



**Shaping
Effective Teaching:**
A Guide for Partners
In Field and Clinical
Experiences

Planning, Teaching, and Reflecting Together

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INTRODUCTION

Shaping Effective Teaching is designed as a resource for those who participate in the clinical component/student teaching phase of our teacher education program. While partners who contribute to any of the varied 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 – student teachers, cooperating teachers, and university supervisors.

The purpose of the document is to provide an overview of program policies and procedures, outline participant responsibilities, and offer ideas for sustaining productive relationships among partners as they collaborate to promote the professional development of our candidates. It augments the course syllabus for student teaching which is developed by the program coordinator. Policies and procedures described in the guide flow from and expand on regulations promulgated by the Kentucky Education Professional Standards Board (EPSB).

Information included in this guide 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 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.

Be assured that candidates begin student teaching with the appropriate knowledge, skill, and disposition to take on instructional responsibilities including co-teaching with their classroom supervisors in ways that promote student learning. For approval to begin this phase, candidates must first successfully complete at least 200 hours of carefully organized field experiences working with diverse groups in a variety of settings. All field and clinical experiences are closely monitored and systematically evaluated through our continuous assessment process. Detailed information about field experience and student teaching policies are on the UK College of Education website's page outlining unit governing policies at <https://education.uky.edu/accreditation/policies/>.

We have created a symbol of a circle embedded in a triangle to serve as a reminder of the importance of forming collaborative relationships. 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 our hope that the relationships established during student teaching will continue well beyond the placement period.

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. Their guidance is invaluable.

It is important to note that this guide is a living document, one that is continuously reviewed and revised to ensure that all members of the student teaching triad have access to the most current information available to conduct their work. Please check the website for updates, and feel free to contact me or anyone on our program faculty if further clarification is needed or to offer suggestions.

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

Sharon Brennan, Ed.D.

Associate Professor and Director

Office of Clinical Practices and School Partnerships

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 and Clinical Experiences

Because field and clinical 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). The primary purpose is to acquaint candidates with various aspects of the educational process including the role of 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 standards and state regulations, all candidates have diverse experiences (see Appendix). 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 Clinical Practices and School Partnerships (OCP), and demographic data is available on the National Center for Education Statistics (NCES) website, <https://nces.ed.gov/>. 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 TEP 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 (e.g., 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 Kentucky Teacher Performance Standards (KTPS) established by the Kentucky EPSB (see p. 33 for URL).
- Complete all assignments as outlined in course syllabi.

Approval for Student Teaching

Teacher candidates enrolled in **UNDERGRADUATE** programs may be approved for student teaching when they have:

1. maintained an overall academic standing of a 2.75 grade point average (GPA), and met the 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;
2. 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;
3. arranged a schedule of not more than 15 hours of college work to be carried out during student teaching with no college classes scheduled to interfere with the teaching assignment;
4. completed items 1-3 listed above AND items 1-7 listed below.

Teacher candidates enrolled in **GRADUATE** programs (e.g., MIC or MAT programs) may begin student teaching when they have:

1. been admitted to a professional Teacher Education Program;
2. completed all pre-requisite courses and at least 200 hours of field experiences documented in OTIS Online;
3. applied and been accepted for enrollment in student teaching;
4. enrolled for the correct number of hours in the student teaching course applicable to their certification area;
5. been accepted by the school district and cooperating teacher where student teaching is to be completed;
6. completed a fingerprint-based background check and Child Abuse and Neglect (CAN) registry check for the district in which they are placed;
7. satisfied the training requirement for 704 KAR 7:160, Use of physical restraint and seclusion in public schools.

Institutional Policies and Procedures

➤ **Student Teaching Placements**

Student teaching placements are determined by program faculty as outlined in course syllabi. Placements are made in schools that participate in the Partner Network which is described in the program placement policy, which can be found at: <https://education.uky.edu/ocp/field-clinical-experiences/#policy>. 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 make requests for placements in particular schools to the student teaching placement coordinator in their program area. It is important to note that the university cannot guarantee that placement requests can be honored. 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 at the end of the semester must either withdraw or request an Incomplete (I) grade until the requirements have been met.

➤ **Attendance**

STs are expected to attend school every instructional 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. This could mean going in early and staying late with the CT. 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. Student teachers are required to document the dates of school attendance in the OTIS Online system, and program coordinators must verify these records.

