters should be carefully written to avoid misinterpretation. Well-balanced letters discuss strengths and growth areas objectively and clearly. They usually include:

A description of the context in which the student teacher worked such as:
- name, type, and size of school
- beginning and ending dates
- length of placement (e.g., half or full semester)

A description of teaching responsibilities such as:
- subject/grades taught
- type and number of teaching preparations
- type and number of students taught
- type of classroom arrangement (self-contained, open, etc.)
- type of instruction (individualized, group, or both)
- specific lessons, units, text chapters taught
- responsibilities for student assessment
- professional development activities
- collaborations with colleagues, parents, or others in the school community

Professional attributes such as:
- depth and breadth of knowledge about the subject(s) taught
- skill in planning, implementing, and analyzing instruction
- interactions with students, teachers, administrators, parents, and others

A statement of recommendation:
Letters usually begin and/or end with a clear statement of recommendation. These statements may include suggestions for specific grades, subjects and/or areas that might best fit the student teacher's strengths, background and/or interests.

Points about Style

- State points clearly and specifically; support them with examples.
- Link comments to assessment data.
- Explain concerns/problems fully; discuss the circumstances and/or conditions that may have contributed to problems noted as well as efforts made to resolve it.
- Avoid personal comments; they are inappropriate and may be misinterpreted.
- Avoid stereotyping based on gender, race, religion, disability, or appearance.
- Make sure the letter is typed and is free of technical errors.
COOPERATING TEACHER’S EVALUATION
OF PARTICIPATION IN THE UK STUDENT TEACHING EXPERIENCE

The purpose of the evaluation is to gather your perceptions regarding your collaborations with the university supervisor (US) and the student teacher (ST) with whom you have worked during the student teaching placement period. It is important to note that the university supervisor is defined as the person who is responsible for observing the student teacher during the placement period and providing evaluation data to the program faculty. This person may be different from the coordinator who arranged the placement. The coordinator is not being evaluated as part of this process. Perception evaluations about placement coordinators should be sent separately to the Office of Field Experiences. Since the information you provide will inform future program decisions, it is important that you respond as honestly and objectively as possible.

Please indicate your perception about areas described on the evaluation with a rating of excellent, good, fair or poor. We have also included optional items to allow you to elaborate on your ratings. All evaluations will be aggregated into summary reports by program in an effort to protect the anonymity of respondents. The summary reports will be distributed annually to department and program faculty chairs.

We appreciate your assistance with this important task.

<table>
<thead>
<tr>
<th>Name of the University Supervisor (US)</th>
<th>4 Excellent</th>
<th>3 Good</th>
<th>2 Fair</th>
<th>1 Poor</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Quality of communication by the US with you and the ST about expectations, placement requirements and assessment procedures.

2. Availability and punctuality of the US in visits to your classroom.

3. Quality of guidance and assistance provided by the US.

4. Quality of assessment/evaluation provided by the US about the ST’s progress including content, fairness, timeliness and consistency.

5. Quality of consultation of the US regarding ST’s professional growth.

6. Overall quality of your relationship working with the US.

Optional Items

7. Comments about the quality of guidance provided by the university supervisor.
8. Comments about the preparation level of your student teacher.

Please complete this evaluation online at:
https://www.coe.uky.edu/OFE/Online/ST/evaluations/cteval/
UNIVERSITY SUPERVISOR’S EVALUATION
OF THE COOPERATING TEACHER

The purpose of this evaluation is to gather information about your perceptions regarding the cooperating teacher’s (CT) collaboration with you and the student teacher (ST). Please know the information you provide will inform future program decisions.

Please respond to each item honestly and objectively. Please indicate your perception about areas described on the evaluation with a rating of excellent, good, fair or poor. We have also included a narrative to allow you to elaborate on your ratings. All evaluations will be aggregated into summary reports by program in an effort to protect the anonymity of respondents.

We appreciate your assistance with this important task.

