

A large, light blue triangle with a thick border. Inside the triangle is a large, light blue circle. The text is centered within the circle.

**Shaping Effective
Teaching: A Guide
for Partners in
Field Experiences**

Planning, Teaching, and Reflecting Together

2026-2027

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Introduction

Shaping Effective Teaching is designed as a resource for participants in the student teaching phase of our teacher education program. While it may be useful to partners involved in other field experiences, the guide is intended primarily for those directly engaged in student teaching—student teachers (ST), cooperating teachers (CT), and university supervisors (US).

This document provides an overview of program policies and procedures, clarifies participant responsibilities, and offers guidance for fostering productive partnerships that support candidate development. It complements the student teaching course syllabus, developed by the program coordinator, and aligns with regulations established by the Kentucky Education Professional Standards Board (EPSB), extending and clarifying those requirements as they apply to our program.

Candidates enter student teaching prepared to assume instructional responsibilities, including collaborative co-teaching with their classroom supervisors to enhance student learning. Prior to this phase, each candidate completes a minimum of 200 hours of structured field experiences across diverse settings. These experiences are carefully monitored and evaluated through a continuous assessment process to ensure readiness.

Additional information on Teacher Certification and Field Experiences can be found here: <https://education.uky.edu/academics/tefe>.

The Office of Field Experiences
College of Education

Part I: Policies and Procedures

Overview of Student Teaching

After successfully completing a minimum of 200 hours in 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 school settings under the direction of one or more cooperating teachers, university supervisors, program faculty, and school principals.

To meet certification requirements, student teachers (ST) are expected to:

- Strengthen the knowledge, skills, and reflective practices developed during earlier phases of the teacher education program
- Collaborate with cooperating teachers using co-teaching strategies to enhance student learning
- Apply effective instructional methods, materials, and technology
- Develop strong communication and interpersonal skills
- Refine a personal philosophy of teaching
- Understand school structures and their role within the community
- Engage with and learn from school personnel, including teachers and administrators
- Participate in the full life of the school, including extracurricular and professional activities
- Analyze and implement curriculum, with attention to its connection to students and communities
- Demonstrate proficiency in the Kentucky Teacher Performance Standards (KTPS) established by EPSB
- Complete all required course assignments

Approval of 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) or 3.0 GPA over their last 30 hours.
2. Successfully completed, or is on track to complete, all professional education courses according to program requirements.
3. Consult with your academic advisor and program faculty chair if you intend to enroll in more than 15 credit hours during student teaching to ensure coursework does not conflict with your 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 the designated university system;
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 confirmed 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. Completed required program trainings per [704 KAR 7:160](#) (CAN Trainings, PBIS Trainings, etc.)

Institutional Policies and Procedures

- **Student Teaching Placements**
 - Student teaching placements made in schools are determined by program faculty as outlined in course syllabi. ST will not be placed 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. 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**
 - ST are expected to attend school every instructional day—for the entire school day throughout the entire semester—as outlined on the student teaching calendar. ST are also expected to attend all meetings and conferences as appropriate and assist the 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 US of the absence before the beginning of the school day. ST are required to document the dates of school attendance in the designated university system, and program faculty and field supervisors must verify these records.
- **Student Teacher Load**
 - The coursework during the final student teaching semester represents a full academic workload. ST are permitted to enroll in additional credit hours of coursework, provided the class meetings occur after 4pm. ST are cautioned about the challenges of holding 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's student teacher 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
 - ST will follow the vacation schedule of the school district in which they are student teaching. Questions and/or concerns about this schedule should be addressed by the Program Faculty Chair (PFC) and US.
- School Closings
 - In the event that schools are closed for multiple days, the Program Faculty Chair (PFC), CT, or US will distribute information about adjustments in the student teaching calendar. ST will be expected to follow the adjusted calendar in order to complete requirements for program completion and certification.
- Job Interviews
 - Most school districts permit ST 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. Student teachers may count school job interviews as part of their student teaching hours.
- Transporting Students
 - P-12 students shall not be transported in automobiles belonging to or driven by a ST.
- 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. Student teachers are responsible for all costs associated with these examinations. Registration information and current testing requirements are available at <http://www.ets.org/praxis>.
- 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 in the ST's myUKGPS Degree Audit. Instructions on applying for certification can be found [here](#).
- Classroom Responsibilities
 - The student teacher will carry out responsibilities while learning to teach under the supervision of CT approved to serve as classroom supervisors. *ST 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, the CT, who is legally responsible for the class(es) to which ST are assigned, must always be present in the classroom. This policy is based on KRS 161.042.
 - **See the appendix for our policy on ST serving as substitute teachers during their student teaching placements.*

