Kentucky State University
School of Education

Student Teaching Manual
Spring 2013

Teachers as Liberators through Education
# Table of Contents

Vision of the School of Education .................................................. 3  
Mission of the School of Education ............................................... 3  
Conceptual Framework of the School of Education .......................... 3  
Early Field and Clinical Experiences ......................................... 3  
Student Teachers with Disabilities ............................................. 4  
Differentiating Student Teaching, Supervised Teaching, and Practicum Teaching ................................................. 4  
Goal, Learning Outcomes, and Alignment ................................ 5  
Admission to Student Teaching, Supervised Teaching, and Practicum Teaching ......................................................... 8  
Student Teaching Placements ...................................................... 9  
Time Requirements ...................................................................... 10  
Professional Roles and Supervision .......................................... 10  
Helpful Resources ...................................................................... 14  
Assessment of Student Teacher Performances .............................. 16  
Teacher Certification .................................................................. 18  
Conclusion .................................................................................. 18  

Appendix A: Professional Code of Ethics for Kentucky School Certified Personnel .................................................. 20  
Appendix B: Ethical Principles for Special Education Professionals ................................................................. 22  
Appendix C: Form TC-1 Section III: Character and Fitness ................................................................................. 23  
Appendix D: 16 KAR 5:040. Admission, placement, and supervision in student teaching .................................. 24  
Appendix E: Legal Status of Student Teachers .............................................................................................. 28  
Appendix F: School of Education Field Data form ......................................................................................... 29  
Appendix G: Teaching and Learning Context .................................................................................................. 30  
Appendix H: KSU Lesson Plan ......................................................... 35  
Appendix I: Sample Schedule for KSU Student Teacher in One Placement ......................................................... 39  
Appendix J: Sample Schedule for KSU Student Teacher in Two Placements ................................................. 41  
Appendix K: KSU Teacher Education Staff and Faculty .................................................................................. 44  
Appendix L: Glossary of Terms ....................................................... 46
Vision of the School of Education

The vision of the School of Education is to prepare educators who will serve as “Teachers as Liberators through Education” to meet the needs of all students. Driven by our conceptual framework, we seek to produce effective teachers who are knowledgeable, articulate, and committed to the Kentucky Teacher Standards and Specialty Professional Areas. Our vision includes the training of professionals who demonstrate ethical decision-making, cultural competence, effective instructional strategies, and current technological expertise to improve outcomes for P-12 learners; who act as leaders in their classrooms, school, and the profession; and who embrace the idea that diversity is now the norm and not the outlier.

Mission of the School of Education

As a professional teacher education program at a historically black, liberal studies 1890 land-grant institution, the School of Education at Kentucky State University (KSU) believes in the preparation of professional teachers who will pursue opportunities to serve as “Teachers as Liberators through Education” in whatever setting their career shall lead them. With an awareness of the ever-increasing diversity in our society and schools, the KSU Teacher Education Program strives to develop knowledgeable, skilled, and caring professionals who can effectively meet the challenges of educating all students.

Conceptual Framework of the School of Education

The School of Education takes every opportunity to reinforce and model the tenets of “Teachers as Liberators through Education”. This goal is accomplished by engaging our teacher candidates in diverse and multiple field and clinical experiences through coursework, P-12 partners, university faculty and staff, and the community. Our conceptual framework establishes a shared vision for preparing educators to work effectively in P-12 schools. It provides direction for our teacher preparation programs, university courses, instruction, candidates’ performance evaluations, scholarship, service, and program accountability. The conceptual framework is articulated and shared coherently and consistently, within the School of Education and KSU, as well as with our P-12 partners. The four tenets of our conceptual framework and thus, the four major areas in which candidates must demonstrate competency to show they are Liberators through Education, are knowledge, skills, dispositions, and diversity.

Early Field and Clinical Experiences

Early field and clinical experiences support the mission, vision, and conceptual framework of the School of Education. These experiences in P-12 and education-related settings provide teacher candidates with multiple, real-world opportunities through which to (a) deepen the knowledge they gain through academic courses, (b) practice their pedagogical skills, (c) acquire the professional dispositions of a teacher, and (d) broaden their understanding of people through relationships with a diversity of educators and P-12 students. The School of Education places major emphasis on this fundamental program component by requiring early field experiences in most education courses and by linking courses with designated partner schools. Course assignments help candidates to focus their attention on specific aspects of teaching and
learning and prepare them for the culminating field experience of student teaching.

**Student Teachers with Disabilities**

Student teachers who need accommodations due to documented disabilities may contact the KSU Disability Resource Center (DRC) at (502) 597-5076 or visit Hill Student Center Suite 220C to arrange for reasonable accommodations. They are required to obtain verification from the DRC and to deliver the signed DRC document to the Coordinator of Field and Clinical Experiences specifying the accommodations needed. It is important to understand that this process is not automatic. Disabilities are personal to the individual, and thus faculty members are notified of a teacher candidate’s disability by the candidate and not by the DRC. Student teachers are encouraged to complete this process before student teaching begins, because an approval for accommodations is not retroactive; the accommodations become effective when the faculty member receives the DRC approval from the teacher candidate. Additional information concerning the DRC and accommodations can be found at [http://www.kysu.edu/about/divisions/studentAffairsAndEnrollment/disabilityResourceCenter.htm](http://www.kysu.edu/about/divisions/studentAffairsAndEnrollment/disabilityResourceCenter.htm).

**Differentiating Student Teaching, Supervised Teaching, and Practicum Teaching**

Student teaching provides the capstone teaching experience for candidates pursuing a Bachelor or Master degree and certification through one of KSU’s teacher education programs:

- Art (P-12);
- Biology (9-12);
- Elementary (P-5);
- English (9-12);
- Health (P-12);
- Health and Physical Education (P-12);
- Interdisciplinary Early Childhood Education (birth-K, “IECE”);
- Mathematics (9-12);
- Music (P-12);
- Physical Education (P-12);
- Social Studies (9-12); and
- Special Education (LBD P-12, “MASPE”).

When teacher candidates meet all prerequisites, they formally apply for admission to the final field course that is appropriate to their program and employment. Candidates who apply for student teaching (EDU 464, EDU 474, EDU 484, EDU 494, and ESP 575) need to understand fully that they will not be permitted to be employed by the school setting or any other entity, during the school day, for the duration of student teaching. Depending on their employment and the P-12 students they teach, candidates who are full-time teachers of record may have options other than applying for the regular student teaching courses. Candidates who have undergraduate degrees and are employed full-time as teachers of record in the fields in which certification is sought may apply for admission to supervised teaching (EDU 495). MASPE candidates who are employed full-time as teachers of record, in fields other than special education, may apply for MASPE supervised teaching (ESP 574). MASPE candidates who are employed full-time as
special education teachers of record may apply for MASPE practicum teaching (ESP 573). Complete descriptions of these roles are provided in the Glossary of Terms. The benchmarks for admission to undergraduate student teaching and supervised teaching and the checkpoints for admission to MASPE student teaching, supervised teaching, and practicum teaching are provided on pages 8 and 9 of this manual. For the sake of simplicity, the term “student teaching” is used, throughout this manual, to refer to student teaching, supervised teaching, and practicum teaching.

**Goal, Learning Outcomes, and Alignment with Standards**

**Goal and Learning Outcomes**

The overarching goal of student teaching is for student teachers to demonstrate the knowledge, skills, dispositions, and cultural competence expected of a beginning teacher. Student teachers meet this goal by demonstrating standards for teachers, as adopted by the Education Professional Standards Board (EPSB). Learning outcomes for student teachers, supervised teachers, and practicum teachers in all programs other than Interdisciplinary Early Childhood Education (IECE) mirror the [Kentucky Teacher Standards](http://kyepsb.net/teacherprep/standards.asp) (effective 2/2008). See the full list of indicators for Initial-Level Performance and Advanced-Level Performance at [http://kyepsb.net/teacherprep/standards.asp](http://kyepsb.net/teacherprep/standards.asp). Student teachers, supervised teachers, and practicum teachers are expected to meet these standards at the Initial level.

- **Standard 1** The teacher demonstrates applied content knowledge.
- **Standard 2** The teacher designs and plans instruction.
- **Standard 3** The teacher creates and maintains learning climate.
- **Standard 4** The teacher implements and manages instruction.
- **Standard 5** The teacher assesses and communicates learning results.
- **Standard 6** The teacher demonstrates the implementation of technology.
- **Standard 7** The teacher reflects on and evaluates teaching and learning.
- **Standard 8** The teacher collaborates with colleagues/parents/others.
- **Standard 9** The teacher evaluates and implements professional development.
- **Standard 10** The teacher provides leadership within school/community/profession.


- **Standard I** Designs/Plans Instruction
- **Standard II** Creates/Maintains Environments
- **Standard III** Implements Instruction
- **Standard IV** Assesses & Communicates Learning Results
- **Standard V** Reflects/Evaluates Professional Practices
- **Standard VI** Collaborates with Colleagues/Families/Others
- **Standard VII** Engages in Professional Development
- **Standard VIII** Supports Families
- **Standard IX** Demonstrates Implementation of Technology

**Alignment with Standards**

The Commonwealth of Kentucky does not mandate a specific curriculum that must be
taught in P-12 classrooms. Instead, it has created a public school assessment program and content standards, which guide district curriculum decisions. Student teachers must learn about the state assessments and standards, as well as their district curricula. The Kentucky Department of Education provides a plethora of resources about Kentucky Core Academic Standards, Program Reviews, subject areas, textbooks, unit plans, and lesson plans at http://education.ky.gov/curriculum/Pages/default.aspx.

In addition to teaching candidates about P-12 standards, all accredited educator preparation programs in Kentucky must align with specific standards, themselves. KSU’s ten teacher educator programs align with (a) Kentucky’s Teacher Standards (listed in Goal and Learning Standards, above); (b) 21st Century Skills; (c) Kentucky Core Academic Standards; (d) the standards of appropriate learned societies; (e) themes identified by the Education Professional Standards Board (EPSB); and (f) Kentucky Teacher Internship Program (KTIP).

21st Century Teaching and Learning

The Partnership for 21st Century Skills is a national organization, sometimes referred to as P21, which has identified crucial skills and themes that American students need to succeed nationally and internationally. Specifically, it identifies core subjects and 21st century themes; learning and innovation skills; life and career skills; and information, media, and technology skills. The path to these skills, referred to as Route 21, can be found at http://www.p21.org/.

Core subjects and 21st century themes. Students in the 21st century, including students in Kentucky, are expected to master the following core subjects:
- English,
- reading or language arts,
- world languages,
- arts,
- mathematics,
- economics,
- science,
- geography,
- history, and
- government and civics.

Teachers are expected to move themselves and their students beyond a focus on basic competency in the core subjects and toward much higher levels of learning. They are expected to weave 21st century interdisciplinary themes into core subjects. The 21st century themes are:
- global awareness;
- financial, economic, business and entrepreneurial literacy;
- civic literacy;
- health literacy; and
- environmental literacy.