**Name of the Cooperating Teacher (CT)**

<table>
<thead>
<tr>
<th>1. Compatibility of the classroom with the TEP (e.g., climate, philosophy, pedagogical approach).</th>
<th>4 Excellent</th>
<th>3 Good</th>
<th>2 Fair</th>
<th>1 Poor</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Quality of communication by the CT with you and the ST about expectations, standards and classroom practices.</td>
<td>4 Excellent</td>
<td>3 Good</td>
<td>2 Fair</td>
<td>1 Poor</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>3. Pedagogical expertise evidenced by the CT.</td>
<td>4 Excellent</td>
<td>3 Good</td>
<td>2 Fair</td>
<td>1 Poor</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>4. Quality of guidance and assistance provided by the CT to the ST.</td>
<td>4 Excellent</td>
<td>3 Good</td>
<td>2 Fair</td>
<td>1 Poor</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>5. Quality of assessment/evaluation provided by the CT about the ST’s progress including content, fairness, timeliness and consistency.</td>
<td>4 Excellent</td>
<td>3 Good</td>
<td>2 Fair</td>
<td>1 Poor</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>6. Commitment evidenced by the CT to the ST's professional growth.</td>
<td>4 Excellent</td>
<td>3 Good</td>
<td>2 Fair</td>
<td>1 Poor</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>7. Overall quality of your relationship working with the CT.</td>
<td>4 Excellent</td>
<td>3 Good</td>
<td>2 Fair</td>
<td>1 Poor</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

Optional Item

8. Comments about the level of guidance provided by the cooperating teacher this semester.

Please complete this evaluation online at: [https://www.coe.uky.edu/OFE/Online/ST/evaluations/supeval/](https://www.coe.uky.edu/OFE/Online/ST/evaluations/supeval/)
EPSB’s Cooperating Teacher Payment Program

http://www.kyepsb.net/teacherprep/studentteacher.asp

1) **WHO is eligible for compensation?**
   Any Kentucky schoolteacher who is supervising a student teacher for an accredited college or university and who meets the requirements set forth in 16 KAR 5:040 is eligible for compensation from the Commonwealth of Kentucky. State funds awarding the service of cooperating teachers are in addition to, not in place of, any compensation from the teacher education institution.

2) **WHAT will supervising teachers be paid?**
   *In the 2012-2013 school year, teachers who supervised student teachers were paid $17.89 a week, or $143.12 for 8 weeks of service. The amount they pay for 2014-2015 will depend on the number of vouchers returned to the Education Professional Standards Board (EPSB).*

3) **WHEN will supervising teachers receive a voucher for payment?**
   All Kentucky teachers who supervise student teachers will receive vouchers. Voucher instructions will be emailed to the teachers. To receive compensation from the Commonwealth of Kentucky, the cooperating teacher must:
   - have his/her principal and the student teacher’s supervisor electronically sign the voucher by the deadline shown on the voucher.

4) **HOW will supervising teachers be paid?**

   **PUBLIC SCHOOL TEACHERS**
   Compensation for this program WILL NOT be mailed directly to public school teachers. State funds will be sent to each public school district in June for distribution to both fall and spring semester teachers. Most districts include this payment on an ensuing regular paycheck.

   **NON-PUBLIC SCHOOL TEACHERS**
   Compensation for non-public school teachers will be sent directly to their homes. Non-public school teachers should enter their home addresses on the voucher.

5) **WHERE do supervising teachers get a voucher if one has not been emailed to them?**
   If you have a student teacher and have not received a voucher, please contact the student teacher’s college or university. Alternatively, you may contact the Kentucky Education Professional Standards Board (EPSB) by calling (888) 598-7667.

   *This amount is addition to the stipend offered by University of Kentucky.*
SUPERVISING AND RESOURCE TEACHER TUITION WAIVER PROGRAM

University of Kentucky
COLLEGE OF EDUCATION

As provided for in SB 77, the University of Kentucky will provide a tuition waiver for up to 6 credits to a supervising teacher upon completion of their supervision of a student teacher. Teachers supervising for only 8 weeks will be eligible for 3 credits. Resource teachers can also receive a tuition waiver for up to 6 credits for each intern supervision (KTIP) they complete. **To qualify you must use your credits within one academic year after completing the supervisory assignment.** For example, if you complete your assignment in May (spring semester), you may use your credits in the following summer, fall or spring semesters; if you complete the assignment in December (fall semester), you must use your credits during the following spring, summer or fall semesters. You must complete the application form prior to each semester you plan to enroll.