- Ethics
 - Student Teachers (STs) are expected to demonstrate the highest standards of professional and ethical conduct at all times, both within and outside of the school setting. As representatives of the University of Kentucky College of Education and future educators, student teachers must adhere to the [Kentucky School Personnel Code of Ethics](#) and all applicable professional standards. Failure to uphold these standards may result in disciplinary action, including removal from the student teaching placement.
- Confidentiality
 - Uphold student confidentiality in accordance with the Kentucky School Personnel Code of Ethics standards.
- Legal Action
 - Student teachers 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. Student teachers must assume responsibility for reporting such charges to the Director of Field Experiences.
 - Student teachers may choose to obtain liability insurance for additional professional protection during field experiences. The College of Education does not require or endorse the purchase of liability insurance; this decision is left to the individual student. Liability insurance is available through professional organizations such as KAPE and KEA. Information regarding these organizations and membership options is available online.
- Compliance with Kentucky Education Professional Standards Board (EPSB) Regulations
 - As candidates enrolled in a University of Kentucky educator preparation program and participating in field experiences and student teaching, students are required to comply with all applicable Kentucky statutes, administrative regulations, policies, and professional standards governing educator preparation, certification, and conduct.

Student teachers shall abide by the requirements established by the Kentucky Education Professional Standards Board (EPSB), including but not limited to the regulations contained within Title 16 of the Kentucky Administrative Regulations (KAR). These regulations address educator preparation, certification requirements, assessment, professional conduct, ethical responsibilities, and other standards applicable to educator candidates.

Students are responsible for remaining informed of current EPSB requirements and any changes to applicable regulations during their enrollment in the educator preparation program. Failure to comply with Kentucky Administrative Regulations, EPSB requirements, district policies, school policies, or the Kentucky Professional Code of Ethics for Certified School Personnel may result in disciplinary action, removal from a field placement or student teaching assignment, delay in program completion, recommendation for dismissal from the educator preparation program, and/or denial of recommendation for certification.

The University of Kentucky College of Education reserves the right to take appropriate action when a student's conduct, performance, or professional behavior does not meet the standards established by the University, partnering school districts, or the Kentucky Education Professional Standards Board.

Students may review current EPSB regulations through the [Kentucky General Assembly website](#) and are expected to familiarize themselves with requirements relevant to educator preparation and certification.

- Overseas Student Teaching
 - Students participating in an overseas student teaching placement are required to comply with all policies, procedures, expectations, and requirements established by:
 - The overseas student teaching program or host organization;
 - The University's approved education abroad program provider, when applicable;
 - The University of Kentucky Education Abroad Office;
 - The University of Kentucky College of Education and Office of Field Experiences; and
 - All applicable University of Kentucky policies and procedures.

Participation in an overseas student teaching placement is contingent upon maintaining compliance with all program requirements before, during, and after the experience. Students are responsible for completing all required documentation, orientations, training, travel requirements, health and safety protocols, academic requirements, and professional expectations established by the University and the host program.

Detailed Overseas Student Teaching policies, procedures, and student expectations are available on the **Overseas Student Teaching Student Policies** webpage: <https://luky.sharepoint.com/sites/OverseasStudentTeaching/SitePages/Student-Policies-for-Overseas-Student-Teaching.aspx>

Failure to comply with any applicable policy or requirement may result in disciplinary action, removal from the overseas student teaching placement, cancellation of the experience, delay in program completion, additional financial responsibility, and/or other actions deemed appropriate by the University of Kentucky College of Education and the University of Kentucky Education Abroad Office.