➤ **Student Teacher Load**

The coursework during the final student teaching semester represents a full academic work load. STs are permitted to enroll in three additional credit hours of coursework, provided the class meetings occur after 4:00 P.M. They are strongly urged not to hold employment during the final student teaching semester.

➤ **Extended Student Teaching Experiences**

The student teaching experience may have to be extended under special circumstances if recommended by the university supervisor and approved by the Director of Field Experiences. The ST is expected to student teach on a full-day basis for the assigned period.

➤ **Student Teacher Meetings**

STs should 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 (unless exempted by their Program Faculty Chair). Seminars help STs bridge the gap between student level and 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 multiple days, the program faculty chair (PFC), course instructor, or university supervisor 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 and the US.
- **Transporting Students**
P-12 students shall not be transported in automobiles belonging to or driven by STs.
- **Professional Assessments**
Kentucky's Education Professional Standards Board (EPSB) 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 posted online at <http://www.ets.org/praxis/ky>. See the appendix 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 the appendix for more information about the certification application.
- **Confidentiality**
In accordance with the Kentucky School Personnel Code of Ethics (see next page), STs "...shall keep in confidence 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 at all times by the CT (or another designated certified teacher who is employed by the school district) 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. Therefore the CT, who is legally responsible for the class(es) to which STs are assigned, must be present in the classroom at all times. This policy is based on KRS 161.042.
- **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 such as KAPE and KEA. Information on professional organizations is made available at the student teaching orientation.

Kentucky School Personnel Code of Ethics

History

In 1990, the General Assembly of the Commonwealth of Kentucky passed legislation to implement the Kentucky Education Reform Act (KERA) across the state. The Education Professional Standards Board called Kentucky's educators to reaffirm their commitment to the highest ethical standards. In recognizing the magnitude of their responsibility to learners and to society, a Code of Ethics was devised to reflect and promote the aspirations of the teaching profession. Below is the most recent iteration of the Kentucky School Personnel Code of Ethics.

16 KAR 1:020

Preamble

KRS 161.028 requires that the Education Professional Standards Board develop a professional code of ethics. This administrative regulation establishes the code of ethics for Kentucky school certified personnel and establishes that violation of the code of ethics may be grounds for revocation or suspension of Kentucky certification for professional school personnel by the Education Professional Standards Board.

Section 1. Certified personnel in the Commonwealth:

- (1) Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;
- (2) Shall believe in the worth and dignity of each human being and in educational opportunities for all;
- (3) Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession:

(a) To 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; and
8. Shall not engage in any sexually related behavior with a student 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.

(b) To 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; and
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.

(c) To 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 of the profession 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; and
6. Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.

Section 2. Violation of this administrative regulation may result in cause to initiate proceedings for revocation or suspension of Kentucky certification as provided in KRS 161.120 and 704 KAR 20:585. (21 Ky.R. 2344; eff. 5-4-95; Recodified from 704 KAR 20:680, 7-2-2002; Crt eff. 2-27-2020.)

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 the appendix which explain 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, so that he/she may file the appropriate incident report.
- the university supervisor, who will inform the Office of Clinical Practices of the 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 as soon as possible.

Check with the school about where to seek medical attention. Their worker's comp or other insurance policy may dictate where you can go in order to be covered under their insurance, if applicable.

If the school doesn't indicate a preference, then as full-time students at the University of Kentucky, candidates may use the University Health Service. Students should refer to the University Health Service website for contact information and a list of clinical services covered by the health fee: <http://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, **if the school's insurance doesn't cover medical treatment, candidates are financially responsible for any care received.**

PART II

Activities for School and University Partners

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 the competence needed for certification eligibility and to enjoy success during the first critical years of practice.

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Organization of Experiences

The student teaching experience should be organized in a way that offers student teachers many varied opportunities to demonstrate the competencies needed for certification and time to reflect on their growth.

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 follows, 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 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 (US) and cooperating teacher (CT) 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 to Promote Growth

Planning

Student teachers are required to complete formal written plans for all lessons as outlined in the course syllabus. The US determines requirements for the type, format, and number of written lessons and unit plans the student teacher (ST) must complete to meet course requirements. As on-site supervisor, the CT guides the development of plans in terms of content and timing. We have included information in the appendix 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 Performance 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 Performance Standards, supervisors may decide they want to look closely at one area (e.g., student engagement, use of higher level question strategies).

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 right away in a confidential setting. These discussions should be documented and include 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 the appendix.