**Eligibility**

1. You must have completed your supervisory assignment after August 1, 2000.
2. You must be admitted to the University of Kentucky Graduate School and be in good standing. For further information about admission contact Ms. Pat Bond at (859) 257-4905.

**Important Note:** Students dropping courses two weeks after classes begin will not be eligible to re-enroll for the withdrawn credit hours. The College of Education is not responsible for late fees or reinstatement fees.

**Application Materials**
To obtain an application go to:
https://www.coe.uky.edu/Online/sb77waiver/

**Application Deadline**
To receive a waiver your form must be received in the Associate Dean's Office prior to the first day of classes for the semester you are enrolling in. A new application must be submitted for each semester during which you take classes.

**Completed Applications**
Submit your completed application form online via URL listed.

**If you have questions, contact:**
Michelle Traynor
Office of the Associate Dean for Research and Graduate Studies
College of Education
107 Taylor Education Building
University of Kentucky
Lexington, KY 40506-0001
(859) 257-9795
Resources for Reflecting and Evaluating Teaching and Learning

References included in this section are aimed at helping student teachers reflect together with their supervisors about their progress in relation to student achievement. References focus on issues such as planning instruction and analyzing assessment results.


APPENDIX D:
Next Steps:
Testing, Certification, Job Search, and Internship

For your "next steps" the following information is included:

- Praxis II information
- Initial certification application packet
- Overview of Career Center services and Wildcat CareerLink
- Sample resume
- Guidelines for securing letters of recommendation
- Interviewing tips
- Evaluate your interview skills
- School Districts in proximity to Lexington
- Frequently Asked Questions about KTIP
Praxis II Testing

All UK teacher preparation students must successfully complete Kentucky state-mandated PRAXIS testing to complete their teacher education program. This includes both the PRAXIS II specialty exams pertaining to your area and the appropriate Principles of Learning and Teaching exam.

PRAXIS Principles of Learning and Teaching Exam

The Kentucky Education Professional Standards Board (EPSB) requires the Principles of Learning and Teaching exam for all teacher education candidates except as noted on their website. Please visit http://www.kyepsb.net/assessment/index.asp for information regarding test requirements and passing scores.

Agencies to receive copy of test scores:

UK’s recipient code is #1837
EPSB’s recipient code is #7283
Initial Certification Application Packet

Candidates who are applying for their first *initial* teaching certificate will complete and submit the UK College of Education certification form, the Kentucky EPSB TC-1 application, and a UK transcript request form. The required forms can be printed from the following website:

http://education.uky.edu/AcadServ/content/certification-applications
University of Kentucky Career Center

Stuckert Building
408 Rose Street
Lexington, KY 40506-0047
(859) 257-2746 Telephone; (859) 323-1085 FAX
http://www.uky.edu/CareerCenter

Hours: Monday through Friday 8:00 a.m. – 5:00 p.m.

Career Services

Career Resource Library
Information specific to obtaining an education position is available in the Katherine Kemper Career Library in the Career Center. There are currently over twenty-five volumes on finding employment in education as well as current job vacancy bulletins to review.

Job Search Workshops
Workshops are offered throughout the year on writing resumes, improving interviewing skills, finding government employment and other topics of interest. Current workshop schedules listing dates and times are available at the Center and on the website.

Recorded Practice Interviews
You may schedule a mock interview with a career specialist. After the practice interview, you may view a recording of your interview and receive suggestions on polishing your skills.

Wildcat CareerLink
Use the Career Center’s on-line employment system, Wildcat CareerLink, so that employers know when you will be available for employment. Once you have activated your Wildcat CareerLink account you will be able to upload your resume in as many different resume books as you like, apply for interviews, review current job vacancies and receive important announcements from the Career Center staff.

1. Get a Wildcat CareerLink account by visiting the Career Center at 408 Rose St. to complete your consent form. Your username and password will be e-mailed to you.
2. Visit the Center’s home page at http://www.uky.edu/CareerCenter and log in to (or register for) a Wildcat CareerLink account.
3. Detailed printed instructions for using Wildcat CareerLink are available at the Career Center and from staff members who are available to help should you need assistance.
See the Job Search/Resume annotated bibliography and the Career Center career library for additional resources and other formats of resumes and cover letters.