Students are expected to represent the University of Kentucky in a professional manner at all times and must adhere to the professional, ethical, and legal standards expected of teacher candidates while participating in an overseas student teaching experience.

Student Teachers Experience Difficulties

While we all work our best to make sure that candidates have a successful and fulfilling student teaching experience, occasions will arise when a student teacher may experience difficulties. These difficulties may include academic/pedagogical concerns, professionalism issues, and/or ethical concerns. It is vital that candidates are always aware of any areas for growth that need to be addressed or concerns that may arise as soon as possible so that they can be properly addressed either by the candidate themselves or by the US/Program faculty.

If you feel that an issue has arisen that needs to be formally addressed, follow these steps:

1. Inform the candidate and their US that you need to have a meeting to discuss the issue(s) that concern you.
2. In the meeting, have an open and honest discussion of the issue(s) and determine what steps the candidate needs to take to address them.
3. Document the meeting, noting down who attended, what was discussed, and what steps were decided upon to address the issue(s).
4. Send that documentation to the program faculty chair for the candidate so that they are aware that the meeting took place and what was discussed. They may determine whether further action needs to be taken with the candidate.

Note: If a candidate is dismissed from a placement, it is vital that the US and the Program Faculty Chair be informed as soon as possible.

Field Placement Incident Reporting

Purpose

To ensure a safe, professional, and ethical learning environment, students are required to report any incidents that occur during their field placements. Incident reporting supports student learning, protects the well-being of individuals involved, and fulfills professional and legal responsibilities.

What to Report

Incidents may include (but are not limited to):

- Injury or health concerns, physical and mental, involving UK students
- Child abuse or neglect suspicions (mandated reporting)
- Breach of confidentiality or ethical boundaries
- Behavioral concerns involving UK students or staff
- Unsafe or inappropriate learning environments
- Patient/Client safety issues
- Exposure to bodily fluids or infectious agents
- Equipment hazards
- Professional boundary concerns
- Workplace violence, harassment, or discrimination

How to Report an Incident

1. Notify your on-site supervisor immediately following the incident.
2. Follow the placement site's protocol, including any internal documentation or reporting processes.
3. Report to your UK instructor
4. Report the incident to the university using the Field Placement Incident Report **Form** within 24 hours of the event.
[Incident Reporting](#)
5. Include:
 - a. Your name, ID number, and program
 - b. Placement site and contact details
 - c. Date, time, and description of the incident
 - d. Individual(s) involved
 - e. Any action taken or follow-up required
 - f. Supporting documentation (if applicable) should be provided to:
 - i. Undergraduate: Dr. Margaret Rintamaa, Associate Dean for Undergraduate Education: Margaret.Rintamaa@uky.edu
 - ii. Graduate: Dr. Amy Spriggs, Associate Dean for Graduate Education: Amy.Spriggs@uky.edu

Support and Follow-Up

- Confidentiality: Reports are handled confidentially in accordance with university policy and relevant professional regulations.
- Support Services: Support services will be provided to the incident reporter.

Mandatory Reporting Reminder

Students working in settings involving minors or patients may be considered mandatory reporters under local laws. Training on these responsibilities should be provided prior to placement.

Failure to Report

Incident reporting is intended to support students during their field placements. Reporting incidents helps us address concerns early and provide the resources you may need. While at their placement sites, students represent the University of Kentucky and are expected to adhere to the University's Student Code of Conduct. Failure to report an incident may result in removal from the clinical site and may impact a student's eligibility for program progression or certification.

Animals in the Classroom

Effective June 2023, no animals are allowed to be brought into Fayette County Public Schools (FCPS). This policy is designed to help keep students, staff and families safe.

There are exceptions to this policy:

- If they are American Disabilities Act (ADA) certified and brought in by a student for their own specific disability
- If they are approved by the District Crisis Response Team
- If a principal deems there is an educational purpose served by their presence

The district is working on developing procedures to provide exemptions for support/therapy animals who may not fall within the precise definitions but still meet core training requirements.

