

UNIVERSITY OF KENTUCKY EDUCATOR PREPARATION UNIT POLICIES ON STUDENT TEACHING AND OTHER INTENSIVE CLINICAL EXPERIENCES

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Introduction

The University of Kentucky, through the UK Educator Preparation Unit, is committed to preparing candidates for the teaching profession who use research to inform instructional decisions and who reflect on their practice in order to promote high level learning for students they serve. Candidates complete an array of carefully planned field experiences in diverse settings as they progress through their individual educator preparation programs. These experiences are systematically integrated into all components of the teacher education program curriculum.

The final field experience (student teaching or other intensive clinical experience) provides a bridge between professional preparation and professional practice. For initial preparation

programs, student teaching is an intense and sustained experience of at least one full semester (70 days) which allows candidates to demonstrate their ability to apply educational theories and instructional methodologies which are needed for successful practice as an educator. Many policies for student teaching are specified in Kentucky administrative regulation <http://www.lrc.state.ky.us/kar/016/005/040.htm> relating to all aspects of student teaching. In particular, the following rules apply:

- (a) Candidates pursuing a P-12 certificate shall have their student teaching balanced between an elementary placement and a secondary (middle or high) placement.
- (b) Candidates pursuing an elementary certificate shall have their student teaching balanced between a primary placement (P-3) and an intermediate (4-5) placement.
- (c) Candidates seeking dual certification in either middle school or secondary content areas shall have equal placements in both content areas.

Achieving Diversity in Each Candidate's Field Experience Profile

To ensure that all candidates have diverse field experiences, program faculty members carefully consider the objectives for the specific program component, and each candidate's previous placements. They also review the demographic and performance characteristics of the schools and classrooms in which placements can be made. Sources for this data include 1) district and school websites, 2) the Kentucky Department of Education School Report Card for each placement school, 3) the Office of Field Experiences database, and 4) the EPSB Field Experience Tracking Website. The placement procedure ensures that candidates complete field assignments within the broad clinical concept and in a variety of different settings, working with populations that represent different kinds of diversity including cultural, economic, ethnic, linguistic, and special needs.

Placement Sites for Student Teaching and other Intensive Clinical Experiences

Candidates must complete student teaching and other intensive Clinical experiences in partner sites that are part of the UK Field Network. Partner sites in the UK Field Network are jointly established by the UK Professional Education Program Faculties and collaborating districts and schools in the Central Kentucky region. UK is a member of the Consortium for Overseas Student Teaching (COST), which provides candidates an opportunity to complete student teaching in international sites selected and approved by the COST organization.

Participation of districts, schools and classrooms in the UK Field Network is contingent on assurances from the district and the school that each student teaching placement will meet the requirements of Kentucky Administrative Regulation 16 KAR 5:040. *Admission, placement, and supervision in student teaching*

The list of approved UK Field Network sites and the COST list of approved international student teaching sites are available in the Office of Field Experience and School Collaboration (OFE). Agreement to establish a student teaching placement is a joint decision by the program faculty, the school system, and the cooperating teacher in the school where student teaching is to be completed. (P-12 certification programs require student teaching in more than one grade level.)

Policies for Making Placements

Candidates for a student teaching placement may indicate that they would like to be placed in a particular school. These requests are made to the program placement coordinator for the candidate's specific preparation program. Information concerning the identity of the program placement coordinators may be obtained from the Office of Field Experiences and School Collaboration.

The UK Educator Preparation Unit cannot guarantee that a requested placement can be made. Student teaching placements are subject to approval by both the candidate's program faculty and the district in which the placement request is made.

Student Teachers are not placed in schools they have attended or in schools where their family members are employed.

Candidates are not be permitted to be employed within the school where they have been placed for student teaching. Under no circumstances may a teacher candidate initiate a placement with a school or a classroom teacher.

Application and Approval for Student Teaching

To be eligible for student teaching and other intensive clinical experiences candidates must have been admitted to and retained in an approved UK educator preparation program. They must demonstrate compliance with all rules and procedures specified in the UK Policy on Admission, Retention and Completion of Educator Preparation Programs. Approval for student teaching is managed by the UK Program Faculties and verified by an audit of the each candidate's program by UK Student Affairs Officers housed in the Office of Academic Services and Teacher Certification in the College of Education. Application for placement as a student teacher occurs two semesters prior to the one in which student teaching is to be completed.