Assessment and Evaluation

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 the Student Teacher Performance

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 each 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. The US 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 suggestions for writing letters of recommendation in the appendix.

Evaluating the Experience and the Working Relationships in the Triad

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 in OTIS Online, where a link will become available at the end of the semester. Data collected from these evaluations are used to assist in improving the student teaching program. In an effort to ensure 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 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's 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 Performance Standards with assistance, support, and guidance from well-qualified supervisors.

Responsibilities associated with this role include:

- reviewing the syllabus and contents of this guide with the 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 professionally;
 - using discretion in sharing confidential information about students and **avoiding making references on social media regarding student teaching placements/schools and the students in the classroom**;
 - 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 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.
- completing all program and certification requirements.
- completing perception evaluations of the CT, US and TEP on time.
- 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, result 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.

Suggestions:

- Minimize other responsibilities during the student teaching semester. Student teaching is a full-time job!
- Communicate often with the CT and US about goals, concerns, etc.
- Take initiative. Volunteer to help. There is always work that can be done.
- Make a point to learn students' names on the first day.
- Record audio and/or video footage of teaching segments and analyze performance. See the appendix 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;
 - using technology to support instruction;
 - identifying support personnel in the school.
- 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 students on field trips. Involve other adults (e.g., teachers, parents).
- Don't become pals with students. You are a role model and as such should maintain a professional relationship with them.
- Avoid posting information about your student teaching and, specifically, about students via social media. Likewise, avoid casual contact with students via social media (e.g., Facebook, Twitter, Instagram).
- 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 via the myUK portal.
- _____ register for any required *Praxis* exams (<http://www.ets.org/praxis>).
- _____ 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 this guide 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.
- _____ organize, with the CT, a teaching schedule structured around the practice of co-teaching, as noted in Part II of this guide.
- _____ share the teaching schedule with your US.
- _____ participate in school functions (e.g., faculty meetings, parent conferences, SBDM meetings).
- _____ complete perception evaluation(s) about your experience with your CT, US and the TEP in OTIS Online when the link appears at the end of the semester. Instructions will be sent out at that time.
- _____ verify that your CT(s) submit to OTIS Online any required midterm and final performance evaluations regarding your work in their classroom(s).
- _____ submit your certification application to 166 Taylor Education Building.

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, 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 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 *Shaping Effective Teaching* and course syllabus with the ST.
- providing the ST with instructional materials, a desk, access to student records, and appropriate technology.
- planning orientation activities to help the ST ease into 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 conferring 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 required midterm and/or final performance evaluations in OTIS Online.
- evaluating the US's role via the perception evaluation available in OTIS at the end of the semester.

We realize that student teacher 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 on one hand and leading a class on the other, is not easy. Even the most seasoned teacher may feel unsure about how to balance the multifaceted role of model, coach, and evaluator along with the full-time responsibility of classroom teaching. Recognizing the magnitude of the job and the complexities involved, we offer (below) a framework 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 in working together. Although eager to learn, the ST may feel hesitant about taking initiative, not wanting to seem presumptuous or overstep boundaries. 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. This 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 the ST to other members of the school staff.
- introduce ST to available technology resources and materials used in class.
- exchange email addresses and telephone numbers.

First Few Days – The orientation process continues as the CT begins using co-teaching strategies.

The CT:

- introduces the ST to the class as a fellow teacher and invites him/her to speak to the class.
- introduces the ST to parents in person or through correspondence.
- encourages observation of class routines and procedures, management techniques, group and independent work, the special needs of students, student activity and behavior, how groups are assembled and dismissed.
- reflects with the ST about his/her teaching style and strategies.
- plans lessons and units together, including 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 such as evaluation methods and recordkeeping.

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 over 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 (US)

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 a CT should:

- 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 US each time he/she observes the ST to discuss perceptions and seek suggestions.
- participate in conferences with the ST and US whenever possible.
- share their observation reports with the US and ask him/her to share his/her reports.
- discuss with the US the outcome of conferences with the ST.
- record video of one or more of the ST's classes to use in a joint conference.
- call on the US for help with problems and/or concerns.
- convey suggestions to the US for improving the teacher preparation program.
- complete a perception evaluation of the US's role in OTIS Online at the end of the semester.

Cooperating Teacher's Checklist

Please be sure to . . .