Sample Format of Resume

YOUR NAME IN CAPITAL LETTERS
Your email address if applicable

Temporary address
Street address
City, State Zip code
(Area Code) Phone #

Permanent Address
Street Address
City, State Zip code
(Area Code) Phone #

OBJECTIVE
The objective emphasizes the job functions and work environment you desire.

EDUCATION
INSTITUTION CURRENTLY ATTENDING: Expected degree, date of graduation, GPA (optional), certification, any distinctions

PREVIOUS INSTITUTION ATTENDED: if you earned a degree

CAREER RELATED EXPERIENCE
List and describe your student teaching placements, field observations other paid or unpaid experiences working with children and youth.
(Example) ABC MIDDLE SCHOOL, any town, any state, dates.
Student Teacher: describe your experiences working with children, parents, other faculty, before and after school programs, etc. Include classroom management skills, multi-cultural experience, use of technology, etc.

OTHER EXPERIENCE
MOST RECENT PLACE OF EMPLOYMENT: Location of job, position held, job dates. Brief description of tasks and accomplishments. Use action verbs to describe your role.

PREVIOUS PLACE OF EMPLOYMENT: Same as above (*can also include experiences that were not "official" jobs, whether paid or unpaid).

ACTIVITIES
List any special skills, professional memberships/professional development, volunteer/service activities, technology experience, interests, etc.

****NOTE: OTHER POSSIBLE CATEGORIES****
Depending on your specific background, other category headings may include, but are not limited to: SERVICE/VOLUNTEER WORK, CONTINUING EDUCATION, PROFESSIONAL DEVELOPMENT, COMPUTER SKILLS, AFFILIATIONS/ASSOCIATIONS, HONORS, AWARDS, etc.
GENERAL REMINDERS ON RÉSUMÉS:

Do not use the pronoun "I".

Use the same font throughout. Use larger font for headings.

Pick a format you like and stick with it throughout your résumé. Consistency in format helps prospective employers find the information they are looking for on your resume.

Check and re-check for any typographical errors, misspellings or incorrectly used words. **DO NOT depend on your software spell check tool.** It will not discern when/if you have spelled a word correctly but used the wrong word (e.g., “principle” instead of “principal”).

*Use bold and italics to draw attention to particular items, but be careful not to overdo.*

Use white space on margins and in between headings to draw the reader’s eyes to the important information.

Limit your résumé to one or two pages.

If you use two pages, be sure that “Your Name, Page Two” is in the upper left or upper right corner of the second page.

Do not staple your résumé if it is more than one page. Use a paper clip to make it easy for the search committee to reproduce and distribute multiple copies for all individuals who will be interviewing candidates.

Print résumé on quality, 20-25 lb. weight, and neutral-colored paper.

After you have a first draft of your résumé, you may schedule an appointment with a Career Center counselor to review it with you. Call 257-2746.

The example résumé provided is just a sample format. Many other formats are available in resources on writing résumés and in the “Résumé” section of the Career Center’s Career Library in the Stuckert Building. Remember: your roommate’s, parent’s, sibling’s, or spouse’s résumé, while perhaps effective for them, will not necessarily be the best format for you to showcase your talents and skills.
Guidelines for Securing Letters of Recommendation

School districts usually ask for three to five references/letters of recommendation. The following are guidelines that have proven helpful to others:

**Do not list** someone as a reference unless you have asked if they are willing to serve as one.

**Plan ahead.** Allow a reasonable length of time for references to be completed. Avoid making requests for references during the “last minute” rush faculty and cooperating teachers experience at the end of each semester and school year.

When asking for a letter of recommendation, **provide a current résumé** for additional information. It is also a professional courtesy to provide a stamped, addressed envelope.

**Write a “thank you”** note to your references. Stay in touch with them and let them know the outcome of your job search.