Life and career skills. Success in today’s world requires even more than content knowledge and the ability to think deeply. To enjoy successful careers, people must learn to navigate complex work environments while balancing the demands of busy lives. The life and career skills identified by P21 are:
• flexibility and adaptability,
• initiative and self direction,
• social and cross cultural skills,
• productivity and accountability, and
• leadership and responsibility.


Learning and innovation skills. The learning and innovation skills of P21, known as the “4Cs”, are:
• creativity and innovation,
• critical thinking and problem solving,
• communication, and
• collaboration.

For more information about learning and innovation skills, go to http://route21.p21.org/index.php?option=com_content&view=article&id=7&Itemid=4

Information, media, and technology skills. To be effective in the 21st century, students and teachers must be adept in using technology. These skills include:
• information literacy,
• media literacy, and
• Information, Communications, and Technology (ICT) literacy.

Kentucky Core Academic Standards

The Kentucky Core Academic Standards (KCAS) were adopted by the Kentucky State Board of Education in June 2010. Standards in English Language Arts and Mathematics have been specified in detail, standards for science are near adoption, and standards for social studies are under development. As with 21st century teaching and learning, the KCAS emphasize higher order thinking skills rather than simple rote learning and memorization, at every grade level. In order to lead students to mastery of required content, student teachers are required to align all student learning outcomes, assessment strategies, and teaching strategies with the Kentucky Core Academic Standards. Information about the KCAS and curricula is provided by the Kentucky Department of Education (KDE) at http://education.ky.gov/Pages/default.aspx.

EPSB Themes

Four general themes must be integrated within the coursework of all Kentucky teacher education programs (http://www.kyepsb.net/teacherprep/programguidelines.asp):
• Diversity, with specific attention to children with exceptionalities, including students identified as gifted and talented (TAG) and those from diverse cultural and ethnic backgrounds;
• Assessment of student learning;
• Literacy/reading; and
• Closing the achievement gap.
Professional Ethics

The School of Education expects student teachers to uphold and demonstrate high standards of professional ethics, as outlined by the following:

- *CEC Ethical Principles and Practice Standards for Special Education Professionals* ([http://www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards?sc_lang=en](http://www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards?sc_lang=en); Appendix B); and

A student teacher who violates a code of ethics is at risk of failing the course and dismissal from the Teacher Education Program (TEP).

Admission to Student Teaching, Supervised Teaching, and Practicum Teaching

Application and admission to student teaching, supervised teaching, and practicum teaching occurs the semester prior to teacher candidates’ final semester, and the capstone field experience itself occurs in the final semester. Several of the requirements for admission are mandated by Kentucky regulation: *16 KAR 5:5:040 Admission, placement, and supervision of student teaching* (Appendix D; [http://www.lrc.state.ky.us/kar/016/005/040.htm](http://www.lrc.state.ky.us/kar/016/005/040.htm)). Some of the documentation must be submitted in LiveText, our electronic assessment management program.

Benchmark III: Admission to Undergraduate Student Teaching and Supervised Teaching

- complete and current application packet submitted, with all required documentation, by March 15th, for fall applicants, and by October 15th, for spring applicants;
- minimum GPA of 2.75;
- all courses complete, according to program and KSU requirements;
- Phase II electronic portfolio that “meets standard” (level 3), submitted in LiveText, including all hallmark assignments and additional required artifacts;
- 200 documented hours of early field and clinical experiences;
- verification of passing scores on any and all Praxis II exams required by Kentucky for teacher certification in the candidate’s area of teaching (i.e., teacher preparation program);
- acceptable, current (within six months) federal-level criminal history report (submitted to Field Office for admission and submitted to school district office prior to beginning student teaching);
- current (within one year) physical exam report that verifies adequate health to work with P-12 students, including a negative TB test (submitted to Field Office for admission and submitted to school district office prior to beginning student teaching); and
- proof of membership in the National Education Association (NEA), current for the semester of student teaching.
Checkpoint III: Admission to MASPE Student Teaching, Supervised Teaching, or Practicum Teaching

- complete and current application packet submitted, with all required documentation, by March 15th, for fall applicants, and by October 15th, for spring applicants;
- minimum GPA of 3.0;
- all ESP courses complete, according to program and KSU requirements;
- Phase II electronic portfolio that “meets standard” (level 3), submitted in LiveText;
- 200 documented hours of early field and clinical experiences, with field assessments;
- passing scores on any and all Praxis II exams required by Kentucky for teacher certification in Exceptional Education, LBD, P-12;
- current (within six months) federal-level criminal history report (submitted to Field Office for admission and submitted to school district office prior to beginning student teaching);
- current (within one year) physical exam documenting adequate health to work with P-12 students, including a negative TB test (submitted to Field Office for admission and submitted to school district office prior to beginning student teaching); and
- proof of membership in the National Education Association (NEA), current for the semester of student teaching.

Appeals

If a candidate applies to student teaching, supervised teaching, or a practicum and is not admitted to his or her course of choice, he or she may appeal the decision to the Teacher Education Committee (TEC) Appeals Committee. The candidate must explain, in a letter, the extraordinary circumstances that prevented him or her from meeting the requirements for admission by the deadline. The Appeals Committee will gather information and present the crucial elements to the Teacher Education Committee for a decision on the appeal.

Student Teaching Placements

Student teaching placements are determined through close collaboration between the Coordinator of Field and Clinical Experiences and field partners, with consideration given to the requests of applicants. Providing diverse teaching experiences is a high priority in placement decisions, in accord with the mission of KSU; the vision, mission, and conceptual framework of the School of Education; and the expectations of our state and national accrediting agencies. Most student teaching placements are made within our region, which includes Franklin County, Frankfort Independent, Henry County, Owen County, Scott County, Shelby County, and Woodford County. Over the years, the School of Education has gathered a pool of excellent Mentor Teachers, in these districts, who serve as Cooperating Teachers for student teachers. Sometimes, the needs of an individual student, a stakeholder, the School of Education, and/or the university limits placements to Franklin County or expands them beyond our region, to other school districts or states.

Placements for KSU student teachers are determined by their certification programs. All student teachers other than secondary are required to have two placements, one for the first half-semester and then another for the second half. Placements are arranged as follow:

KSU Student Teaching Manual (spring 2013)
• P-12 certification (art, health and/or PE, music, special education): two placements balanced between (1) an elementary school and (2) either a middle school or high school;
• elementary certification: two placements balanced between (1) primary through 3rd grade and (2) 4th or 5th grade;
• Interdisciplinary Early Childhood Education (IECE) certification: two placements balanced between (1) preschool and (2) kindergarten;
• secondary certification in one content area (biology, English, mathematics, social studies): one high school placement in the content area;
• dual certification in two secondary content areas: equal placements in both content areas.

The Teacher Education Committee (TEC) gives consideration to requests for out-of-state placements, under certain conditions and only if the following procedures are followed:
• The candidate completes the application process requesting the out-of-state placement and provides a rational for such placement.
• The request is reviewed by the Coordinator of Field and Clinical Experiences and presented to the Teacher Education Committee for action.
• The TEC’s actions are based on discussion of feasibility and institutional/program capacity to consistently manage the process.

**Time Requirements**

Student teachers must complete 70 full days of teaching. Some of this time may be spent in school- or district-sponsored professional development (PD) and extracurricular activities. However, time spent outside of school hours and not in the company of students (e.g., planning, preparing, and grading at home) may not be counted. Student teachers must enter their time in LiveText and have it verified by their Cooperating Teachers. Submitting a time log that does not accurately reflect their true time in a school setting would constitute an ethical violation that would result in serious consequences, up to and possibly including failing student teaching.

**Professional Roles and Supervision**

Successful completers of student teaching demonstrate the knowledge, skills, and dispositions expected of beginning teachers, as outlined by Kentucky Teacher Standards. Also, in keeping with the mission and values of KSU and the School of Education, completers reflect a deep awareness of and appreciation for the diversity of P-12 students and school personnel. Direct supervision and mentoring of student teachers are provided by a Cooperating Teacher, who is the teacher of record for the class, and a University Supervisor. Mentoring of supervised teachers and practicum teachers is provided by a Mentor Teacher and, when appropriate, a University Supervisor. The school administrator and the Coordinator of Field and Clinical Experiences also provide support and information. The Commonwealth of Kentucky has specific regulations about qualifications for Cooperating Teachers and University Supervisors. The full regulation is provided in Appendix D and at [http://www.lrc.state.ky.us/kar/016/005/040.htm](http://www.lrc.state.ky.us/kar/016/005/040.htm). Section 2 deals with Cooperating Teachers and Section 5 targets University Supervisors. Clarification of the legal status of student teachers is provided in Appendix E.
Role and Responsibilities of the Student Teacher

Once candidates are admitted to student teaching, they are to adhere to all expectations, policies, procedures, and requirements and to complete the entire student teaching experience successfully. For student teachers to complete their respective teacher preparation programs, their Cooperating Teacher(s) and University Supervisors must verify that they fulfill all the role expectations and responsibilities of a professional educator.

- Work effectively and communicate positively with P-12 students, Cooperating Teachers and other school personnel, University Supervisors, and KSU faculty and staff, demonstrating respect for all cultures, perspectives, and abilities.
- Adhere to all professional codes of ethics.
- Adjust to different organizational structures and uphold the hierarchies, policies, and procedures of the classroom, school, district, and KSU.
- Have access to a computer and complete all assigned tasks competently, using Microsoft Word 2007 (or later edition), Blackboard, LiveText, and the internet.
- Provide data on each placement via the Field Data form (Appendix F).
- Facilitate supervisor communications, assuring that Cooperating Teachers and University Supervisors have access to LiveText, each other, and the Coordinator of Field and Clinical Experiences.
- Uphold the strictest standards of confidentiality, verbally, in writing, and via electronic communications (including texting and social media) regarding P-12 students and their families; teachers, administrators, and school staff; and KSU colleagues, faculty, staff, and administrators.
- Dress, speak, and act appropriately for the school setting and serve as a role model for P-12 students.
- Adhere to the calendar and daily schedules of the assigned school(s).
- Are prompt and reliable regarding attendance and duties, with no unexcused absences or tardies, and notifying the Cooperating Teacher, principal, and University Supervisor in the case of illness or emergency.
- Collaborate with Cooperating Teacher(s) and University Supervisor regarding scheduled observations; prepare for the observations, in advance; and provide observers with access to computers with the completed Teaching and Learning Context (Appendix G) and KSU Lesson Plan (Appendix H).
- Attend all scheduled KSU student teaching seminars and workshops, as assigned (not required of MASPE).
- Keep a current and accurate LiveText record of student teaching time, totaling at least 70 full days of teaching.
- Model grammatically correct, respectful, and effective communication skills.
- Use their kysu e-mail accounts only for communications with all KSU faculty and staff.
- Demonstrate competence along the Kentucky Teacher Standards, at levels expected of new teachers, thus verifying their knowledge and skills in co-planning, co-instruction, and co-reflection, in their school setting(s).
- Collaborate with their Cooperating Teachers in establishing and maintaining positive and effective classroom management that promotes student success, self regulation, self esteem, and self efficacy.
• Participate in regular and extracurricular school activities, including but not limited to faculty meetings, team meetings, professional development, Individual Education Program (IEP, IFSP, ARC) meetings, parent-teacher conferences, and athletic events.
• Complete course tasks and assignments on time and as instructed by the Coordinator of Field and Clinical Experiences.
• Respond with professional maturity to assessment feedback and take corrective actions for professional growth, as needed.
• Utilize support services provided by the school, district, KSU, community, and internet.
• Refrain from holding any paid teaching position during the school day, per 16 KAR 5:040 Section 6. (8).
• Supervise and instruct P-12 students only with the direct supervision of a certified educator, as per 16 KAR 5:040 Section 6. (7).
• Assume responsibility for all expenses incurred (e.g., transportation, meals, lodging, incidentals) related to the student teaching experience.
• Maintain membership in NEA throughout student teaching.
• Reflect a positive image of themselves, their school(s), the School of Education, and KSU.