For other school districts, it is the responsibility of the ST to find out the policy about animals in the classroom.

PART II: Experiences, Evaluation, and Assessment

Co-Teaching Strategies

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

1. **One Teach, One Observe** – One has primary instructional responsibility while the other gathers data regarding teaching and/or learning as specified before the lesson.
2. **One Teach, One Assist** – One has primary instructional responsibility while the other assists students with their work, monitors behaviors or corrects assignments.
3. **Station Teaching** – The co-teaching pair divides the instructional content into parts. Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the other teacher-led stations.
4. **Parallel Teaching** – Each teacher instructs half the students. The two teachers address the same instructional material and present the material using the same teaching strategy.
5. **Supplemental Teaching** – This strategy allows one teacher to work with students at their expected grade level while the other teacher works with the students who need the information and/or the materials retaught, extended, or remediated.
6. **Alternative (differentiated) Teaching** – The two teachers use different approaches to teaching the same information.
7. **Team Teaching** – Both teachers are actively involved in teaching the lesson by sharing the instruction in a fluid way as deemed appropriate for the situation.

*Adapted from St. Cloud State University (Minnesota) Training Material

Supervisory Activities and Tasks

It is important for the US and CT to work closely together in guiding the development of sound instructional practices. ST need guidance with all aspects of instruction and frequent feedback about their progress. US 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 ST must complete to meet course requirements. As on-site supervisor, the CT guides the development of plans in terms of content and timing. ST will have lesson plan templates from their programs. CT are encouraged to show ST their lesson planning materials.

- 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, US 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 ST 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 on 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, while also providing 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.

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 in 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 US to assess progress frequently and regularly to generate data for evaluation decisions and to ensure that the ST is well supported. US 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. Because of the unique and intense nature of the ST-CT relationship, the CT completes formal evaluation forms and discusses the results with the ST and the US. In order to promote self-reflection, STs complete the mid-term evaluation independently and compare results with the CT. 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 US about candidates when they make hiring decisions, it is important for US to clearly and specifically document competencies in both evaluation forms and recommendation letters.

PART III: Roles and Responsibilities

The Student Teacher's Role

The ST'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 dressing 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.
- documenting a **minimum** of 70 days spent in the classroom (except Middle School ST during fall semester) within the designated university system.

Enjoying Success

ST 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 ST 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.
- In accordance with district and state policies, record audio and/or video footage of teaching segments and analyze performance.
- Ask questions, seek help, find ways to grow and learn. Focal areas include:
 - classroom management;
 - motivating and engaging students;
 - 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;
- Never leave the students unattended!
- Monitor students on field trips. Involve other adults (e.g., teachers, parents).
- You are a role model and, as such, should maintain a professional relationship with your students.
- Student teachers must maintain appropriate professional boundaries with students in all in-person and online interactions. Do not post information, photographs, videos, or other content related to your student teaching experience, school placement, or students on social media. Student teachers should not initiate, accept, or maintain social media connections with students, including following, friending, messaging, or otherwise engaging with students through personal social media accounts.
- Promote a positive resolution to all discipline problems in the classroom and carefully document all problems involving students.
- Student teachers are expected to conduct themselves in accordance with all applicable laws, regulations, and professional standards. Remain informed about policies and expectations that affect your placement. Any actual or potential legal, ethical, safety, or professional issue must be reported to your Program Faculty Chair immediately.
- Communicate frequently with parents and administrators.

