

STUDENT TEACHER HANDBOOK

**School of Education
Teacher Preparation Program**

**Campbellsville University
Campbellsville, Kentucky 42718-2799**

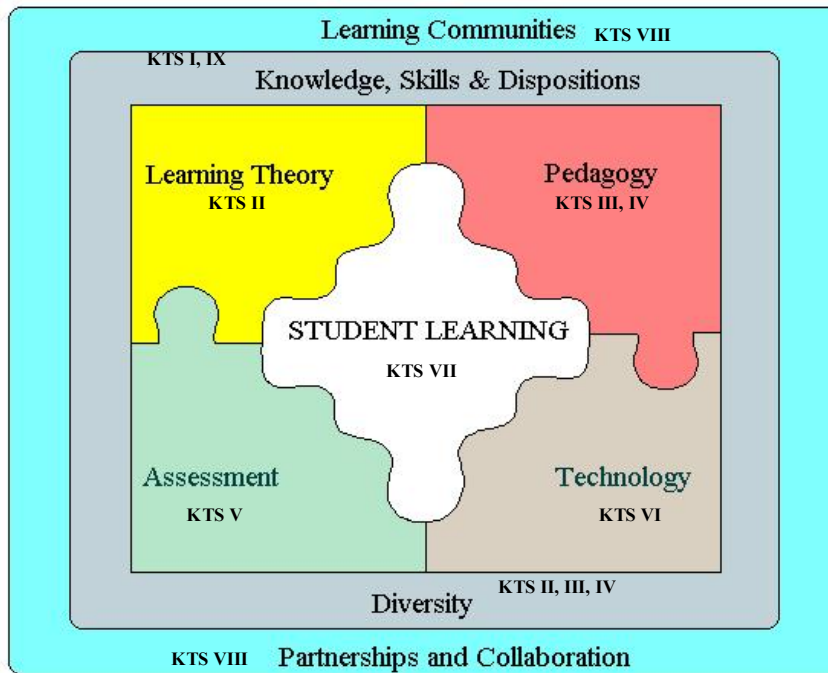
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Empowerment for Learning

Empowerment for Learning



Conceptual Framework and Model

The conceptual framework is a continuing, on-going effort in preparing the preservice teacher to assist schools and thus, society, in meeting the emerging information and technology age. The framework components drive the School of Education's commitment to educating teachers (both initial and advanced candidates) who are well-versed in their content areas (KTS VIII), implement their pedagogical practices based on cutting edge learning theory (KTS I, II, III, VI, IX), are internally motivated, have the ability to use reflective practice (KTS V) in continuous assessment (KTS IV), and are liberally educated so as to be able to understand change in our contemporary society and respond appropriately (KTS VII). The theme, "Empowerment for Learning," is applicable to all programs and levels within the School of Education. This overlying theme stresses utilization of the latest research in the areas of learning theory, pedagogy, assessment, reflection and technology.

The conceptual framework and accompanying graphic support the strands that run throughout all programs. The first rectangular outside rim surrounding the graphic above (P-16 Partnerships) represents the diverse group of stakeholders within the professional community involved with the initial teacher candidate and the advanced level teacher. This community is diverse in gender, age, ethnicity, race, socio-economic status, and prior knowledge.

The second innermost rim, Knowledge, Skills, Dispositions, and Diversity represents the high standards of the Teacher Preparation Program necessary to help all students learn, regardless of background.

The Learning Theory puzzle piece provides the foundation for the WHY we do what we do while remaining current. The Pedagogy piece is the delivery system based on the learning theory. When combined, current and best practices are realized through Learning Theory and Pedagogy.

The Assessment piece represents the continuous assessment and reflective component that leads to further exploration of theory, improving pedagogy, and continuous reflection on practice and learning.

The Technology puzzle piece is an integral and interactive component embedded within many components of the teacher preparatory program. And at the center of the graphic, Student Learning is the ultimate goal of all components of the design, in both the implementation and evaluation of all curricular and pedagogical experiences.

SCHOOL OF EDUCATION MISSION STATEMENT

The School of Education, in support of the mission of Campbellsville University, prepares teachers for their respective fields in society by providing an academic infrastructure based on scholarship, service and Christian leadership. The primary aim of the program is to advance scholars who are competent, caring and qualified educators, who can positively impact student learning and who are committed to life-long learning in a global society.

The teacher preparation program strives to achieve this mission globally by:

- preparing educators who demonstrate the knowledge, skills and dispositions to plan, implement and evaluate instruction through information technology,
- honoring, understanding and respecting diverse voices and communities in society,
- establishing partnerships and collaborating with the professional community,
- supporting and enhancing Christian characteristics of servant leadership.

DISABILITY STATEMENT

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

INTRODUCTION

Congratulations! This semester begins your formal “clinical practice” experience, full-time in a classroom or classrooms, and it is the capstone experience of your activities in the Teacher Preparation Program at Campbellsville University. The student teaching experience is designed to afford you the opportunity to participate in the teaching and learning process in an accredited school system. It is the opportunity to impact student learning and have time for reflection to improve your delivery.