Supervisory Roles

Supervision of the student teacher is the shared responsibility of the Cooperating Teacher(s), University Supervisor, and Coordinator of Field and Clinical Experiences. The supervisory role of each is outlined below.

Role and Responsibilities of the Cooperating Teacher. The role of the Cooperating Teacher includes the following responsibilities:

• Model best practices in education.
• Provide the student teacher access to student records, teaching resources, and human resources, as needed.
• Provide information about school policies, program, and school calendar.
• Provide demographic and information on self and P-12 students, as needed by the School of Education, for electronic data management.
• Acknowledge and value the culture, experiences, and perspectives of the student teacher and differentiate supervision to meet her or his individual needs, while remaining grounded in the expectations of the Kentucky Teacher Standards.
• Gradually include the student teacher into classroom routines and procedures, building toward the goal of independence (example schedules in Appendices I and J).
• Inform and engage the student teacher in co-teaching strategies, including co-planning, co-instruction, co-assessment, and co-reflection.
• Provide formative feedback to the student teacher regarding her/his strengths and areas for professional growth, throughout the placement, and offer resources for improvements.
• Provide formal assessment data to the student teacher and the School of Education, through electronic measures in LiveText, including pre and post disposition rating scales, the designated number of Student Observation Records (SORs), rubrics for KSU Lesson Plans, rubric for the Unit Report, and the Final Evaluation of a Candidate in an Extended
Field Placement.

- Collaborate effectively with the University Supervisor and Coordinator of Field and Clinical Experiences in supporting and mentoring the student teacher.
- Support the student teacher in the completion of course assignments, as needed, while encouraging self-efficacy and independence.
- Hold a final conference with the student teacher and University Supervisor to discuss summative feedback and assign grades.
- Use insights from observations and experiences with the student teacher to inform and improve teaching and learning in his/her own classroom and the school.

Role and Responsibilities of the University Supervisor. The role of the University Supervisor includes the following responsibilities:

- Provide expertise and a perspective of best practices in education that are independent of the school setting.
- Acknowledge and value the culture, experiences, and perspectives of the student teacher and differentiate supervision to meet his or her individual needs, while remaining grounded in the expectations of the Kentucky Teacher Standards.
- Inform and support the student teacher and Cooperating Teacher in co-teaching strategies, including co-planning, co-instruction, co-assessment, and co-reflection.
- Provide formative feedback to the student teacher regarding his or her strengths and areas for professional growth, throughout the placement, and offer resources for improvements.
- Provide formal assessment data to the student teacher and the School of Education, through electronic measures in LiveText, including pre and post disposition rating scales, the designated number of Student Observation Records (SORs), rubrics for KSU Lesson Plans, rubric for the Unit Report, and the Final Evaluation of a Candidate in an Extended Field Placement.
- Collaborate effectively with the Cooperating Teacher(s) and Coordinator of Field and Clinical Experiences in supporting and mentoring the student teacher.
- Support the student teacher in the completion of course assignments, as needed, while encouraging self-efficacy and independence.
- Hold a final conference with the student teacher and Cooperating Teacher, to discuss summative feedback and assign grades.
- Use insights from observations and experiences with the student teacher to inform and improve KSU’s Teacher Education Programs.

Role of the Coordinator of Field and Clinical Experiences. The Coordinator of Field and Clinical Experiences serves as the Director of Student Teaching. The role includes the following:

- Serve as an expert resource regarding student teaching and best practices in education for student teachers, Cooperating Teachers, University Supervisors, KSU faculty, and field partners.
- Receive applications and supporting documents from student teaching applicants, coordinate the collation of applicant data, and make data-based recommendations to the Teacher Education Committee (TEC) regarding candidate admission into student teaching.
• Inform and support student teachers, Cooperating Teachers, and University Supervisors in co-teaching strategies, including co-planning, co-instruction, co-assessment, and co-reflection.
• Collaborate with field partners to determine placements, assuring that placements offer student teachers experiences with diverse populations.
• Conduct orientation workshops for Cooperating Teachers and University Supervisors.
• Conduct orientation sessions and seminars for student teachers.
• Acknowledge and value the cultures, experiences, and perspectives of student teachers, field partners, Cooperating Teachers, and University Supervisors, and promote differentiated supervision to meet the needs of student teachers, while remaining grounded in the expectations of the Kentucky Teacher Standards.
• Coordinate the resources of KSU and field partners in support of student teachers.
• Coordinate the evaluation process of student teachers and utilize assessment data from multiple sources, including process evaluations (e.g., observations, seminar presentations) and product evaluations (e.g., KSU Lesson Plans, Unit Report), to assign final grades.
• Collaborate with field partners in schools, districts, and the Commonwealth to stay informed on issues and solutions pertaining to student teaching and to represent KSU’s perspective at the state level.
• Propose field-related policy, procedural, and curricular changes to the Teacher Education Committee (TEC), as needed.
• Use insights from data gathered from student teachers, Cooperating Teachers, University Supervisors, and field partners to inform and improve Teacher Education Program field experiences.

Role of the Teacher Education Committee. The Teacher Education Committee (TEC) serves as the official policy-making body for KSU’s Teacher Education Program (TEP). It develops and implements policies that govern student admission to, retention in, and completion of KSU’s teacher preparation programs. It has the authority to change, modify, or add to requirements at any time. TEC responsibilities related to student teaching include the following:
• Establish, review, and enforce policies and procedures pertaining to student teaching.
• Consider and act upon recommendations for admission to student teaching presented by the Coordinator of Field and Clinical Experiences.
• Consider and act upon appeals regarding student teaching brought forth by the TEC Appeals Committee.
• Review curricula leading to student teaching and teacher certification and determine curricular changes pertaining to the Teacher Education Program, as needed.
• Monitor Kentucky legal regulations, EPSB policies and regulations, and the standards and expectations of NCATE and SACS, and initiate policy, procedural, and curricular changes, as needed.

Helpful Resources

Student teachers may access a plethora of resources on campus and online.
APA Writing Standards

Standards for writing in the field of education and in all KSU education courses are outlined in the *Publication Manual of the American Psychological Association*, 6th edition. Quality of writing, including coherence and mechanics, directly affects performance and final outcome, in student teaching. Student teachers are required to follow writing guidelines and format documents accordingly. Those who prefer resources in paper copy may purchase the entire manual or an abbreviated form, such as:


Those who prefer online resources will find the following helpful:

- [http://apastyle.apa.org](http://apastyle.apa.org);
- [http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx](http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx);
- [http://owl.english.purdue.edu/owl/resource](http://owl.english.purdue.edu/owl/resource);
- [http://writing.wisc.edu/Handbook/DocAPAFormatting.html](http://writing.wisc.edu/Handbook/DocAPAFormatting.html); and
- [http://www.library.arizona.edu/search/reference/citation-apa.html](http://www.library.arizona.edu/search/reference/citation-apa.html).

Hybrid and Online Courses

The courses associated with undergraduate student teaching (EDU 464, EDU 474, EDU 484, EDU 494) and supervised teaching (EDU 495) are “hybrid”, which means they are taught face-to-face and online. It is crucial that student teachers access both means of instruction regularly. Required, face-to-face seminars are held weekly, on campus. The graduate MASPE courses are all on-line and require no face-to-face meetings. Electronic copies of all documents for the courses are available in Blackboard (Bb). To make things easier for everyone, all the EDU student teaching/supervised teaching courses are combined into one shared course in Blackboard, which can be accessed from the KSU home page at [http://www.kysu.edu](http://www.kysu.edu) or directly at [http://blackboard.kysu.edu/webapps/portal/frameset.jsp](http://blackboard.kysu.edu/webapps/portal/frameset.jsp).

Major assessments for student teaching courses are housed in LiveText, and student teachers are required to purchase a LiveText access code. Through an agreement between the School of Education and LiveText, the access codes available in the KSU bookstore are less expensive than are the access codes offered online. Access to LiveText also is required of Cooperating Teachers and University Supervisors and it is provided, without charge, by the School of Education.

Assistance with Technology, Media, and Academic Content

- Blackboard: Ms. Jennifer Miles at jennifer.miles@kysu.edu or 502-597-5127.
- LiveText: Mrs. Birch, School of Education Instructional Technologist, at saundra.birch@kysu.edu or 502-597-5573.
- KSU Information Technology (IT) Help Desk: helpdesk@kysu.edu or 502-597-5743; KSU e-mail, Banner, and other technical questions.
- Education Computer Lab: Hathaway Hall 110, 8:00 am - 4:00 pm, Monday - Friday, except when it is used for classes or meetings; Ms. Miller, School of Education.
Administrative Assistant at donna.miller@kysu.edu or 502-507-5918; access to Microsoft Office (e.g., Word, Excel, PowerPoint) and the internet; no printer available.

- Education Curriculum Lab: Blazer Library basement; Mr. Bobby Walter at bobby.walter@kysu.edu. P-12 texts, trade books, posters, activity kits, audiotapes, multimedia recordings.
- Academic Center for Excellence Lab (ACE): Carl M. Hill Student Center 110; ace@kysu.edu or 502-597-6680; Click Schedules for complete listing.
- Finding Resources In Education for NontraDitional Students (FRIENDS): support for nontraditional students beginning or continuing their education as adult learners; assistance in college reading, writing, study skills, time management.

Assessment of Student Teacher Performance

To be fair, valid, reliable, and effective, assessment must be a continuous, comprehensive process that is clearly shared with the individuals being assessed. In student teaching, all stakeholders are involved in this process, including student teachers, Cooperating Teachers, University Supervisors, the Coordinator of Field and Clinical Experiences, the Teacher Education Committee, and field partners.

Professional Dispositions

The faculty and staff of KSU’s School of Education value professional dispositions so highly that it is one of the four tenets of our conceptual framework. We continually ask our field partners about dispositions they feel are most important to the success of professional educators, and we assess these dispositions systematically. The disposition measures currently used are Professional Dispositions: Student Self-Assessment and Professional Dispositions: Mentor Assessment. Beginning in fall 2013, a revised measure, the Kentucky State University Teacher Candidate Dispositions Self-Assessment will be implemented. Disposition rating scales are completed by multiple people at multiple times. Cooperating Teachers and student teachers complete pre-assessments, and Cooperating Teachers, University Supervisors, and student teachers complete post-assessments.