- _____ complete the state-mandated co-teaching training and assessment, if you haven't already. (This only needs to be done one time.)
Part A: [https://education.uky.edu/ocp/resources/ Cooperating Teachers section, 3rd bullet](https://education.uky.edu/ocp/resources/Cooperating%20Teachers%20section%2C%203rd%20bullet)
Part B: <http://www.epsb.ky.gov/mod/page/view.php?id=476>

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

- _____ Make sure you have an OTIS Online account, which should be issued by UK professor gerry.swan@uky.edu. If you have one but have forgotten your credentials, he can help.

- _____ promptly complete and return your honorarium paperwork to ensure payment from UK.

- _____ “sign” the electronic voucher in EPSB’s system to receive honorarium from the state.

- _____ review this guide with the ST.

- _____ review the student teaching syllabus with the ST.

- _____ discuss UK, school, and district guidelines/requirements/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/or final performance evaluations in the OTIS online system, as required by their program faculty; then discuss the results with the ST.

- _____ complete the perception evaluation of the US’s role. A link will appear in OTIS at semester’s end, and instructions will be sent out at that time.

The University Supervisor's (US'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 to determine 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 observations 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:

- requesting ST assignments and identifying prospective CTs.
- providing STs with a syllabus outlining course objectives, requirements, activities to be evaluated, the seminar schedule, grading practices, and policies.
- providing pertinent materials to STs, CTs, and school principals.
- helping STs, CTs, and school administrators understand the student teaching program.
- 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 ST 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 Clinical Practices; 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

A US should:

- Prior to the beginning of the semester, review the syllabus (developed by the course instructor) with the ST.
- Participate with STs in seminars held throughout the semester. Seminar topics are relevant and provide opportunities for STs to express concerns and reflect deeply about professional issues.
- Attend the monthly field supervisors' meetings held by the university to discuss issues related to the TEP curriculum.
- Orient the ST to the course. This orientation provides a chance for the US to delineate the ST's 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.

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 US 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 session. 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 the appendix about recording lessons, including helpful tips, confidentiality concerns, and required permissions.

Evaluating Performance

The US must assign a final grade to the student teacher (pass, fail, or letter grade, depending on the course) 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, including documentation in OTIS of at least 70 days in the student teaching classroom.

The ST's grade is submitted to the Office of the Registrar via the myUK website. Performance evaluation forms **MUST** be completed in OTIS online promptly. USs should verify that CT evaluations and US observations have been entered and that the ST has recorded a minimum of 70 days in the classroom **before** assigning a final grade.

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 in OTIS. 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 observation of 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 . . .

- _____ complete the state-mandated co-teaching training and assessment, if you haven't already. (This only needs to be done one time.)
Part A: <https://education.uky.edu/ocp/resources/> *University Supervisor section, 2nd bullet*
Part B: <http://www.epsb.ky.gov/mod/page/view.php?id=476>
- _____ Make sure you have an OTIS Online account, which should be issued by UK professor gerry.swan@uky.edu. If you have one but have forgotten your credentials, he can help.
- _____ conduct an orientation for STs before placements begin to explain course requirements as well as program policies and procedures, including utilization of OTIS for tracking days in the classroom and housing evaluation documents.
- _____ share course syllabus with the ST and CT.
- _____ meet with CT before/at beginning of the placement to discuss procedures and parameters.
- _____ attend the monthly field supervisors' meetings held by the university to discuss issues related to the TEP curriculum.
- _____ conduct frequent observations of the ST at regular intervals when he/she is providing instruction.
- _____ submit travel vouchers for mileage reimbursement within 60 days of earliest date of travel.
- _____ document all formal observations in OTIS.
- _____ discuss observation reports with ST after each observation. If possible, 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 the midterm performance evaluation with the ST and CT.
- _____ conduct and document all formal conferences with the ST.
- _____ discuss final performance evaluation and final grade with CT and ST at the end of the student teaching period. (Note: All three parties must review the evaluation before posting a grade.)
- _____ verify that observation reports, midterms, and final evaluations have been entered in OTIS for each student, as applicable, and that each ST has recorded a minimum of 70 days in the classroom.
- _____ complete the online evaluation of the CT's role. A link will appear in OTIS at semester's end, and instructions will be sent out at that time.