Student Teacher's Checklist

Below is a checklist that all student teachers should complete throughout their final semester of student teaching:

- _____ Complete a degree application in myUKGPS Degree Audit.
- _____ Register for any required [PRAXIS](#) examinations and become fully acquainted with all student teaching responsibilities.
- _____ Contact your Cooperating Teacher (CT) as soon as the placement is confirmed to become acquainted and make arrangements for the placement to begin.
- _____ Review this Student Teaching Handbook with your CT.
- _____ Review the student teaching syllabus with your CT.
- _____ Send a letter of introduction to the parents/guardians of students in the classroom, as appropriate.
- _____ Document all classroom hours and attendance in the designated university system. Student teachers must document a minimum of 70 days (420 hours) by the end of the semester.
- _____ Collaborate with your CT to develop a teaching schedule structured around the co-teaching model outlined in Part II of this handbook.
- _____ Share the teaching schedule with your University Supervisor.
- _____ Participate in school-related functions and professional activities, including faculty meetings, parent conferences, School-Based Decision Making (SBDM) meetings, and other relevant events.
- _____ Verify that your CT(s) submit all required midterm and final performance evaluations through the designated assessment data collection system.
- _____ [Submit an application](#) for educator certification through the [Kentucky Educator Credentialing System \(KECS\)](#).

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, meet the minimum teaching experience requirements established by state regulations, and successfully complete the US' 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 experience 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* (this guide) and the 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 ST 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.
- conducting required midterm/final performance evaluations in our assessment data collection system.

We realize that ST 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.** *The only exception to this would be if the ST is subbing in their classroom.*

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 a framework below to guide you through 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 may occur 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 with the ST, 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 on 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 of 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.
- call on the US for help with problems and/or concerns.
- convey suggestions to the US for improving the teacher preparation program.

Cooperating Teacher's Checklist

- _____ Complete the state-mandated Co-Teaching Training and Assessment if you have not already done so. This training only needs to be completed one time. More information on [Part A](#) and [Part B](#) trainings can be found [here](#).
- _____ Have the following available for the Student Teacher (ST) on the first day:
 - An area for the ST to sit and keep materials
 - Class roll and seating chart
 - Copies of student texts and/or manuals
 - Plan book
 - School policy handbook and map
- _____ Sign the electronic voucher in the EPSB system to receive the state honorarium.
- _____ Review this Student Teaching Handbook with the ST.
- _____ Review the student teaching syllabus with the ST.
- _____ Discuss University of Kentucky, school, and district guidelines, requirements, and policies with the ST.
- _____ Introduce the ST to available technology resources.
- _____ Collaborate with the ST to develop a teaching schedule that best supports the candidate's professional growth and instructional responsibilities.
- _____ Conduct frequent informal conferences with the ST to provide guidance, feedback, and support.
- _____ Complete and document all required formal observations of the ST's performance.
- _____ Conduct and document all required formal conferences with the ST.
- _____ Complete the ST's midterm and/or final performance evaluations in the designated assessment data collection system, as required by program faculty.
- _____ Review and discuss evaluation results with the ST to support ongoing professional development.

The University Supervisor's Role

Though the US is not always the instructor of record for the university course associated with student teaching, they are official representatives of the UK College of Education

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 a 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 team relationships and prevent potential problems. Frequent observations provide opportunities for promoting growth and strengthening relationships within the triad. If problems arise, the US should serve as arbitrator, helping to clarify and resolve differences. Major concerns should be reported to the Director of Field Experiences.

Responsibilities associated with this role include:

- providing ST with a syllabus outlining course objectives, requirements, activities to be evaluated, the seminar schedule, grading practices, and policies.
- providing pertinent materials to ST, CT, and school principals.
- helping ST, CT, and school administrators understand the student teaching program.
- verifying completeness of documentation in our assessment data collection system, to include: instructional days recorded by the ST in the designated university system, as well as midterm and final evaluations recorded by the CT, and observation reports recorded by the US, in our assessment data collection system.
- meeting with the ST to explain the program and their responsibilities:
 - 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 problem are encountered in any aspect of the placement, including alerting the Offices of Field Experiences.

Working with the Student Teacher

Monitoring Progress

Monitoring progress involves observing and conferring with the ST at regular intervals throughout the placement and completing the final evaluation at the end of the semester. It is important to note that the first observation should take place within the first month of the placement period. The US should observe at least one complete lesson during each visit. The ST should be advised to have a written plan for the observed lesson available for review and submitted to the US at least 24 hours prior to the scheduled teaching.