Assignments

Student teachers complete written assignments to demonstrate their knowledge, skills, professional dispositions, and cultural competence in teaching and learning. Several of the assignments parallel those required by Kentucky Teacher Internship Program (KTIP), including:

- Unit of Instruction and Unit Report,
- Teaching and Learning Context,
- Collaboration Project, and
- Leadership Project.

Academic Honesty

We expect all KSU candidates to be honest. They are encouraged to consult with other student teachers about their teaching and course assignments, and they may get good ideas from
the internet, if they cite their sources. However, using an idea (including a lesson plan) from the internet, without citing the source, is considered plagiarism. KSU policies regarding academic honesty, including the offenses of cheating and plagiarism, are upheld in student teaching. The *Publication Manual of the American Psychological Association, 6th edition* provides excellent information on citing sources and avoiding plagiarism. Academic honesty is addressed in the *Kentucky State University Catalogue* at [http://www.kysu.edu/about/divisions/studentAffairsAndEnrollment/enrollmentManagement/registrar/Kentucky+State+University+Catalogue.htm](http://www.kysu.edu/about/divisions/studentAffairsAndEnrollment/enrollmentManagement/registrar/Kentucky+State+University+Catalogue.htm).

**Observations**

Cooperating Teachers (CTs) and University Supervisors (USs) conduct scheduled observations of student teachers, as they teach P-12 students.

- Student teachers and supervised teachers in the high school content areas (biology, English, mathematics, and social studies) are observed in their one placement four times by their US and four times by their CT.
- Student teachers in art, elementary, health and/or PE, IECE, music, and special education (MASPE) are observed twice by their first CT in their first placement, twice by their second CT in their second placement, and four times by their US across both placements.

Cooperating Teachers and University Supervisors complete a *Student Observation Record (SOR)* in LiveText, for every observation. Observations should be spaced over the semester in order to give student teachers time to implement suggestions and make improvements. In order to provide student teachers with multiple sources of assessment over multiple times, Cooperating Teachers and University Supervisors are asked not to conduct observations at the same time. They should try to observe their student teachers as they (a) implement a lesson from their Unit of Instruction and (b) solo teach. (See below.)

Student teachers prepare themselves and their observers for scheduled observations by providing their Cooperating Teachers and University supervisors with electronic lesson plans that follow a required format, in advance of each observation. While student teachers may follow their schools’ designated format for most lesson plans, they must complete the *KSU Lesson Plan* for observed lessons. The format and guiding instructions for the *KSU Lesson Plan* are provided in Blackboard and in Appendix H of this manual. Cooperating Teachers and University Supervisors evaluate their student teachers’ lesson plans, using the rubric provided.

**Solo Teaching**

Student teachers must demonstrate that they are ready to lead their own classrooms by engaging in two weeks of solo teaching. Student teachers who have one placement all semester solo teach for two consecutive weeks. Those who have two placements solo teach for one week in the first placement and another week in the second. The *Unit of Instruction* may coincide or overlap with the solo weeks, but this is not required. For a successful solo week, the student teacher switches roles with the Cooperating Teacher and takes on all responsibilities. The Cooperating Teacher remains present, at all times, to help and supervise. Student teachers are encouraged to collaborate with appropriate school personnel, including other teachers, paraeducators/teacher aids, special education teachers, school counselors, school social workers, school psychologists, speech/language teachers, and occupational therapists, while preparing for and implementing their solo weeks. Again, Cooperating Teachers and University Supervisors
Grades

The goal of student teaching is for candidates to demonstrate the knowledge, skills, and dispositions of a beginning teacher, in diverse educational settings. To promote authentic, valid, reliable evaluations, as related to this goal, data from process and product assessments are gathered from Cooperating Teachers, University Supervisors, the Coordinator of Field and Clinical Experiences, and student teachers, themselves. Student teachers must demonstrate the ten Kentucky Teaching Standards at “meets standard” (level 3), in order to pass student teaching.

Course requirements for student teaching must be met within designated timelines. A student teacher who does not demonstrate competence, within prescribed timelines or along one or more of the ten Teacher Standards, will either fail the course or make a grade of Incomplete. This decision is made by the Coordinator of Field Experiences, in collaboration with the Cooperating Teacher(s) and University Supervisor. A student teacher who fails the course may be allowed to re-apply for admission to student teaching at a future date, according to the situation and the policies and procedures of the Teacher Education Committee (TEC) and KSU. A student teacher who earns an Incomplete must complete all requirements and meet all expectations at an acceptable level, within designated timelines, according to program standards, and adhering to the policies of the university. A student teacher who chooses to appeal a grade must do so according to KSU policies and procedures, as published in the university Catalogue.

Teacher Certification

In addition accreditation at the national level by the National Council for Accreditation of Teacher Education (NCATE), KSU’s teacher education programs are approved by the Education Professional Standards Board (EPSB) to lead to teacher certification in Kentucky. Therefore, to complete a program in teacher education, student teachers must complete all requirements for Kentucky certification in their area of study, even if they do not plan to teach, they plan to teach outside the Commonwealth, or they plan to teach in schools that do not require teacher certification. EPSB is the governing body for Kentucky teacher certification, and all requirements for certification may be found through its comprehensive website at http://www.kyepsb.net/certification/certstandardroutes.asp. It is the responsibility of student teachers to keep themselves up-to-date on these requirements, as they can and do change. If candidates intend to teach in states other than Kentucky, it is their responsibility to find out the requirements for certification in those states. Certification is not automatic upon program completion. Graduates must complete and submit a state form (TC-1) to the departmental office, in Hathaway Hall 108, and also arrange for all undergraduate and graduate transcripts to be sent to EPSB. The Coordinator of Field and Clinical Experiences is available to help student teachers with this process.

Conclusion

This manual is provided to explain major regulatory policies, roles, and procedures pertaining to student teaching at Kentucky State University. It is designed to inform and assist student teachers, Cooperating Teachers, University Supervisors, and field partners about this.
important aspect of our teacher education program. All policies, procedures, and decisions are made in the spirit of assuring that P-12 students in Kentucky’s public schools are protected and that they are taught by student teachers who demonstrate the knowledge, skills, dispositions, and cultural competence expected by our Teacher Education Program and the Commonwealth of Kentucky.
Appendix A
16 KAR 1:020. Professional Code of Ethics for Kentucky School Certified Personnel

Necessity, Function, and Conformity: 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.)

Printed Name: ________________________________

Signature: ________________________________ Date: ___________
Appendix B
Ethical Principles for Special Education Professionals

Professional special educators are guided by the CEC professional ethical principles and practice standards in ways that respect the diverse characteristics and needs of individuals with exceptionalities and their families. They are committed to upholding and advancing the following principles:

A. Maintaining challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.

B. Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.

C. Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.

D. Practicing collegially with others who are providing services to individuals with exceptionalities.

E. Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.

F. Using evidence, instructional data, research and professional knowledge to inform practice.

G. Protecting and supporting the physical and psychological safety of individuals with exceptionalities.

H. Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.

I. Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in laws, regulations, and policies.

J. Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.

K. Engaging in the improvement of the profession through active participation in professional organizations.

L. Participating in the growth and dissemination of professional knowledge and skills.

__________________________    _________________________
Printed Name                      Signature

______________________________
Date

Adopted by the CEC Board of Directors, January 2010

KSU Student Teaching Manual (spring 2013)  p. 22
SECTION III. CHARACTER AND FITNESS

(This form must be completed with each certification application and submitted to the Education Professional Standards Board, Division of Certification, 100 Airport Road, 3rd Floor, Frankfort, KY 40601, (502) 564-4606, (888) 598-7667, or www.Kyepsb.net)

Name: ___________________________ Social Security Number: ___________________________

Address: ___________________________ (Street) ___________________________ (City) ___________________________ (State) ___________________________ (Zip Code) ___________________________

Telephone Number: ___________________________

Answer each question by circling "yes" or "no." If you answer "yes" to any question, you must submit a full explanation using a separate sheet of paper.

If you have ever held, or currently hold a professional certificate, license, credential, or other document issued to you by any jurisdiction (other than Kentucky) within the United States or abroad, enclose a copy of the certificate(s) or provide the following:

State or Jurisdiction: ___________________________ Certificate Number: ___________________________

Type: ___________________________ Issue Date: ___________________________ Expiration Date: ___________________________

1. Have you ever had a professional certificate, license, credential, or any document issued to you for practice denied, suspended, revoked, or voluntarily surrendered? Yes No

2. Are you currently being reviewed or investigated for purposes of such action as stated in #1 or is such action pending? Yes No

3. Have you ever been dismissed, resigned, released, or asked to resign/retire or discharged from a professional position or military service for immorality, incompetence, willful neglect of duty, misconduct, or presenting false information toward obtaining the position? Yes No

4. Is any such action as stated in #3 pending? Yes No

5. Have you ever been convicted of a felony or misdemeanor (other than a moving traffic violation), been found guilty, or entered a plea of nolo contendere (no contest), even if adjudication was withheld, in Kentucky or any other state? Yes No

6. If you indicated "yes" to any items, #1 through #5, has that action been reviewed by the Education Professional Standards Board? Yes No

(Date of Review) ___________________________

I affirm and declare that all information given by me on this form is true, and correct, and complete to the best of my knowledge. I understand that any misrepresentation of facts, by omission or addition, may result in the denial or revocation of my teaching certificate. Further, I understand that KRS 161.120 provides that a teaching certificate may be revoked at any time upon determination that false information was presented toward obtaining a teaching certificate.

I declare that I understand the standard for personal and professional conduct expected of a professional educator in Kentucky. I further certify that I have read and examined the CODE OF ETHICS (page 4) applicable to school personnel, understand its provisions, and agree to abide by its terms during the course of my career as a professional educator.

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

RELATES TO: KRS 161.020, 161.028, 161.030, 161.042
STATUTORY AUTHORITY: KRS 161.028, 161.030, 161.042
NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028 requires that an educator preparation institution be approved for offering the preparation program corresponding to a particular certificate on the basis of standards and procedures established by the Education Professional Standards Board. KRS 161.030 requires that a certificate be issued to a person who has completed a program approved by the Education Professional Standards Board. KRS 161.042 requires the Education Professional Standards Board to promulgate an administrative regulation relating to student teachers, including the qualifications for cooperating teachers. This administrative regulation establishes the standards for admission, placement, and supervision in student teaching.

Section 1. Definition. "Cooperating teacher" means a teacher employed in a public school or a nonpublic school which meets the state performance standards as established in KRS 156.160 or which has been accredited by a regional or national accrediting association who is contracting with an educator preparation institution to supervise a student teacher for the purpose of fulfilling the student teaching requirement of the approved educator preparation program.