To be approved for student teaching, each candidate must have:

1. attained 2.75 grade point averages as specified in the unit policy on admission, retention and completion of educator preparation programs.
2. completed all required professional education courses.
3. completed **200 hours of field experiences** as specified in the unit policy on field experience assignments (see 16 KAR 5:040. Admission, placement, and supervision in student teaching, Section 3). Each of these hours must have been recorded on the Kentucky Education Professional Standards Board Field Experiences Tracking System (KFETS).
4. completed at least 75% of the coursework for the teaching major or area of concentration if student teaching is to be done in this specialization.
5. arranged a schedule of not more than 15 hours of college work to be carried during student teaching with no college classes scheduled to interfere with the student teaching assignment.
6. presented medical exam results including evidence of having a negative tuberculosis test.
7. completed the required background checks (FBI and Kentucky state) for the district(s) in which they are to be placed.

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

1. completed all pre-requisite courses for the fall semester of the professional year of the Masters with Initial Certification.
2. completed **200 hours of field experiences** as specified in the unit policy on field experience assignments (see 16 KAR 5:040. Admission, placement, and supervision in student teaching, Section 3). Each of these hours must have been recorded on the Kentucky Education Professional Standards Board Field Experiences Tracking System (KFETS).
3. been accepted by the school system and cooperating teacher where student teaching is to be completed.
4. presented medical exam results including evidence of having a negative tuberculosis test.
5. completed an FBI background check and a Kentucky state background check for the district(s) in which they are to be placed.

Use of the OTIS Online Portfolio System

The College of Education Open Tools for Instructional Support (OTIS) online portfolio system is used by faculty and students in all UK educator preparation programs to manage candidates' documentation of meeting required standards.

Candidates will previously have used OTIS to record their 200 hours of field experiences on a daily basis. All Student Teachers are required to have an active OTIS account.

OTIS will be used by the Student Teacher to file required artifacts such as lesson plans, data analysis documents, reflective reports, items related to co-teaching, etc. OTIS will be the vehicle used by supervisors and cooperating teachers to record their observations and assessment of the artifacts that the Student Teacher has uploaded.

Both the mid-term and final student teaching evaluation are recorded in OTIS by the cooperating teacher.

Organization of the Student Teaching Placement

The student teaching placement is organized to offer student teachers many and varied opportunities to demonstrate the competencies needed for successful practice as a beginning teacher. Each student teaching placement has a student teaching team. The student teaching team includes the university supervisor, the cooperating teacher, the student teacher, and from time to time other members of the school administration and faculty.

1. During each student teaching placement, UK educator preparation programs, represented by the university supervisor, will:
 - (a) collaborate with the cooperating teacher, administration and staff of the placement school to provide the student teacher with necessary program resources and expertise;
 - (b) use multiple performance assessments to document the student teacher's ability to support learning for all P-12 students;
 - (c) require the use of technology by the student teacher to: 1. Enrich the learning of P-12 students; and 2. Support the student teacher's professional growth and communication;

- (d) provide opportunities for the student teacher to:
- i. engage in extended co-teaching experiences with the cooperating teacher and other experienced teachers;
 - ii. maintain regular professional conversations with experienced teachers in addition to the cooperating teacher;
 - iii. participate in professional decision making; and engage in regular, ongoing reflective self-assessment,
 - iv. engage in collegial interaction and peer review with other student teachers
 - v. participate in extracurricular school activities;
2. Student teachers are required to participate in meetings and seminars scheduled by the university supervisor and/or the Director of Field Experiences. This includes the university orientation scheduled at the beginning of the semester.
 3. During the student teaching placement, a student teacher may not have responsibility for the supervision or instruction of P-12 students without the direct supervision of a certified educator, generally the cooperating teacher.
 4. Student teachers are not be permitted to be employed within the school in which he or she is assigned concurrent with student teaching. This includes working as a substitute teacher during the absence of either the cooperating teacher or another teacher in the placement school.

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 (Student Teacher, University Supervisor, and Cooperating Teacher), 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 for the candidate's preparation program will make arrangements. Under no circumstances may a student teacher initiate changes in his/her placement.

A Professional Growth Plan should be established for use by the Student Teacher to address concerns that have been identified. This plan provides a way to record specific expectations, resources and timelines. It also outlines the steps to be taken to monitor progress in accomplishing the goals of the plan. Guidelines for establishing and using Professional Growth Plans may be found in the Field Guide for Professional Partners, Appendix C.

The parties involved in the resolution of a concern identified during Student Teaching 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.

Student Teachers who cannot complete student teaching course requirements will request either to be withdrawn from student teaching or request an incomplete (I) grade. Final disposition of these requests will be made by the faculty in the Student Teacher's program.