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 Clinical Practices and School Partnerships 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 Clinical Practices and School Partnerships.
- 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 Office of Clinical Practices Director's 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:

Program-Related Materials and Resources

Helpful Links:

Kentucky Teacher Performance Standards:

<http://www.epsb.ky.gov/mod/book/view.php?id=133>

Kentucky Framework for Teaching (KyFFT):

<http://education.ky.gov/teachers/pges/tpges/pages/kentucky-framework-for-teaching.aspx>

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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. 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 or emergency certificate issued by the Education Professional Standards Board shall not be eligible for serving as a cooperating teacher.
- (3) 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.
- (4) 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 number of days the cooperating teacher supervised the student teacher during the semester.

Section 2. Admission to Student Teaching. Admission to student teaching shall include a formal application procedure for each teacher candidate.

- (1) 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.
- (2) 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.
- (3) The educator preparation institution shall maintain electronic records that confirm all candidates enrolled in student teaching have fulfilled the field experiences required in subsection (2) of this section. Beginning July 1, 2019, the educator preparation institution shall maintain electronic records in the Kentucky Field Experience Tracking System (KFETS) that confirm all candidates enrolled in student teaching have fulfilled the field experiences required in subsection (2) of this section.

Section 3. Cooperating Teacher to Student Teacher Ratio. The ratio of student teachers to cooperating teachers shall be one-to-one.

Section 4. University Supervisor.

- (1) The university supervisor shall conduct a minimum of four (4) observations of the student teacher in the actual teaching situation, a portion of which may be remote. Requests for remote observation(s) shall be submitted to and approved by EPSB prior to observation(s).
- (2) The observation reports shall be filed as a part of the student teacher record and used as a validation of the supervisory function.
- (3) 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.
- (4) 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.

Section 5. Professional Experience.

- (1) 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 institution and the school district shall make reasonable efforts to place student teachers in settings that provide opportunities for the student teacher to develop and demonstrate the practical skills, knowledge, and professional dispositions essential to help all P-12 students learn and develop.
- (2) A student teacher shall not be placed in a setting that is not consistent with his or her planned certification content and grade range.
- (3) The student teacher placement shall provide the student teacher with the opportunity to engage with diverse populations of students.

(4) 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. Institutions unable to locate a placement aligned with grade level requirements in this section shall submit an alternative placement request to EPSB staff. EPSB staff may pre-approve the alternative placement request if the alternative placement request includes:

(a) A description of the efforts of the institution to locate a placement aligned with grade level requirements in this section;

(b) The rationale for the choice of the identified alternative placement;

(c) Statements of support for the alternative placement from the principal and the cooperating teacher; and

(d) Evidence of the candidate's variety of field experiences prior to student teaching. All alternative placement requests shall be placed on the consent agenda for the next regularly scheduled meeting of the board and shall be contingent upon board approval. The EPSB waiver committee may review submissions prior to the board meeting and recommend that the board move items from the consent items to the action or waiver items on the agenda. Pre-approval shall not be granted if the alternative placement does not meet the criteria set forth in this subsection. All alternative placements that are not eligible for pre-approval shall be placed on the agenda of the next regularly scheduled meeting of the board as a waiver item for consideration.

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

2. 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.

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

(5) The educator preparation institution shall use the Kentucky Teacher Internship Program Teacher Performance Assessment documents established in 16 KAR 7:010.

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

(7) A student teacher shall not receive direct compensation for student teaching.

(8) The educator preparation institution shall maintain electronic records that confirm that all students meet the requirements of this section.

Section 6. 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 September 30 for a cooperating teacher supervising a student teacher during the fall semester; or

2. On or before February 1 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) The electronic voucher shall be electronically signed by the cooperating teacher and the university 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.
 (b) If a cooperating teacher fails to provide the completed electronic payment voucher by the date established in paragraph (a) 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 days 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 days the teacher supervised a student teacher as reported in subsections (2) and (3) of this section, not to exceed more than seventy (70) days in a semester.
- (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.

(23 Ky.R. 4281; eff. 8-4-1997; 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. 12-1-2006; 38 Ky.R. 637; 887; eff. 11-14-2011; Amd 44 Ky.R. 1591, 1956; eff. 4-6-2018.)