Section 2. Cooperating Teacher Eligibility Requirements. (1) The cooperating teacher, whether serving in a public or nonpublic school, shall have:
(a) A valid teaching certificate or license for each grade and subject taught; and
(b) At least three (3) years of teaching experience as a certified educator.
(2) A teacher assigned to a teaching position on the basis of a provisional, probationary, or emergency certificate issued by the Education Professional Standards Board shall not be eligible for serving as a cooperating teacher.
(3) The district and educator preparation program shall select teachers to be cooperating teachers who demonstrate the following:
(a) Effective classroom management techniques that promote an environment conducive to learning;
(b) Best practices for the delivery of instruction;
(c) Mastery of the content knowledge or subject matter being taught;
(d) Aptitude and ability to contribute to the mentoring and development of a preservice educator;
(e) Usage of multiple forms of assessment to inform instruction; and
(f) Creation of learning communities that value and build upon students’ diverse backgrounds.
(4) An educator preparation program shall give a teacher who holds a teacher leader endorsement pursuant to 16 KAR 5:010, Section 12(3), priority consideration when selecting a cooperating teacher.
(5) Beginning September 1, 2013, prior to student teacher placement, a cooperating teacher shall receive training approved by the Education Professional Standards Board and provided at no cost to the cooperating teacher by the educator preparation institution which shall include the following components:
(a) Basic responsibilities of a cooperating teacher;
(b) Best practice in supporting the student teacher; and
(c) Effective assessment of the student teacher.
(6) Beginning September 1, 2013, educator preparation programs shall maintain a pool of cooperating teachers who have met the requirements of this section.
(7) Beginning September 1, 2013, each educator preparation institution shall file an electronic report with the Education Professional Standards Board every semester which identifies the following:
(a) Each candidate at the educator preparation institution enrolled in student teaching;
(b) The candidate’s assigned school;
(c) The cooperating teacher assigned to each candidate;
(d) The cooperating teacher’s area of certification;
(e) The cooperating teacher’s years of experience as a certified or licensed educator; and
(f) The date the cooperating teacher completed the training required in subsection (5) of this section.

Section 3. Admission to Student Teaching. In addition to the appropriate sections of the National Council for Accreditation of Teacher Education (NCATE) standards which are incorporated by reference in 16 KAR 5:010, each educator preparation institution shall determine minimum standards for admission to student teaching which shall include the procedures established in this section. Admission to student teaching shall include a formal application procedure for each teacher candidate.
(1) A record or report from a valid and current medical examination, which shall include a tuberculosis (TB) risk assessment, shall be placed on file with the admissions committee.

KSU Student Teaching Manual (spring 2013)
(2) Prior to and during the student teaching experience, the teacher candidate shall adhere to the Professional Code of Ethics for Kentucky School Personnel established in 16 KAR 1:020.

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

(a) Engagement with diverse populations of students which include:
   1. Students from a minimum of two (2) different ethnic or cultural groups of which the candidate would not be considered a member;
   2. Students from different socioeconomic groups;
   3. English language learners;
   4. Students with disabilities; and
   5. Students from across elementary, middle school, and secondary grade levels;
(b) Observation in schools and related agencies, including:
   1. Family Resource Centers; or
   2. Youth Service Centers;
(c) Student tutoring;
(d) Interaction with families of students;
(e) Attendance at school board and school-based council meetings;
(f) Participation in a school-based professional learning community; and
(g) Opportunities to assist teachers or other school professionals.

(4) The educator preparation program shall require the candidate to submit a record of all clinical hours for review and confirmation that the candidate has fulfilled the field experiences required in subsection (3) of this section.

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

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

Section 5. University Supervisor. (1) The university supervisor shall make periodic observations of the student teacher in the classroom and shall prepare a written report on each observation and share it with the student teacher.
(2) The observation reports shall be filed as a part of the student teacher record and used as a validation of the supervisory function.
(3) A student teacher shall receive periodic and regular on-site observations and critiques of the actual teaching situation a minimum of four (4) times, excluding seminars and workshops.
(4) The university supervisors shall be available to work with the student teacher and personnel in the cooperating school regarding any problems that may arise relating to the student teaching situation.
(5) The educator preparation program shall select a clinical faculty member to serve as a university supervisor who demonstrates the following:
   (a) Effective classroom management techniques that promote an environment conducive to learning;
   (b) Best practices for the delivery of effective instruction;
   (c) Dispositions that contribute to the mentoring and development of a preservice educator;
   (d) Knowledge and skills in the use of formative and summative assessments; and
   (e) The ability to participate in a community of professionals committed to supporting the effective instructional practice of each student teacher.
(6) Beginning September 1, 2013, university supervisors shall receive training approved by the Education Professional Standards Board and provided at no cost to the university supervisor by the educator preparation institution which shall include the following components:
   (a) Basic responsibilities of a university supervisor;
   (b) Best practice in supporting the student teacher; and
   (c) Effective assessment of the student teacher.
(7) Beginning September 1, 2013, educator preparation programs shall maintain a pool of clinical faculty members who have met the requirements of this section.

Section 6. Professional Experience. (1) In addition to the appropriate NCATE standards incorporated by reference in 16 KAR 5:010, the educator preparation institution shall provide opportunities for the student teacher to assume major responsibility for the full range of teaching duties, including extended co-teaching experiences, in a real school situation under the guidance of qualified personnel from the educator preparation institution and the cooperating elementary, middle, or high school. The educator preparation program and the school district shall make reasonable efforts to place student teachers in settings that provide opportunities for the student teacher to develop and demonstrate the practical skills, knowledge, and professional dispositions essential to help all P-12 students learn and develop.
(2) A student teacher shall not be placed in a setting that is not consistent with his or her planned certification content and grade range.

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

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

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

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

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

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

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

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

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

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

   1. Enrich the learning of P-12 students; and
   2. Support the student teacher’s professional growth and communication; and

(e) Providing opportunities for the student teacher to:

   1. Engage in extended co-teaching experiences with an experienced teacher;
   2. Engage in reflective self-assessment that informs practice;
   3. Maintain regular professional conversations with experienced teachers other than the cooperating teacher;
   4. Participate in regular and extracurricular school activities;
   5. Participate in professional decision making; and

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

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

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

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

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

Section 7. Compensation of Cooperating Teachers.

(1) The Education Professional Standards Board may make arrangements with local school districts to compensate a cooperating teacher.

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

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

(b) Each report shall include:

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

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

(3)(a) Upon receipt of the report, the Education Professional Standards Board shall contact each cooperating teacher by electronic mail and forward a copy of the Instructions for Electronic Payment Vouchers to the cooperating teacher to provide instructions on how to create and electronically sign an electronic payment voucher.
(b) The electronic payment voucher shall be electronically signed by the cooperating teacher, building principal, and the college supervisor as verification of the cooperating teacher’s service to the student teacher and submitted to the Education Professional Standards Board:
1. On or before December 15 during the fall semester; or
2. On or before May 1 during the spring semester.
(c) If a cooperating teacher fails to provide the completed electronic payment voucher by the date established in paragraph (b) of this subsection, the cooperating teacher shall not be eligible to receive any compensation available under this administrative regulation.
(4)(a) The payment to a cooperating teacher shall be determined based upon available funding allocated under the biennial budget bill and the total number of weeks served by all cooperating teachers reported for the fiscal year.
(b) The payment shall be allocated to a cooperating teacher based upon the number of weeks the teacher supervised a student teacher as reported in subsections (2) and (3) of this section.
(5) Payments to cooperating teachers shall be disbursed to the school districts or to cooperating teachers in nonpublic schools by the Education Professional Standards Board:
(a) On an annual basis; and
(b) On or before June 30.
(6) Any payment of state funds under this administrative regulation shall:
(a) Be a supplement to the compensation provided by an educator preparation institution to a cooperating teacher who is supervising an institution’s student teacher; and
(b) Not supplant the educator preparation institution’s compensation responsibility.

Section 8. Incorporation by reference. (1) "Instructions for Electronic Payment Vouchers", October 2011, is incorporated by reference.
(2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m. (23 Ky.R. 4281; eff. 8-4-97; Am. 27 Ky.R. 1082; 1475; eff. 12-21-2000; 28 Ky.R. 2077; 2347; eff. 5-16-2002; Recodified from 704 KAR 20:706, 7-2-2002; 33 Ky.R. 838; 1274; eff. 12-1-06; 38 Ky.R. 637; 887; eff. 11-14-11.)
Appendix E

Legal Status of Student Teachers

The following is an attorney general's opinion about the legal status of student teachers.

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

Whether KRS 161.042(3) when it states that student teachers "shall have the same legal status and protection as a certified teacher employed within the school district..." means that said teacher would be subject to tort liability.

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

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

Our answer is negative. KRS 161.042 reads as follows:
A student teacher who is jointly assigned under agreement by a teacher education institution and a local board of education shall have the same legal status and protection as a certified teacher employed within the school district but shall be subject to the direction and supervision of the professional, administrative, and teaching staff of the school district.

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

Ed. W. Hancock
Attorney General
Professional Educator, thank you for welcoming a KSU teacher candidate into your learning environment. We need this information for our field records to meet state and national accreditation and regulatory requirements.

Teacher candidates, fill in as much accurate information as you can gather independently before giving this to the Professional Educator.

**KSU Teacher Candidate Information**

Name: ___________________________  Semester: ___________
Course instructor: ________________  Course prefix, number, & section: _______

**School Information**

School: ___________________________  School population: ______
School district: ____________________  Telephone: ________________
School address: ____________________

Gender and Ethnicity (number of students):  
- # Females: ___  # Males: ___
- White: ___  Black/African American: ___  American Indian/Alaska Native: ___
- Asian: ___  Hispanic/Latino Origin: ___  Native Hawaiian/Other Pacific Islander: ___
- Multiracial: ___  Students who qualify for free or reduced meals: ___
- 504 Plans: ___  IEPs/IFSPs: ___  GSSPs: ___  ELL: ___  Behavior Plans: ___

**Professional Educator Information**

Name: ___________________________  Official title: _____________________
Ethnicity: ___________________________  Gender: _____________________
1st year employed as certified teacher, in a non-emergency position: _____________________
Degree(s): ___________________________
Current certification(s): ___________________________
NBC: _________  School e-mail address: ___________________________

**Classroom Information**

Grade: ___  Class enrollment: ___  # Females: ___  # Males: ___
Content area(s): ___________________________
- 504 Plans: ___  IEPs/IFSPs: ___  GSSPs: ___  ELL: ___  Behavior Plans: ___
Underlined instructions are provided throughout this document to guide you in completing your own Teaching and Learning Context, which must be based on a real classroom setting. Before submitting your assignment to your instructor, delete all the underlined instructions. Keep the headings and subheadings and pay attention to spacing, so that your final document is organized and professional.

KSU Student: Report Date:
Degree Program: Certification Area:
KSU Course: Instructor:

School and Classroom Setting

District: School:
Principal: School Hours:
School Population: Free/Reduced Meals Recipients: %
Grade: Teacher:

District and School Data and Goals

Locate the resources below to learn about the district, school, and student standardized test scores and then write an overview. Include the school’s mission. You will find all the resources you need online via Kentucky Department of Education at http://www.education.ky.gov/KDE. Provide hyperlinks that will take the reader directly to your exact sources for this school. You may quote the school mission directly but, for all other information, use your own words; do not cut and paste information from the internet.