The US should confer with the ST 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.

Evaluating Performance

Performance evaluation forms MUST be completed in our assessment data collection system 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. Student teachers must document a minimum of 70 student teaching days in the designated university system. If the required minimum has not been recorded, the University Supervisor must notify the Instructor of Record. A final grade for the student teaching course may not be assigned until the required days have been entered and verified in the designated university system.

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 weeks 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 our assessment data collection system. 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.
- discuss the final performance evaluation with the CT at the end of the student teaching period.

University Supervisor's Checklist

- _____ Complete the state-mandated Co-Teaching Training and Assessment if you have not already done so. This training only needs to be completed one time. More information on [Part A](#) and [Part B](#) trainings can be found [here](#).
- _____ Conduct an orientation for Student Teachers (STs) prior to the start of placements to review course requirements, program policies and procedures, and the use of the assessment data collection system for documenting classroom days and housing evaluation materials.
- _____ Discuss the course syllabus with the ST and Cooperating Teacher (CT).
- _____ Meet with the CT before or at the beginning of the placement to discuss expectations, procedures, and placement requirements.
- _____ Conduct regular observations of the ST while they are providing instruction throughout the placement.
- _____ Submit travel vouchers for mileage reimbursement on a monthly basis.
- _____ Document all formal observations in the designated assessment data collection system.
- _____ Review and discuss observation reports with the ST following each observation.
- _____ Meet with the CT during each site visit, when possible, to discuss the ST's progress and address any concerns.
- _____ Include the CT in conferences whenever possible, particularly prior to midterm and final performance evaluations.
- _____ Discuss the midterm performance evaluation with the ST and CT.
- _____ Conduct and document all required formal conferences with the ST.
- _____ Discuss the final performance evaluation with the CT and ST at the conclusion of the student teaching experience.
- _____ Verify that all required observation reports, midterm evaluations, and final evaluations have been submitted in the assessment data collection system.
- _____ Verify that each ST has documented a minimum of 70 instructional days in the designated university system.
- _____ Sign the electronic voucher in the EPSB system to receive the state honorarium.

Appendix & Resources

College of Education Cooperating Teachers Information and Resources

- <https://education.uky.edu/academics/tefe/cooperating-teachers-information-and-resources>

College of Education Teacher Education & Field Experiences

- <https://education.uky.edu/academics/tefe>

College of Education Teacher Education Preparation & Field Experiences Resource Hub

- <https://luky.sharepoint.com/sites/UniversityofKentuckyCollegeofEducationOfficeofFieldExperiences?market=en-US>

Education Professional Standards Board (EPSB) Regulations

- <https://apps.legislature.ky.gov/law/kar/titles/016/>

Kentucky Department of Education (KDE)

- <https://goteachky.com/>

Kentucky Educator Credential System (KECS)

- <https://kecs.education.ky.gov/Account/Login?ReturnUrl=%2F>

myUK

- <https://myuk.uky.edu/>

Overseas Student Teaching Policies

- <https://luky.sharepoint.com/sites/OverseasStudentTeaching/SitePages/Student-Policies-for-Overseas-Student-Teaching.aspx>

Part A Training

- <https://goteachky.com/resources/educator-preparation/student-teaching-placements/cooperating-teacher-training/training-part-a/>

Part B Training

- <https://goteachky.com/resources/educator-preparation/student-teaching-placements/cooperating-teacher-training/training-part-b/>

PBIS Training

- <https://shop.ket.org/product/introduction-to-pbis/>

PRAXIS

- <https://praxis.ets.org/state-requirements/kentucky-tests.html>

UK Ed Prep

- <https://cepis.coe.uky.edu/ukedprep>



University of Kentucky Substitute Teaching Student Teaching Policy

Revised- September 18, 2024

Context

Under EPSB approved emergency policy for 2021-2022, if a Student Teacher (ST) has completed sixty-four (64) semester hours of credit and has a minimum GPA of 2.5, the ST may qualify for issuance of an emergency substitute certification, which would allow them to serve as a substitute teacher within a district. Further, the days the ST serves as the substitute may count toward fulfilling certification requirements, per the defined university policy.