Consider establishing a “credential file” at the Career Center in which you may keep copies of a transcript of your course work, reference letters, a current resume and student teaching evaluation. It can be handy knowing your important job search materials are consolidated in one secure place should you move frequently or misplace your original copies.
Interviewing for a Teaching Position: Tips for Applicants

Before interviewing for a teaching position, practice answering (and asking) questions. A list of some sample questions that might be asked, as well as some sample questions for you to ask, is provided on this page. You may wish to contact the Career Center at 257-2746 to schedule a practice interview or attend an interviewing tips workshop. Other general reminders include:

- choose professional clothing (e.g., suit, pantsuit, dress)
- check yourself from head to toe before leaving for interview. Look professional (e.g., hair neat, not "casual", shoes polished and appropriate)
- Bring your portfolio and a copy of resume.
- Arrive on time.
- Greet with a smile and firm handshake.
- Maintain eye contact.
- Keep good posture.
- Take time to think before you answer a question.
- Offer specific examples of “behavior” you have exhibited in a specific situation to demonstrate the competency or skill the interviewer is seeking.
- Ask questions in the interview to show your interest in the position.
- Before leaving the interview, thank your interviewer(s) for their time and attention. If true, re-state your interest in the position and show enthusiasm the possibility of joining the faculty and staff. Express appreciation for their “continuing consideration” of your application.
- Send a thank you letter immediately after the interview.

Sample questions you might be asked
Describe what I would see in your classroom?
What grade level do you prefer? Why?
What qualities do you have that make you an effective teacher?
What is your philosophy of education?
How do you meet the range of skills in a classroom?
Why did you choose this district?
How do you plan for a year? A week? A day?
Describe your most difficult discipline situation and how you handled it.
How do you relate with students of diverse backgrounds?
What would discipline look like in your classroom?
What are your future professional goals?
How do you assess your students?
What are two of your strengths and weaknesses?

Sample questions you might want to ask
Tell me about the students who attend this school/district.
How is the curriculum determined?
What is the district's/school's mission statement?
How are parent volunteers/teacher aides utilized?
What is the student-to-teacher ratio?
What is the discipline policy?
What allowances are provided for materials and supplies?
Evaluate Your Interview Skills

To continuously improve your interviewing abilities, evaluate your skills after every interview. Schedule a practice interview with a career counselor at the Career Center by calling 257-2746. The counselor who conducts your practice interview will help you identify your skills, build on your strengths, overcome any objections a potential employer might have, and help you talk about your “weaknesses” (areas for growth and improvement) in a positive manner. Many UK graduates report back to the Career Center that this service was one of the most valuable to them in their job search.

Interview Checklist

___1. Prepared for interview.
___2. Researched employer. Prepared questions.
___3. Introduced myself while offering a firm handshake and smile.
___4. Brought portfolio and copies of resume.
___5. Answered questions effectively. Supported skills and accomplishments with specific examples.
___6. Asked good questions to indicate knowledge and interest in position.
___7. Maintained good posture, eye contact, enthusiasm, and positive attitude.
___8. Arranged follow-up (know when you will hear from them or contact them). What is the next step in the interview process with this employer?
___9. Closed interview with a statement of interest in the job, a “Thank you,” and a handshake.
___10. Mailed a thank you letter within 24-48 hours after the interview. Kept a copy.
___11. Made notes about the questions asked.
___12. Analyzed the interview and determined what to do the same or different in the next one.
Information about School Districts in the Greater Lexington Area

**Fayette County Public Schools**
701 East Main Street
Lexington, KY 40502
(859) 381-4100

Montessori Middle School of Kentucky (6-8)
725 Stone Rd.
Lexington, KY 40503
(859) 277-1169

**Fayette County Private Schools**

Assembly Christian School (PS-8)
2780 Clays Mill Road
Lexington, KY 40503
(859) 277-0503

Providence Montessori School (PS-6)
1209 Texaco Road
Lexington, KY 40508
(859) 255-7330

Blue Grass Baptist School (K-12)
3743 Red River Drive
Lexington, KY 40517
(859) 272-1217

Saints Peter and Paul School (PS-8)
423 West Short St.
Lexington, KY 40507
(859) 254-9257

Christ the King Elementary (PS-8)
412 Cochran Road
Lexington, KY 40502
(859) 266-5641