- Comprehensive District Improvement Plan (CDIP)
- Comprehensive School Improvement Plan (CSIP)
- School Report Card (SRC)
- Interim Performance Report (IPR)
- No Child Left Behind Report (NCLB)

Remember to delete all underlined instructions.

Classroom Observations

Use the table below to report on at least three learning activities that you observed. Provide the date, time, grade and teacher’s name, a brief description of the activity, and the alignment of the activity with state standards for student learning. Align activities in Mathematics and English Language Arts with Kentucky Core Academic Standards (PDF) and activities in all other content areas with Core Content for Assessment 4.1 at http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Core+Content+for+Assessment/Core+Content+for+Assessment+4.1/.
Resources

Locate resources that are available in the school and classroom. Tour the school to observe the teaching resources and go online to find out who fills the professional roles listed.

**Technical resources.** What technical/multimedia resources are available in the classroom? computer lab? media center? library? Who provides technical assistance to teachers?

**Health and physical education resources.** What HPER resources are available in the classrooms, gymnasium, and (for P-5) playground?

**Art resources.** What art resources are available in the classroom? the school?

**Music resources.** What music resources are available in the classroom? the school?

**Instructional resources.** What curricular materials are available for academic instruction? Include texts, manualized instructional materials, trade books, and educational games.

**Consumable resources.** What consumable resources (e.g., binders, notebooks, folders, agendas, paper, pencils) are provided for students in this classroom? Who purchases these supplies?

**Resource personnel.** Who fills these important roles in the school?

- Principal:
- Vice Principal/Dean/PSA:
- School office personnel:
- Special Education Coordinator: If this professional also serves other schools, explain when she or he is at this school.
- Special Education Teacher(s): If this professional also serves other schools, explain when she or he is at this school.
- Teacher Aides/Teaching Assistants/Para Educators:
- Custodians:
- Cafeteria Manager:
- School Counselor: If this professional also serves other schools, explain when she or he is at this school.
- School Social Worker: If this professional also serves other schools, explain when she or he is at this school.
• School Nurse: If this professional also serves other schools, explain when she or he is at this school.
• School Psychologist: If this professional also serves other schools, explain when she or he is at this school.
• Family Resource Center Director: If this professional also serves other schools, explain when she or he is at this school.
• PTA President:
• Volunteer Coordinator:

Student Demographics and Characteristics

Student demographics. Provide the total enrollment in this class (not the entire school), the gender percentages, the students’ cultural/ethnic identities, and their native languages.

Students with special needs. What are the special needs of students in this classroom? Unless you are a Supervised Teacher or MASPE student, do not ask the teacher for the names of students with special needs. Ask only what the needs are. How many students have 504 Plans? Individualized Education Programs (IEPs)? Gifted/Talented Student Services Plans (GSSPs)? Behavior Intervention Plans (BIP) or Positive Behavior Intervention and Support plan (PBIS)? How many students are in the process of being referred for special education services?

Student achievement levels. What percentage of the students in this class achieve below grade level? At grade level? above grade level? Again, unless you are a Supervised Teacher or MASPE student, do not ask the teacher for student identities.

Student learning styles. What learning styles have you observed in this class. Consider all of the following: visual, auditory, kinesthetic; social, solitary; active, reflective; sensing, intuitive; sequential, global.

Implications for Teaching and Learning

This is the most important section of this report, so take time to think deeply and critically. How do the factors you have presented here influence teaching and learning in this classroom? For example, how do the school’s mission, performances, and goals affect what the administration and teachers emphasize as most important, to the students in this school? How do the school mission, performances, and goals affect what the teacher teaches and does not teach, in this classroom? How do school and classroom resources affect what and how the teacher teaches and what and how the students learn, in this classroom? How does the teacher address the demographics and characteristics of his/her students? Recognizing that each student is an individual, how does the teacher differentiate instruction based on the different needs, achievement levels, and learning styles of students, in her/his classroom.
### Rubric for Field Report: Teaching and Learning Context

<table>
<thead>
<tr>
<th>Format</th>
<th>Above Standard</th>
<th>Meets Standard</th>
<th>Approaches Standard</th>
<th>Below Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professionally written report follows assigned format, with headings and subheadings. Instructions and standards tables are not included in final document. Writing clarity and mechanics are excellent.</td>
<td>Well written report follows assigned format, with headings and subheadings. Instructions are standards table are not included in final document. Writing clarity and mechanics are good.</td>
<td>Report follows assigned format, with headings and subheadings. However, instructions and standards table were left in the final document or writing clarity/mechanics are problematic.</td>
<td>Report does not follow assigned format or instructions and standards table were left in the document and writing mechanics/clarity interfere with communication.</td>
</tr>
<tr>
<td>Self-identifying Information</td>
<td>N/A</td>
<td>Complete and accurate data.</td>
<td>Slightly incomplete data.</td>
<td>Significantly incomplete or inaccurate data.</td>
</tr>
<tr>
<td>School &amp; Classroom Setting</td>
<td>Complete, current, accurate, pertinent data about the district and school are provided in student’s own words. Direct links to appropriate data sources are provided and reflect exceptional research.</td>
<td>Accurate data about the district and school are provided in student’s own words. Direct links to appropriate data sources are provided and reflect adequate research.</td>
<td>Accurate data about the district and school are provided in student’s own words but hyperlinks do not lead directly to data sources.</td>
<td>Incomplete or inaccurate data about the district, and school or hyperlinks are not provided or information was cut &amp; pasted from the internet.</td>
</tr>
<tr>
<td>Classroom Observations</td>
<td>Comprehensive field observations to gather data. Exceptional understanding of current content standards.</td>
<td>Adequate field observations to gather data. Good understanding of current content standards.</td>
<td>Adequate field observation to gather data, although content alignment is inadequate.</td>
<td>Inadequate field observations to gather data and/or content alignment is inadequate.</td>
</tr>
<tr>
<td>Resources</td>
<td>Excellent description of school, classroom, and personnel resources reflects exceptional research in and of the</td>
<td>Thorough description of school, classroom, and personnel resources.</td>
<td>Thorough description of two of the three: school, classroom, personnel.</td>
<td>Incomplete, inaccurate, or generic description of school, classroom, and personnel resources.</td>
</tr>
</tbody>
</table>

KSU Student Teaching Manual (spring 2013)  
 p. 33
<table>
<thead>
<tr>
<th>Setting</th>
<th>Student Demographics &amp; Characteristics</th>
<th>Implications for Teaching and Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceptional description of the demographics &amp; characteristics of students in this classroom.</td>
<td>Thorough description of characteristics of students observed in this classroom.</td>
<td>Description of the students’ demographics and characteristics is slightly incomplete or estimated.</td>
</tr>
<tr>
<td>Student data are missing or fabricated or report violates student confidentiality.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Exceptional understanding of how the factors discussed influence teaching and learning in this classroom. Deep reflection, high-level thinking, and multicultural dispositions are demonstrated. | Good understanding of how the factors discussed influence teaching and learning in this classroom. Unbiased dispositions are demonstrated. | Some understanding of how the factors discussed influence teaching and learning in this classroom, with clear effort to avoid stereotypes/biases. |
| Little thought evident as to how the factors discussed influence teaching and learning in this classroom or discussion reflects harmful cultural stereotypes and biases. |
Appendix H
KSU Lesson Plan *

KSU Teacher Candidate:        Date:        Content
# of Students:        Age/Grade Level:       
Area:        
Unit Title:        Lesson Title:       

Lesson Overview

(a) Identify the essential questions and/or unit objective(s) addressed by this lesson.

(b) Identify the student outcomes and show connections with Kentucky standards for P-12 students: Kentucky Core Academic Standards http://education.ky.gov/curriculum/docs/pages/kentucky-core-academic-standards--new.aspx

(c) Describe your students’ prior knowledge and skills that relate to this lesson. How will you trigger this prior knowledge?

(d) Explain how this lesson will contribute to your students meeting one or more learning outcomes of the Unit of Instruction.

(e) Explain how this lesson will address your students’ characteristics and how you will differentiate instruction to meet diverse student needs.

(f) Describe how your analysis of student pre-assessment data led to the student outcomes you have identified for this lesson.

Graphic Organizer

<table>
<thead>
<tr>
<th>Student Outcome</th>
<th>Assessment Plan</th>
<th>Instructional Strategies/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome:</td>
<td>Description:</td>
<td>Strategy/Activity:</td>
</tr>
<tr>
<td></td>
<td>Accommodations:</td>
<td>Differentiated Strategies/Activities:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Media/Technology/Resources:</td>
</tr>
<tr>
<td>Outcome:</td>
<td>Description:</td>
<td>Strategy/Activity:</td>
</tr>
<tr>
<td></td>
<td>Accommodations:</td>
<td>Differentiated Strategies/Activities:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Media/Technology/Resources:</td>
</tr>
<tr>
<td>Outcome:</td>
<td>Description:</td>
<td>Strategy/Activity:</td>
</tr>
</tbody>
</table>
### Accommodations: Differentiated Strategies/Activities: Media/Technology/Resources:

<table>
<thead>
<tr>
<th>Outcome:</th>
<th>Description:</th>
<th>Strategy/Activity:</th>
<th>Differentiated Strategies/Activities: Media/Technology/Resources:</th>
</tr>
</thead>
</table>

### Lesson Procedures

Describe the scope and sequence of the instructional strategies and activities you will use to engage all the students and accomplish the outcomes. Within this sequence, describe how the differentiated strategies will meet individual student needs, including those of diverse learners. (Include the who, what, when, and where of your planned instructional strategies and activities.)

* This lesson plan is based on Task A-2: Lesson Plan of the Kentucky Teacher Internship Program (KTIP, revised fall 2011): [http://www.kyepsb.net/internships/ktiptpatemplates.asp](http://www.kyepsb.net/internships/ktiptpatemplates.asp).