Sample Lesson Plan Format

Lesson Plan for EDC ____	
Name :	Date of Lesson:
Ages/Grades of Students:	Number of Students in Class:
Lesson Title:	
1. Context: Describe the students for which this lesson is designed (1B) Identify your students' backgrounds, special needs, cultural differences, interests and language proficiencies.	
2. Lesson Learning Targets/Objectives (1A, 1C) (connect each target and objective to the appropriate state curriculum/content area standards) a. Previous lesson's learning targets and objectives b. Current lesson's learning targets and objectives c. Next lesson's learning targets and objectives	
3. Students' Baseline Knowledge and Skills (1B, 1F) Describe and include the pre-assessment used to establish students' baseline knowledge and skills for this lesson.	
4. Formative Assessment (1F) Describe and include the formative assessment to be used to measure student progress during this lesson. (How will you know the students are meeting the objective of the lesson? How will you measure student progress? The objective and formative assessment should "match").	
5. Resources (1D) Identify the resources and assistance available to support your instruction and facilitate students' learning.	
6. Lesson Procedures (1E) Describe the sequence of strategies/activities/assessments that will be used to scaffold instruction, engage your students, facilitate attainment of the lesson objective, and promote higher order thinking. Within this sequence, be sure to describe how the instruction will be differentiated to meet your students' needs, interests and abilities.	
7. While observing, watch for... (Identify anything you would like your CT and/or supervisor to observe during the lesson.)	

Post-Observation Reflection

must be completed within two days of lesson

Name: _____ Title of Lesson: _____

1. Use the formative assessment data for each lesson objective/learning target to sort the students' performance into three categories:

Objective/Learning Target 1

Objective/Learning Target 2

2

a) Below criteria _____ # of students

_____ # of students

b) Meets criteria _____ # of students

_____ # of students

c) Exceeds criteria _____ # of students

_____ # of students

Submit a copy of the formative assessment with the criteria or rubric used to determine the students' performance on each of the lesson's learning objectives/targets.

2. Based on the formative assessment data, how successful was the lesson? What commonalities did you identify from this data? Did the students achieve the learning target? What will you do for those students who did not achieve the learning target criteria? For those students who exceeded the criteria? (4A)

3. In addition to the student work witnessed by the observer, identify any other student work samples, evidence or artifacts that assisted you in making your determination regarding student achievement. (4A)

4. To what extent did classroom procedures, student conduct, and/or physical space contribute to or hinder student learning? (4A)

5. Did you depart from your plan? If so, why and how? (3E)

6. What changes would you make if you were to teach this lesson again? What evidence informed the changes? (4A)

7. What do you see as the next step in your professional growth for addressing the needs you have identified through personal reflection? (4A, E)

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.



College of Education
Office of Clinical Practices and School Partnerships
 104 Taylor Education Building
 Lexington, KY 40506-0001
 (859) 257-1857
 Fax: (859) 257-2734
<http://education.uky.edu/OCP>
 Office e-mail: fieldx@uky.edu

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 Clinical Practices

 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.

Estimado padre o madre de familia o tutor:
Presente.

Un estudiante de Educación de la Universidad de Kentucky, que está haciendo su práctica docente en el salón de su hijo o hija este semestre, estará grabando la clase como una herramienta para reflexionar sobre las estrategias de enseñanza utilizadas. La grabación se centrará en la enseñanza del estudiante universitario que está dirigiendo la lección y se utilizará solamente con fines educativos para guiar el desarrollo profesional del estudiante de Educación. Espero que pueda permitir que su hijo o hija participe en la clase que será grabada.

Antes de decidir si su hijo o hija puede participar, por favor sepa que:

- 1) La participación es completamente voluntaria y usted y su hijo o hija pueden decidir no participar en cualquier momento.
- 2) No hay peligro ni riesgos aparentes para los estudiantes.
- 3) La participación no interferirá ni con la enseñanza ni con las oportunidades que faciliten el aprendizaje de su hijo.
- 4) Toda la información recopilada será completamente confidencial. Será grabada y analizada de manera anónima. Sólo la información del grupo y los resultados serán compartidos con otros profesores.
- 5) El hecho de que usted permita o no que su hijo o hija participe no afectará su relación con la escuela o con la universidad.
- 6) Los alumnos no serán identificados.
- 7) La grabación no será vista por ninguna persona excepto el estudiante de Educación, el profesor del salón de clases y un supervisor de la universidad.
- 8) Una vez que se haya evaluado el desempeño del estudiante de Educación, las grabaciones serán borradas o eliminadas.

Por favor complete el talón de esta circular indicando si le gustaría o no que su hijo participara y entréguéselo al profesor de su hijo o hija.

Atentamente

Dra. Sharon Brennan

Directora de prácticas de campo

Nombre del estudiante

Firma del padre o madre

Fecha

_____ Doy el permiso para que mi hijo o hija sea incluido(a) en el salón durante las clases videograbadas

_____ No doy el permiso para que mi hijo o hija sea incluido(a) en el salón durante las clases videograbadas

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?