Sayre School (PS-12)
194 North Limestone Street
Lexington, KY 40507
(859) 254-1361

Community Montessori Elementary (PS-8)
166 Crestwood Drive
Lexington, KY 40503
(859) 277-4805

Seton Catholic School (PS-8)
1740 Summerhill Drive
Lexington, KY 40515
(859) 273-7827

Lexington Catholic High School (9-12)
2250 Clays Mill Road
Lexington, KY 40503
(859) 277-7183

The Lexington School (PS-9)
1050 Lane Allen Road
Lexington, KY 40504
(859) 278-0501

Lexington Christian Academy (PS-12)
450 Reynolds Road
Lexington, KY 40503
(859) 422-5700

Lexington Junior Academy Elementary (K-9)
968 Lane Allen Road
Lexington, KY 40504
(859) 278-0295

Lexington Montessori School (PS-6)
319 South Broadway Park
Lexington, KY 40504
(859) 254-7034

Mary Queen of the Holy Rosary Elementary (PS-8)
605 Hill 'N Dale
Lexington, KY 40503
(859) 277-3030
Anderson County Schools  
1160 Bypass North  
Lawrenceburg, KY 40342  
(502) 839-3406

Bourbon County Schools  
3343 Lexington Road  
Paris, KY 40361  
(859) 987-2180

Boyle County Schools  
352 North Danville By-Pass  
Danville, KY 40423  
(859) 236-6634

Clark County Schools  
1600 West Lexington Avenue  
Winchester, KY 40391  
(859) 744-4545

Danville Independent Schools  
152 East Martin Luther King Boulevard  
Danville, KY 40422  
(859) 238-1300

Frankfort Independent Schools  
506 West Second Street, Suite 2  
Frankfort, KY 40601  
(502) 875-8661

Franklin County Schools  
916 East Main Street  
Frankfort, KY 40601  
(502) 695-6700

Garrard County Schools  
322 West Maple Street  
Lancaster, KY 40444  
(859) 792-3018

Harrison County Schools  
308 Webster Avenue  
Cynthiana, KY 41031  
(859) 234-7110

Jessamine County Schools  
871 Wilmore Road  
Nicholasville, KY 40356  
(859) 885-4179

Madison County Schools  
550 South Keeneland Drive, P.O. Box 768  
Richmond, KY 40475  
(859) 624-4500

Mercer County Schools  
371 East Lexington Street  
Harrodsburg, KY 40330  
(859) 733-7000

Montgomery County Schools  
700 Woodford Drive  
Mt. Sterling, KY 40353  
(859) 497-8760

Nicholas County Schools  
395 West Main Street  
Carlisle, KY 40311  
(859) 289-3770

Paris Independent Schools  
310 West Seventh Street  
Paris, KY 40361  
(859) 987-2160

Scott County Schools  
2168 Frankfort Pike, P.O. Box 578  
Georgetown, KY 40324  
(502) 863-3663

Shelby County Schools  
1155 West Main Street  
P.O. Box 159  
Shelbyville, KY 40066  
(502) 633-2375

Woodford County Schools  
330 Pisgah Pike  
Versailles, KY 40383-9214  
(859) 873-4701
Frequently Asked Questions About KTIP

What is the purpose of the Kentucky Teacher Internship Program?

The Kentucky Teacher Internship Program (KTIP) is designed to provide assistance to new teachers. Its main goal is to help new teachers experience a successful first year in the classroom. The program strengthens effective teaching skills and helps the intern teacher recognize behaviors that are ineffective or counterproductive for pupil learning.

Who must participate in the Teacher Internship Program?

KRS 161.030 requires that all new teachers and out-of-state teachers with less than two (2) years of successful teaching experience who are seeking initial certification in Kentucky shall serve a one (1) year internship.

How does a new teacher become an intern?

A person who has completed an approved educator preparation program must pass the assessments approved by the Education Professional Standards Board (EPSB) and apply to the Division of Certification for a teaching certificate. When the requirements have been completed, as evidenced by the application, official transcript, and report of the assessments, the applicant is issued a Statement of Eligibility valid for five years.

When the teacher secures employment in an approved public school or accredited non-public school in Kentucky, the Confirmation of Employment on the back of the Statement of Eligibility Form must be completed and forwarded to the Division of Professional Learning and Assessment.