Note: Cite any and all resources you use to create your lesson plan. Using individuals’ or groups’ ideas/documents/websites without giving them credit constitutes plagiarism.
### Rubric for Assessing a KSU Lesson Plan

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Standard</th>
<th>Meets Standard</th>
<th>Approaches Standard</th>
<th>Below Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Format &amp; Originality</strong></td>
<td>Professionally written lesson plan follows assigned format. Writing mechanics and clarity are excellent. The plan is the student’s own creation.</td>
<td>Well written lesson plan follows assigned format. Writing mechanics and clarity are good. The plan is the student’s own creation.</td>
<td>Lesson plan follows assigned format. Writing mechanics and clarity are adequate. The plan is the student’s own creation.</td>
<td>Lesson plan does not follow assigned format and/or writing mechanics and clarity interfere with communication and/or much of the plan is not the student’s own work.</td>
</tr>
<tr>
<td><strong>Headings</strong></td>
<td>N/A</td>
<td>Complete and accurate information</td>
<td>Minor omission of information</td>
<td>Incomplete or inaccurate information</td>
</tr>
<tr>
<td><strong>(a) Essential Questions/Alignment with Unit</strong></td>
<td>Connections drawn between this lesson and essential questions and/or unit objectives reflect exceptional understanding of the content required for this academic area and level.</td>
<td>Connections drawn between this lesson and essential questions and/or unit objectives reflect good understanding of the content required for this academic area and level.</td>
<td>Connections drawn between this lesson and essential questions and/or unit objectives reflect minor misunderstanding of the content required for this academic area and level.</td>
<td>This lesson is not clearly related to a big picture (essential questions or unit objectives).</td>
</tr>
<tr>
<td><strong>(b) Lesson Alignment with State Standards</strong></td>
<td>Connections between student outcomes and state standards reflect exemplary understanding of both.</td>
<td>Student outcomes clearly address current state standards.</td>
<td>Connections between student outcomes and state standards reveal minor misunderstandings.</td>
<td>Student outcomes are not correctly linked with current state standards.</td>
</tr>
<tr>
<td><strong>(c) Students’ Prior Knowledge</strong></td>
<td>Exceptional explanation of students’ prior knowledge and skills that relate to this lesson</td>
<td>Clear explanation of students’ prior knowledge and skills that relate to this lesson</td>
<td>Vague or general explanation of students’ prior knowledge and skills that relate to this lesson</td>
<td>No or inaccurate explanation of students’ prior knowledge and skills that relate to this lesson</td>
</tr>
<tr>
<td><strong>(d) Contribution to Unit Assessment</strong></td>
<td>Exemplary explanation of how this lesson will contribute to the unit summative assessment</td>
<td>Clear explanation of how this lesson will contribute to the unit summative assessment</td>
<td>General link between this lesson and the unit summative assessment</td>
<td>Little or no connection between this lesson and the unit summative assessment</td>
</tr>
<tr>
<td><strong>(e) Student Characteristics</strong></td>
<td>Full, rich description of student characteristics includes deep insight into the needs of diverse learners</td>
<td>Description of student characteristics includes the needs of diverse learners</td>
<td>Description of student characteristics does not address the needs of diverse learners</td>
<td>Inadequate description of student characteristics</td>
</tr>
</tbody>
</table>

KSU Student Teaching Manual (spring 2013)  
**p. 37**
<table>
<thead>
<tr>
<th></th>
<th>Exceeds Standard</th>
<th>Meets Standard</th>
<th>Approaches Standard</th>
<th>Below Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>(f) Pre-Assessment</td>
<td>Exemplary explanation of how pre-assessment data were used to determine lesson outcomes</td>
<td>Clear explanation of how pre-assessment data were used to determine lesson outcomes</td>
<td>General explanation linking this lesson to previous assessment data</td>
<td>Little to no link between this lesson and previous student performances</td>
</tr>
<tr>
<td>Student Outcomes (table)</td>
<td>Learning outcomes meet all criteria at an exceptional level: observable, assessable, meaningful, developmentally appropriate, and understandable to the students.</td>
<td>Learning outcomes meet all criteria: observable, assessable, meaningful, developmentally appropriate, and understandable to the students.</td>
<td>Learning outcomes do not meet one of the criteria: observable, assessable, meaningful, developmentally appropriate, and understandable to the students.</td>
<td>Learning outcomes do not meet more than one of the criteria: observable, assessable, meaningful, developmentally appropriate, and understandable to the students.</td>
</tr>
<tr>
<td>Assessment Plan (table)</td>
<td>Planned assessment strategies demonstrate exceptional understanding of the qualitative and quantitative aspects of assessment. Planned accommodations will creatively and effectively address the diverse student needs discussed in section (e).</td>
<td>Planned assessment strategies demonstrate good understanding of assessment. Planned accommodations will effectively address the diverse student needs discussed in section (e).</td>
<td>Planned assessment strategies match planned student outcomes but show minor technical errors. Planned accommodations address the diverse needs discussed in section (e).</td>
<td>Planned assessment strategies reflect a lack of understanding of the basics of assessment. Accommodations are missing or are generic.</td>
</tr>
<tr>
<td>Instructional Strategies/Activities (table)</td>
<td>Exceptional scope and sequence of instructional strategies designed to engage students and accomplish the lesson’s outcomes. Creatively differentiated instructional strategies are described clearly. Plan includes teacher and student use of technology, before, during, and/or after the lesson.</td>
<td>Good scope and sequence of instructional strategies designed to engage students and accomplish the lesson’s outcomes. Differentiated instructional strategies are described clearly. Plan includes teacher and student use of technology, before, during, and/or after the lesson.</td>
<td>Adequate scope and sequence of instructional strategies designed to engage students and accomplish the lesson’s outcomes. Differentiated instructional strategies are provided. Plan includes teacher and/or student use of technology, before, during, and/or after the lesson.</td>
<td>Incomplete/inaccurate description of the scope and sequence of instructional strategies and/or no differentiated instructional strategies are provided and/or plan does not include teacher or student use of technology before, during, or after the lesson.</td>
</tr>
</tbody>
</table>

Grade and feedback:
KSU Student Teaching Manual (spring 2013)

Appendix I
Sample Schedule for KSU Student Teacher in One Placement

KSU’s student teaching is a gradual process designed to foster the candidate’s growth from the role of student to the professional role of teacher. This fundamental field experience should help the student teacher to gain knowledge, skills, professional dispositions, and confidence in teaching a diversity of students in a public school setting. With the understanding that the needs of schools, classrooms, Cooperating Teachers, and student teachers can and will vary, below are some scheduling suggestions. This sample schedule is designed for student teachers in one placement.

Week 1

The student teacher spends the first week adjusting to the school building and getting to know the students, as well as school and classroom expectations and procedures. S/he is observing and interviewing teachers and school staff, observing in the classroom, and assisting with teaching activities. S/he is not expected to plan or assess any learning activities this week.

- Become familiar with the location of all areas of the school (e.g., library, cafeteria, auditorium, gymnasium, classroom areas, counseling and administrative offices, faculty work areas). Learn about school policies, administrative procedures, and acceptable instructional practices as well as develop some understanding of curricula and the school population generally. Initiate conferences with administrators (e.g., principal, PCA); support staff (e.g., librarian, computer lab personnel, school counselor, school social worker, school psychologist, school nurse, Family Resource Center Director) and other teachers (e.g., art, music, PE, science). These activities will help with the Teaching and Learning Context assignment.
- Learn about supplementary resources, instructional materials, and equipment in the school and the community.
- Carefully observe classroom procedures, routines, and rules.
- Begin to learn student names, learning styles, academic needs, and behavioral patterns.
- Formally communicate with students’ families, either via a letter home, a classroom newsletter, or electronic means (campus portal, classroom web site), as an introduction.
- Begin to assume indirect teaching responsibilities, with the guidance of the Cooperating Teacher, such as checking attendance, keeping records, grading student assignments, and preparing bulletin boards.

Week 2

Begin to co-teach and, occasionally, to teach an activity planned by the Cooperating Teacher. Assist the Cooperating Teacher with learning activities, as ready and able.

Weeks 3-5

Collaborate with the Cooperating Teacher on all planning and assessment and teach one or two content areas/classes (e.g., reading, science, social studies, mathematics).

Weeks 6-15

Assume a full co-teaching role with the Cooperating Teacher. Collaborate together and
agree as to who will teach what, when, how, and with whom. Reflect on the strengths and areas for growth that have been observed by the Cooperating Teacher and University Supervisor and initiate actions that will enhance growth as a professional. During the two consecutive weeks of solo teaching, assume responsibility for all aspects of teaching, taking on the full duties of the Cooperating Teacher's daily activities.

Week 16

Shift to a less involved role with the students, gradually transferring all responsibilities back to the Cooperating Teacher and facilitating the upcoming transition to departure. Have a final conference with the Cooperating Teacher and the University Supervisor, preferably together, to review what has been gained through this extended field experience and what remains to be learned. Discuss plans for professional development. Take time to express appreciation to all the school faculty, staff, and administrators who been of help, during this important time of professional growth.
Appendix J
Sample Schedule for KSU Student Teacher in Two Placements

KSU’s student teaching is a gradual process designed to foster the candidate’s growth from the role of student to the professional role of teacher. This fundamental field experience should help the student teacher to gain knowledge, skills, professional dispositions, and confidence in teaching a diversity of students in a public school setting. With the understanding that the needs of schools, classrooms, Cooperating Teachers, and student teachers can and will vary, below are some scheduling suggestions. This sample schedule is designed for student teachers in two consecutive placements.

1st Placement

Week 1
The student teacher spends the first week adjusting to the school building and getting to know the students, as well as school and classroom expectations and procedures. S/he is observing and interviewing teachers and school staff, observing in the classroom, and assisting with teaching activities. S/he is not expected to plan or assess any learning activities this week.

- Become familiar with the location of all areas of the school (e.g., library, cafeteria, auditorium, gymnasium, classroom areas, counseling and administrative offices, faculty work areas). Learn about school policies, administrative procedures, and acceptable instructional practices as well as develop some understanding of curricula and the school population generally. Initiate conferences with administrators (e.g., principal, PCA); support staff (e.g., librarian, computer lab personnel, school counselor, school social worker, school psychologist, school nurse, Family Resource Center Director) and other teachers (e.g., art, music, PE, science). These activities will help with the Teaching and Learning Context assignment.
- Learn about supplementary resources, instructional materials, and equipment in the school and the community.
- Carefully observe classroom procedures, routines, and rules.
- Begin to learn student names, learning styles, academic needs, and behavioral patterns.
- Formally communicate with students’ families, either via a letter home, a classroom newsletter, or electronic means (campus portal, classroom web site), as an introduction.
- Begin to assume indirect teaching responsibilities, with the guidance of the Cooperating Teacher, such as checking attendance, keeping records, grading student assignments, and preparing bulletin boards.

Week 2
Begin to co-teach and, occasionally, to teach an activity planned by the Cooperating Teacher. Assist with learning activities, as ready and able.

Week 3
Collaborate with the Cooperating Teacher on all planning and assessment and teach one or two content areas/classes (e.g., reading, science, social studies, mathematics).
Weeks 4-7
Assume a full co-teaching role with the Cooperating Teacher. Collaborate together and agree as to who will teach what, when, how, and with whom. Reflect on the strengths and areas for growth that have been observed by the Cooperating Teacher and University Supervisor and initiate actions that will enhance growth as a professional. During the week of solo teaching, assume responsibility for all aspects of teaching, taking on the full duties of the Cooperating Teacher's daily activities.

Week 8
Shift to a less involved role with the students, gradually transferring all responsibilities back to the Cooperating Teacher and facilitating the upcoming transition to departure. Have a final conference with the Cooperating Teacher and the University Supervisor, preferably together, to review what has been gained through this extended field experience and what remains to be learned. Discuss plans for professional development. Take time to express appreciation to all the school faculty, staff, and administrators who been of help, during this important time of professional growth.