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 Clinical Practices, 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 clinical practice:

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 Teacher Performance 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 with the Office of Clinical Practices.

The PGP format sample which follows can be duplicated for use as partners develop and monitor plans.

Professional Growth Plan

(This form is used to document decisions made in conferences)

Name of Student Teacher: _____

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

Writing Letters of Recommendation

At the end of the placement period, student teachers often 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.

EPSB's Cooperating Teacher Payment Program

<http://www.epsb.ky.gov/mod/page/view.php?id=483>

1) WHO is eligible for compensation?

Any Kentucky schoolteacher who is supervising a student teacher for an in-state accredited college or university, and 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 2019-2020 school year, teachers who supervised student teachers were paid \$4.44 per day, or \$155.40 for 35 days of service or \$310.80 for 70 days of service. Assuming there is a pool of funds designated for 2020-2021, the amount paid will depend on the number of completed vouchers.

3) WHEN will supervising teachers receive a voucher for payment?

All Kentucky teachers who supervise student teachers should have electronic vouchers. Voucher instructions will be emailed from EPSB to the teachers by mid-semester. To receive compensation from the Commonwealth of Kentucky, the cooperating teacher must:

- electronically “sign” the voucher before the deadline shown on the voucher.
- have the student teacher’s university supervisor electronically sign the voucher by the deadline shown on the voucher. The school principal no longer has to sign.

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 UK student teacher but do not have a corresponding voucher in the EPSB portal, please contact mary.henderson@uky.edu. Alternatively, you may contact Cathy Jackson at the Kentucky Education Professional Standards Board (EPSB) by email: cathy.jackson@education.ky.gov.

*This amount is in addition to the stipend offered by University of Kentucky, which is paid through a separate process.

**TEACHER TUITION WAIVER PROGRAM FOR
COOPERATING TEACHERS AND RESOURCE TEACHERS
UNIVERSITY OF KENTUCKY
College of Education**

As provided for in SB 77, UK* will provide a tuition waiver to a cooperating teacher (CT) upon completion of their supervision of a student teacher. CTs supervising for 8 weeks will be eligible for 3 credits; CTs supervising for 16 weeks will be eligible for 6 credits.

*To find out if you can claim a tuition waiver for courses at another public university in Kentucky, contact that particular university.

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

You must:

1. Have completed your supervisory assignment within the past year (see examples above).
2. Be admitted to the University of Kentucky Graduate School.
3. Be in good standing with UK's Graduate School.
4. Submit an application each semester that you plan to enroll in classes.

For further information about admission to the Graduate School, call or email Mary Richardson: (859) 257-4618 mrich6@uky.edu.

Important Notes

Tuition waiver recipients who drop courses may 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 & Submission

To obtain and submit a tuition waiver application for courses being taken at UK, go to:

<https://education.uky.edu/adeanargs/tuitionwaiver/>

Application Deadline

To receive a tuition waiver your form must be received by the Office of Research and Graduate Student Success prior to the first day of classes for the semester in which you are enrolling. A new application must be submitted for each semester during which you take classes.

If you have questions, contact:

Patricia Murray
Office of Research and Graduate Student Success
College of Education, University of Kentucky
205 Dickey Hall
Lexington, KY 40506-0017
(859) 257-9795

Resources for Reflecting about Teaching and Learning

The references in this section are intended to serve as resources for university- and school-based partners in guiding and supporting the progress of teacher candidates.

Achinstein, B., & Athanases, S. (2006). *Mentors in the making: Developing new leaders for new teachers*. New York: Teachers College Press.

Aguilar, E. (2013). *The art of coaching: Effective strategies for school transformation*. New York: Jossey-Bass.

Allen, D., Ort, S., Constantini, A., Reist, J., & Schmidt, J. (2008). *Coaching whole school change: Lessons in practice from a small high school*. New York: Teachers College Press.

Center for Cognitive Coaching: <http://www.thinkingcollaborative.com/> The exclusive site for information about the Center for Cognitive Coaching, includes trainers' profiles, events and products.

Coaching: The new leadership skill. (2011, October). *Educational Leadership* 69(2).

Danielson, C. (2008). *The handbook for enhancing professional practice: Using the framework for teaching in your school*. Alexandria, VA: ASCD.

Darling-Hammond, L. (2013). *Getting teacher evaluation right: What really matters for effectiveness and improvement*. New York: Teachers College Press.