A one-year teaching certificate is then issued to cover the teaching assignment and a three-member internship committee is appointed and monitored by the Division of Professional Learning and Assessment.

How is assistance provided to the new teacher?

The beginning teacher committee shall be composed of three (3) persons who have successfully completed training in the supervision and assessment of the performance of beginning teachers. The committee shall consist of a resource teacher (preferably in content area), the school principal of the school where the internship is served, and a teacher educator from a state-approved teacher training institution.

The resource teacher shall spend a minimum of seventy (70) hours working with the beginning teacher; twenty (20) of these hours shall be providing assistance to the intern in the classroom setting; fifty (50) of these hours shall be in consultation. Using class time or assessment meetings do not count as part of the 50 hours of mentoring time.

Each member of the committee shall observe the beginning teacher in the classroom a minimum of three (3) times per year; the intern shall be notified in advance. After each committee member has had an opportunity to observe and review the portfolio, the school principal shall schedule the committee meeting to discuss the findings. The intern will then discuss progress and expectations with the committee.
How is the intern evaluated?

The three members of the teacher committee make a professional judgment by majority vote as to whether the performance of the teacher intern has been satisfactory or unsatisfactory. In making the professional judgment, the committee considers:

- the progress of the intern through the entire year and, in particular, the level of performance achieved near the end of the school year;
- the progress and improvement of the intern demonstrated by a systematic observation of classroom performance;
- a review of a portfolio of materials that are accumulated by the intern as requested by the committee; and
- a review of the response of the intern to the suggestions and recommendations made by the committee during its meetings with the intern throughout the period of internship.

As a significant part of the KTIP, each committee member is trained in the use of the KTIP Intern Performance Record (IPR) and review of the portfolio. Committee members are trained to observe and record teaching behaviors related to New Teacher Standards adopted by the EPSB.

What if an intern is hired in the middle of the school year?

KRS 161.030(5) states "The teacher shall be a full-time employee or shall have an annual contract and serve on at least a half-time basis and shall have supervision, assistance, and assessment during the one (1) year internship."

If an intern is employed for a minimum of 70 days (3 hours per day - 5 days a week), the experience will count for one half of the internship requirement. The second half of the internship may be completed during employment for a semester in another school year prior to the expiration of their Statement of Eligibility.

What if the internship is judged unsatisfactory?

An intern whose experience is judged unsatisfactory may repeat the internship another year if hired in a Kentucky school district within period of validity of the Statement of Eligibility the next four years. If the committee failed to comply with and follow all prescribed statutory and regulatory requirements and procedures in assisting and assessing a teacher intern, the intern may appeal in writing the unsatisfactory decision of the KTIP committee within thirty (30) days of notice of their unsuccessful internship from the EPSB. Appeals shall be directed to the Division of Professional Learning and Assessment, EPSB, and will be assessed by an appointed appeals committee (KRS 161.030) which shall, whenever practical, make a determination within sixty (60) days following the receipt of each appeal.

What if the teaching graduate is not hired within the five year validity period of the Statement of Eligibility?

If the internship is not completed within the five year period of the Statement of Eligibility, the teacher must requalify for a new Statement of Eligibility by completing six semester hours of graduate credit from a master's degree program or planned fifth year program or by again passing the tests adopted by the EPSB.
Who can be a resource teacher?
The resource teacher shall have completed at least four (4) years of successful teaching experience as attested to by his or her immediate supervisor or by having achieved tenure and be able to show evidence of continuing professional development by having achieved a master's degree or its equivalent or the accumulation of two thousand (2,000) hours of continuing professional activities and KTIP training.

Direct all questions about the Kentucky Teacher Internship Program to:

E-mail: Sharon Salsman, sharon.salsman@.ky.gov

Contact the Division of Professional Learning and Assessment:
Donna Brockman, Division Director
100 Airport Road, 3rd Floor
Frankfort, Kentucky 40601
Phone: (502) 564-4606
Fax: (502) 564-7080
Toll Free: (888) 598-7667
E-mail: donnal.brockman@ky.gov
http://www.kyepsb.net