2nd Placement

Week 1

- Become familiar with the location of all areas of the school (e.g., library, cafeteria, auditorium, gymnasium, classroom areas, counseling and administrative offices, faculty work areas). Learn about school policies, administrative procedures, and acceptable instructional practices as well as develop some understanding of curricula and the school population generally. Initiate conferences with administrators (e.g., principal, PCA); support staff (e.g., librarian, computer lab personnel, school counselor, school social worker, school psychologist, school nurse, Family Resource Center Director) and other teachers (e.g., art, music, PE, science). These activities will help with the second Teaching and Learning Context assignment.
- Learn about supplementary resources, instructional materials, and equipment in the school and the community.
- Carefully observe classroom procedures, routines, and rules.
- Learn student names, learning styles, academic needs, and behavioral patterns.
- Formally communicate with students’ families, either via a letter home, a classroom newsletter, or electronic means (campus portal, classroom web site), as an introduction.
- Begin to assume indirect teaching responsibilities (check attendance, keep records, grade student assignments, prepare bulletin boards) and to co-teach, with the guidance of the Cooperating Teacher.

Weeks 2-7
Assume a full co-teaching role with the Cooperating Teacher. Collaborate together and agree as to who will teach what, when, how, and with whom. Reflect on the strengths and areas for growth that have been observed by the Cooperating Teacher and University Supervisor and initiate actions that will enhance growth as a professional. During the week of solo teaching, assume responsibility for all aspects of teaching, taking on the full duties of the Cooperating Teacher's daily activities.
Week 8

Shift to a less involved role with the students, gradually transferring all responsibilities back to the Cooperating Teacher and facilitating the upcoming transition to departure. Have a final conference with the Cooperating Teacher and the University Supervisor, preferably together, to review what has been gained through this extended field experience and what remains to be learned. Discuss plans for professional development. Take time to express appreciation to all the school faculty, staff, and administrators who been of help, during this important time of professional growth.
Appendix K
KSU Teacher Education Staff and Faculty

School of Education website: [http://education.kysu.edu/](http://education.kysu.edu/)
KSU telephone: 502-597-6000
Staff & faculty direct lines: 502-597-XXXX

<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Tel.</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Administration</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Beverly Downing</td>
<td>Hume</td>
<td>6443</td>
<td>Interim Associate Provost</td>
</tr>
<tr>
<td>Dr. Gashaw Lake</td>
<td>HH 424</td>
<td>6105</td>
<td>Dean, College of Professional Studies</td>
</tr>
<tr>
<td>Dr. Sylvia Mason</td>
<td>HH 108A</td>
<td>5988</td>
<td>Interim Chair, School of Education; NCATE Coordinator; MASPE Program Coordinator; Associate Professor</td>
</tr>
<tr>
<td><strong>Staff</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mrs. Sandy Birch</td>
<td>HH 104</td>
<td>5573</td>
<td>Technology Coordinator, School of Education</td>
</tr>
<tr>
<td>Mrs. Fran Bradshaw</td>
<td>HH 124</td>
<td>5575</td>
<td>Data Manager, School of Education</td>
</tr>
<tr>
<td>Ms. Donna Miller</td>
<td>HH 108</td>
<td>5919</td>
<td>Administrative Assistant II, School of Education</td>
</tr>
<tr>
<td>Mrs. Elisabeth Southard</td>
<td>HH 109</td>
<td>5793</td>
<td>Administrative Assistant, Field Office</td>
</tr>
<tr>
<td><strong>Faculty</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mr. John Bator</td>
<td>JH 205</td>
<td>5996</td>
<td>Art Education Program Coordinator; Associate Professor</td>
</tr>
<tr>
<td>Mr. Kalomo Bailey</td>
<td>BH</td>
<td>5815</td>
<td>Music Education Program Coordinator; Band Director</td>
</tr>
<tr>
<td>Dr. Barbara Buck</td>
<td>BH G-5</td>
<td>6593</td>
<td>Chair, Division of Fine Arts; Associate Professor</td>
</tr>
<tr>
<td>Dr. Bret Cormier</td>
<td>HH 107</td>
<td>6041</td>
<td>Assistant Professor, General Education &amp; Special Education</td>
</tr>
<tr>
<td>Mr. William Graham</td>
<td>EX 226</td>
<td>5865</td>
<td>Exum Director</td>
</tr>
<tr>
<td>Mr. Bruce Griffis</td>
<td>CH 208</td>
<td>6069</td>
<td>Biology Ed. Program Coordinator; Assistant Professor</td>
</tr>
<tr>
<td>Dr. Patricia Higgins</td>
<td>HH 101</td>
<td>5572</td>
<td>Elementary Ed. Program Coordinator; Kentucky Reading Project (KRP) site Coordinator; Associate Professor</td>
</tr>
<tr>
<td>Dr. Joel Jones</td>
<td>CH 113</td>
<td>5042</td>
<td>Mathematics Education Program Coordinator; Associate Professor</td>
</tr>
<tr>
<td>Name</td>
<td>Office</td>
<td>Tel.</td>
<td>Position</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------</td>
<td>------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Mr. Kevin Jones</td>
<td>HH 118</td>
<td>5571</td>
<td>Assistant Professor, general education</td>
</tr>
<tr>
<td>Dr. Shambra Mulder</td>
<td>HH 125</td>
<td>5918</td>
<td>Assistant Professor, general education &amp; special education</td>
</tr>
<tr>
<td>Dr. Sunday Obi</td>
<td>HH 102</td>
<td>5576</td>
<td>Professor, special education</td>
</tr>
<tr>
<td>Dr. Patricia Pearson</td>
<td>HH 228</td>
<td>5926</td>
<td>Social Studies Education Program Coordinator; Professor</td>
</tr>
<tr>
<td>Dr. Jo Anne Rainey</td>
<td>HH 111</td>
<td>5574</td>
<td>Coordinator of Field &amp; Clinical Experiences; KTIP Regional Coordinator; Associate Professor</td>
</tr>
<tr>
<td>Mrs. Sandra Trammell</td>
<td>HH 414</td>
<td>6933</td>
<td>Director, Academics with Attitude Program; Program Coordinator, English Education; Assistant Professor</td>
</tr>
<tr>
<td>Dr. Herman Walston</td>
<td>Academ. Annex</td>
<td>5906</td>
<td>IECE Program Coordinator; Professor</td>
</tr>
<tr>
<td>Mr. William Welsh</td>
<td>EX 267</td>
<td>5562</td>
<td>HPER Program Coordinator; Assistant Professor</td>
</tr>
</tbody>
</table>
Appendix L
Glossary of Terms

**alternative certification**
See [http://www.kyepsb.net/certification/certaltroutes.asp](http://www.kyepsb.net/certification/certaltroutes.asp)

**benchmark**
requirement for admission to undergraduate student teaching

**candidate**
KSU student in a teacher preparation program

**character and fitness form**
a form that outlines an individual’s legal history; required by the KSU School of Education prior to approval for student teaching, supervised teaching, or practicum teaching; required by EPSB for teacher certification

**checkpoint**
requirement for admission to MASPE Student Teaching, Supervised Teaching, or Practicum Teaching

**clinical experience (CE)**
field experience in a setting related to P-12 education, other than a P-12 classroom

**Cooperating Teacher**
certified teacher of record who has taught for at least three years and supervises a student teacher in his or her own classroom

**criminal report**
official report that outlines an individual’s legal record

**early field experience (EFE)**
field experiences in P-12 classrooms, prior to student teaching

**field partner**
public or private P-12 school or school district or a P-12-related setting (e.g., youth agency)

**IEP**
an individualized education program that defines objectives and interventions for a student who has a disability, as defined by state and federal regulations, that affects his or her education.

**KCAS**
Kentucky Core Academic Standards for Mathematics and English Language Arts

**Mentor**
on-site professional who mentors a candidate in a field setting, including an early field experience, clinical experience, student teaching, supervised teaching, or practicum teaching
Post-baccalaureate supervised teaching (EDU 495; 12 hours)
designed for teachers of record who have undergraduate degrees and return to the University to
earn a second degree in the teacher preparation program that matches their employment (e.g.,
IECE)

Practicum in Special Education – Option 6 (ESP 573; 3 hours)
The Option 6 teaching experience is designed exclusively for the MASPE candidate who
currently (a) is employed in a regular (non-substitute), full-time position as a Special Education
Teacher of record in a public school and (b) has a P-12 class or caseload of students who have
IEPs for EBD and/or LD. It is the culminating experience for MASPE’s alternative teacher
certification (Option 6) program. The MASPE Practicum Teacher is supported, observed, and
evaluated by a Mentor Teacher, who is full-time Special Education Teacher. The Mentor
Teacher holds a Master degree in Special Education or related field and has had at least three
years teaching experience as a Teacher certified in Exceptional Education. During the course of
the semester, the Supervised Teacher completes several assignments that verify his or her
knowledge, skills, professional dispositions, and cultural competence, at a Master level. The
MASPE Practicum Teacher remains employed, in his or her current teaching position, during the
practicum.

Supervised Student Teaching (ESP 575; 12 hours)
The full-time student teaching experience is designed for the MASPE candidate who does not
have at least three years of experience as a professional educator, in a P-12 school. It is at least
70 days of full-time teaching, balanced between two school placements (elementary school,
middle school, high school), with students who have IEPs for EBD and/or LD. A Cooperating
Teacher, who is a full-time Special Education Teacher, directly supervises the MASPE Student
Teacher. The Cooperating Teacher holds a Master degree in Special Education or related field
and has had at least three years teaching experience as a Teacher certified in Exceptional
Education. The MASPE Student Teacher also is supported, observed, and evaluated by a
University Supervisor. During the course of the semester, the MASPE Student Teacher
completes several assignments that verify his or her knowledge, skills, professional dispositions,
and cultural competence, at a Master level. The MASPE Student Teacher may not be employed
during the school day, at a school or elsewhere, for the duration of student teaching.

Supervised Teaching (ESP 574; 12 hours)
The full-time, supervised teaching experience is designed for the MASPE candidate who has at
least three years of experience as a professional educator, in a P-12 school, and is not currently a
Special Education Teacher of record in a public school. It is at least 70 days of full-time
supervised teaching in an elementary school, middle school, or high school setting, with students
who have IEPs for EBD and/or LD. A Mentor Teacher, who is a full-time Special Education
Teacher, directly supervises the MASPE candidate. The Mentor Teacher holds a Master degree
in Special Education or related field and has had at least three years teaching experience as a
Teacher certified in Exceptional Education. During the course of the semester, the Supervised
Teacher completes several assignments that verify his or her knowledge, skills, professional
dispositions, and cultural competence, at a Master level. The MASPE Supervised Teacher may
not be employed during the school day, at a school or elsewhere, for the duration of Supervised
Teaching.
**Teacher Education Committee (TEC)**
a committee of KSU staff, KSU faculty, KSU candidate representatives, field partners, and community representatives that serves as the official policy-making body for KSU’s Teacher Education Programs (TEP)

**Teacher Education Program (TEP)**
one of the 12 programs at KSU that lead to teacher certification: Art (P-12), Biology (9-12), Elementary (P-5), English (9-12), Health (P-12), Health and Physical Education (P-12), Interdisciplinary Early Childhood Education (IECE, birth-K), Mathematics (9-12), Music (P-12), Physical Education (P-12), Social Studies (9-12), and Special Education (LBD, P-12, “MASPE”). Candidates must apply for and be admitted to a TEP before enrolling in upper-level education courses.

**University Supervisor**
educational professional who supervises a candidate in a field placement and provides an expert perspective that is external to the specific school setting.