Co-Teaching as a required component in Student Teaching:

Kentucky's Education Professional Standards Board (EPSB) has adopted for statewide implementation 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 and the student teacher actively working together in all aspects of instruction from the beginning of the placement period. This includes planning, organization, delivery, and assessment of instruction.

There are seven strategies at the heart of the co-teaching model developed by St. Cloud State University.

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*

(see 16 KAR 5:040. Admission, placement, and supervision in student teaching, Section 5.2-e <http://www.lrc.state.ky.us/kar/016/005/040.htm>)

Assessing and Evaluating the Student Teacher

The cooperating teacher and university supervisor have joint responsibility for assessing and evaluating the student teacher's progress. In some cases other educators such as the school principal and/or UK's Director of Field Experiences may also be involved. Assessment of the student teacher's progress frequently and regularly from the beginning through the end of the placement is important in order to generate data for evaluation decisions and also to ensure that

the student teacher is well supported. The cooperating teacher and the university supervisor record assessment data, and their evaluative interpretations of the data, in written documents. In most cases, this is done using the OTIS online portfolio system. Documentation serves as a basis for discussions during conferences and as evidence to support decisions in the formal evaluations that occur at the mid-point and end of the placement.

Student teachers also continuously assesses their own progress as they post documents, artifacts, and reflective statements to their OTIS accounts.

The university supervisor and the cooperating teacher make every effort to reach consensus on the mid-term and final evaluation of the student teacher. If there are concerns or a lack of consensus, these are adjudicated by the student teacher's program faculty.

The Cooperating Teacher's Role in Student Teaching

As model, coach, and evaluator, the cooperating teacher plays a crucial role in helping the student teacher prepare for transition to effective practice as a beginning teacher. Because the cooperating teacher works with the student teacher every day during the placement, he/she is uniquely positioned to influence the student teacher's professional growth.

The Cooperating Teacher 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 must complete the training mandated by the EPSB, as outlined in state regulation.

The cooperating teacher must guide, support, analyze, and assess the student teacher's progress, and will help the student teacher learn to analyze the impact of his/her own work on student learning.

The University Supervisor's Role in Student Teaching

The university supervisor is the official representative of the College of Education and the designated supervisor for the student teaching placement. The university supervisor has the responsibility to record the student teacher's final grade. As liaison between the public school members of the student teaching team, the program faculty, and the Office of Field Experiences and School Collaboration, the university supervisor works to keep communication open among all team members and coordinates student teaching team conferences.

As a teacher educator, the university supervisor makes available the theoretical/research base which guides student teaching.

The University Supervisor makes regular observational visits to the student teaching site throughout the placement. Frequent observations are intended to avoid problems during the placement, and to provide opportunities for promoting growth and strengthening relationships within the student teaching team.

When and if problems arise at the placement site, the university supervisor serves as arbitrator, helping to clarify and resolve differences. The University Supervisor has the responsibility to report major concerns to the Director of Field Experiences.

Office of Field Experiences and School Collaboration: Authority and Responsibility

The Office of Field Experiences and School Collaboration has responsibility to manage, evaluate, and improve the field experience program at the University of Kentucky. The Director of Field Experiences serves as the Director of Student Teaching.

The Office of Field Experiences and School Collaboration personnel are the only persons with the authority to work directly with the public school staff in the various districts where field experiences occur, to manage student teaching placements and other pre-student teaching field experiences.

The Office of Field Experiences and School Collaboration has responsibility to work with the Kentucky Education Professional Standards Board (EPSB) on all matters related to student teaching and the Kentucky Teacher Internship Program (KTIP).

Student Teaching Handbook, Forms, Associated Materials, and Other Important Websites

The Office of Field Experiences and School Collaboration maintains a handbook of rules, procedures and suggestions which is available at <http://education.uky.edu/OFE/sites/education.uky.edu/OFE/files/documents/FieldGuide.pdf> .

The Student Teaching Homepage is at

<http://education.uky.edu/OFE/content/studentteachinglocally> Candidates are expected to become familiar with the resources available on this site, and to use it regularly.

Candidates are also expected to use the resources available at the Student Services and Certification homepage <http://education.uky.edu/AcadServ/>

In particular, candidates are referred to the section on teacher certification

<http://education.uky.edu/AcadServ/content/certification-applications>.

The OTIS System (Open Tools for Instructional Support) is an important resource and tool to support student teaching and other advanced Clinical experiences. The OTIS system is to be found at: <http://www.uky.edu/~gmswan3/> The College of Education portal entrance page for OTIS is at <https://otis.coe.uky.edu/openportfolioCI/password.php> .

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