Eisenhower National Clearinghouse for Mathematics and Science Education: <http://www.goENC.com> A rich array of ideas and lots of free stuff, including lesson plans, curriculum units, software, professional development opportunities and web links.

Frank, C. (1999). *Ethnographic eyes: A teacher's guide to classroom observation*. Portsmouth, NH: Heinemann.

Glickman, C., Gordon, S., & Ross-Gordon, J. (2009). *SuperVision and instructional leadership: A developmental approach*. Boston: Pearson.

Henry, M. A., & Weber, A. (2016) *Student teaching: The cooperating teacher series* (Vols. 1-3). Plymouth, Eng.: Rowman & Littlefield.

Joe, J., Tocci, C., Holtzman, S. & Williams, J. (2013, June). *Foundations of observation: Considerations for developing a classroom observation system that helps districts achieve consistent and accurate scores*. Princeton, NJ: Educational Testing Service. (PDF Available: <http://k12education.gatesfoundation.org/resource/foundations-of-observations-considerations-for-developing-a-classroom-observation-system-that-helps-districts-achieve-consistent-and-accurate-scores/>)

Lieberman, A., Gless, J., & Hanson, S. (2012). *Mentoring Teachers: Navigating the Real-World Tensions*. San Francisco, CA.: Jossey-Bass.

- Marzano, R. J., Frontier, T., & Livingstone, D. (2011). *Effective supervision: Supporting the art and science of teaching*. Alexandria, VA.: ASCD
- Mentor Support Center: <http://www.teachers.net> Chatboards in category-specific chats such as beginning teachers.
- The Next Generation of Teachers. (2013, April). *Phi Delta Kappan*, 94(7).
- The New Teacher Center, University of California-Santa Cruz: <http://www.newteachercenter.org>
Multiple resources for mentors and beginning teachers including a free newsletter and other full-text resources.
- Podsen, I. & Denmark, V (2007). *Coaching and Mentoring First Year Student Teachers*. Routledge.
- Promising Practices: New Ways to Improve Teacher Quality:
<http://www.eric.ed.gov/ERICWebPortal/recordDetail?accno=ED449117> Includes a full chapter on The Introduction of New Teachers.
- Questia: <http://www.questia.com>. A comprehensive on-line library of available print resources on mentoring, including books and journal articles.
- Stiggins, R. (2014). *Defensible Teacher Evaluation: Student Growth Through Classroom Assessment*. Thousand Oaks, CA.: Corwin.
- Strong, M., Gargani, J., & Hacifazlioglu, O. (2011). Do we know a successful teacher when we see one? Experiments in the identification of effective teachers. *Journal of Teacher Education*, 62(4), 367-382.
- Stronge, J. H. (2010). *Evaluating what good teachers do: Eight research-based standards for assessing teacher excellence*. Larchmont, NY: Eye On Education.
- Supporting beginning teachers. (2012, May). *Educational Leadership* 69(8).

***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 *Praxis* Principles of Learning and Teaching exam for all teacher education candidates except as noted on their website. Please visit <http://www.ets.org/praxis/ky> for information about test requirements and passing scores.

Agencies to receive a copy of test scores:

UK's recipient code is #1837

EPSB's recipient code is #7283

Initial Certification Application Information

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

<https://education.uky.edu/accreditation/certification/>

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. – 4:30 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.

Handshake Recruiting Platform

Use the Career Center's on-line employment system, Handshake, so that employers know when you will be available for employment. Once you have activated your Handshake 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. Visit the center's Handshake page at <http://www.uky.edu/careercenter/handshake> and log in using your Link Blue credentials.
2. For assistance:
 - a. View the Handshake FAQs <http://www.uky.edu/careercenter/node/152> or
 - b. Visit the Handshake Help Center:
<https://support.joinhandshake.com/hc/en-us/categories/202711128-Student-Alumni>

Sample Résumé Template

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.

See the Career Center career library for additional resources and other résumé formats and cover letters.

GENERAL REMINDERS REGARDING 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 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. 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. Choose the one which will best showcase your own talents and skills.

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 creating a Handshake profile through the Career Center to house your transcripts, reference letters, and a current résumé so your job search materials are in one secure place.

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 UK 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?

Evaluating 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 self while offering a firm handshake and smile.
- ___ 4. Brought portfolio and copies of résumé.
- ___ 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 (to 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. (Keep 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.