The following outlines the policies for implementation at the University of Kentucky Teacher Education Program.

General Qualifications

- A ST can choose not to be included.
- Program Faculty Recommendation
 - Consider a professional learning/growth plan if they are not ready.
- Good academic standing and admitted into TEP and student teaching.
- Minimum overall GPA of 2.75.
- If a student is already on a professional learning/growth plan and/or on probation for TEP, the student is not eligible to serve as a substitute teacher.

Elementary Education Program Specific Qualifications

- Must complete the full semester of EDC 433 with a passing grade.
- In emergency situations, elementary program faculty will vote on whether to move the student into a hired position only after 12 weeks of student teaching.
- The elementary program faculty will consider requests on a case-by-case basis to vote for approval to be granted. If approval is granted, student teachers still need to complete all program requirements for graduation.

District Parameters

- The district must agree to the University of Kentucky Teacher Education Program qualification policies outlined in this document.
- The ST would apply for an emergency substitute certificate as outlined in the school district's policies and procedures. This includes applying to be a district substitute teacher and completing the district hiring process for substitute teachers in order to be employed.
- The district must submit the emergency substitute application for the ST, per EPSB regulations. There is no fee for emergency substitute certification.

School Parameters

- The ST shall remain in the classroom in which they are placed.
- The CT would move to another classroom to fulfill the substitute position.
- The ST would serve as the official substitute for the classroom in which they are placed and be compensated according to substitute policies in the district.
- The school is required to identify a contact person (faculty or administrator) for the ST to contact if the student teacher is in need of assistance while in the classroom without supervision.
- Supervision of STs (e.g., scheduled assessments or observations) will continue to occur at regularly scheduled intervals unless an extenuating circumstance arises.
- A ST must have been in the classroom at least 10 days before they are eligible to serve as a substitute. However, if it is a second placement for the ST, they must be in the classroom at least 5 days before they are eligible to serve as a substitute.
- A ST may serve as a substitute for up to 20 days and count them toward student teaching for the semester in which they are student teaching.
- A practicum student may serve as a substitute and may count the hours toward their practicum requirements as long as they have permission from their course instructor and/or program chair.
- A ST may serve as a substitute for up to 4 consecutive days. If more consecutive days are needed, the school and CT will contact the Program Chair and the Director of the Office of Field Experiences to discuss the extenuating circumstance and develop a plan for supporting the school and ST.
- A ST may choose not to accept a substitute teaching assignment without penalty.

Communication with School Districts

- The responsibility for carrying out this policy resides with the Office of Field Experiences.

Frequently Asked Questions

What about unit-wide assessments and other high-stakes assessments?

- The ST will still be responsible for completing all course and program assessments and expectations.
- Substitute teaching should not interfere with program obligations so students remain on track for certification.

Who is responsible for supervision?

- The school remains responsible for day-to-day mentorship and supervision.
- The university remains responsible for mentorship and required observations for certification.

Are students able to opt out?

- There are two opt-out points:
 - If a student does not wish to participate at all, they would not apply for emergency substitute certification through their district.
 - If a student is emergency substitute certified but does not wish to substitute on a particular day, they may decline the assignment without penalty.

How will Program Faculty Chairs determine who can participate?

- All UK students who meet the emergency certification requirements are eligible to participate as long as they are in good academic standing (e.g., not on probation or a professional growth plan).
- The UK student (e.g., practicum student or ST) will consult with their US, course instructor, and/or program chair to determine whether the substitute position is appropriate and meets UK policy before accepting the assignment.

What is the cost?

- There is no cost to obtain emergency substitute certification through a school district.
- There may be costs associated with background checks, physicals (if required), and other district requirements.
- If the cost is prohibitive, please contact Dr. Margaret Rintamaa (Margaret.rintamaa@uky.edu).

How much will STs get paid?

- STs will be compensated according to the substitute teacher salary schedule approved by the employing school district.