The purpose of the Student Teaching Handbook is to outline the policies and procedures of the student teaching semester. It provides an avenue of communication for all those individuals involved in this program: the student teacher, the cooperating classroom teacher, the college supervising teacher and the principal. In order to ensure a positive experience, it is important for all the professionals and the student teacher to be working with a common set of understandings.

The Teacher Preparation Program at Campbellsville University is nationally accredited by the National Council of Accreditation of Teacher Educators (NCATE). We are certain this will be a rewarding though time-consuming and, at times, frustrating semester. It can, however, be one of the single-most rewarding experiences of your professional career.

PURPOSE OF STUDENT TEACHING

Student teaching is designed to optimize the transition from teacher candidate to professional teacher. The student teaching experience provides relevant, professional activities on a day-to-day basis in the public school classrooms where the student teacher develops and refines the knowledge, skills and dispositions necessary to become an effective, professional teacher.

The student teacher is expected to practice and exhibit the following behaviors as indicated in the Kentucky Teacher Standards (See Forms and Documents p.15):

1. display a professional attitude with regard to behavior, demeanor, ethics, dependability, grammar, speech and instruction; (KTS IX, I)
2. organize and implement instruction on a day-to-day basis following an agreed timetable over the placement period including but not limited to clear and complete lesson plans; (KTS II, IV)
3. complete grading and clerical tasks, such as record keeping in an organized and timely fashion; (KTS V)
4. utilize a variety of teaching strategies, methodologies and assessment; (KTS II, III, IV, V, VI)
5. participate as a professional member of the school community; (KTS VIII)

6. engage in reflective evaluation of the daily teaching experience; (KTS VII)
7. compile a student teaching portfolio demonstrating personal growth in the Kentucky Teacher Standards (See Forms and Documents p.15); (KTS IX)
8. demonstrate proficiency in content area. (KTS I)

Student teaching is not vicarious but a “real-world” opportunity to help you obtain experience with reflective practice in order to improve. It is the opportunity to practice the abilities you have developed in learning about the role of the teacher in the classroom.

ELIGIBILITY FOR STUDENT TEACHING

There are two requirements for eligibility to student teaching:

1. successful completion of CAP 3
2. an application (See Forms and Documents p.15) for student teaching placement

STUDENT TEACHING APPLICATION PROCEDURE

It is the responsibility of the student to determine that all qualifications for student teaching have been met before making application. This is done with the assistance of the **advisor** who may also address the issue of **determining readiness for student teaching**. The application procedure follows:

1. Student teacher placement application forms are distributed by professors in the ED 411 and 416 classes.
2. Complete the application form and return it to the appropriate ED 411 and 416 professor. The professor will give the completed applications to the Director of Student Teaching for processing.
3. Make arrangements, at personal expense, for a physical examination (See Forms and Documents p.15 for Student Teacher Medical Examination Form). Physician’s signature is required on the Medical Examination Form. (The student is reminded that two days are required to “read” a tuberculin test. In the event of a “false-positive” result, a chest x-ray will be needed and time needs to be allowed for this occasional occurrence. Take care of this requirement in a timely fashion. **NO ONE** will be allowed to begin the student teaching experience without this task completed.)
4. When the Director of Student Teaching gives written notification of the placement to the ED 411 and 416 professors, the prospective student teacher will then schedule a meeting with the principal and the cooperating teacher(s). **The prospective student teacher will supply the cooperating teacher(s) a completed Student Teacher Data Sheet at this meeting** (See Forms and Documents p.15).

5. Students must contact the placement school's Superintendent's Office for a state and federal criminal check.

PLACEMENT PROCESS

In the process of placing student teachers, there are several factors that are taken into consideration:

- availability of the content area
- availability of qualified cooperating teachers
- school location requests
- school policy on student teacher placement (including *placement not to exceed a 50 mile radius)
- Kentucky Education Professional Standards Board policy on student teacher placement

Cooperating Teacher Eligibility Requirements according to 16 KAR 5:040.Section 2 are:

The cooperating teacher shall have:

- a. A valid Kentucky teaching certificate for each grade and subject taught;
- b. Attained Rank II certification;
- c. At least three (3) years of teaching experience; and
- d. Taught in the present school system at least one (1) year immediately prior to being assigned a student teacher.

Additionally, Campbellsville University requires KTIP-TPA training.

It is imperative that student teacher placements are completed through the Director of Student Teaching. Failure to comply with this request may delay the student teaching semester.

*Any student desiring placement requiring more than a reasonable one hour drive from Campbellsville University must complete an Application for Special Placement (see Forms & Documents, p. 15). The Application is submitted to the Director of Student Teaching and after review sent to the Dean of the School of Education.

STUDENT TEACHING PERSONNEL

The student teaching component of the professional education program at Campbellsville University involves the collaborative work of many professionals. The role and responsibilities of each person is as follows:

1. **COOPERATING TEACHER.** This is the public school teacher who serves as the mentor to whom the student teacher is assigned. This individual is the cornerstone of the student teaching experience. They provide personal employment information to the Director of Student Teaching (see Forms & Documents for Cooperating Teacher Data Sheet p. 15). The Director is responsible for submitting this information to the Kentucky Education Professional Standards board.

ROLE OF THE COOPERATING TEACHER. The role of the cooperating teacher is to provide guidance, model instructional and behavioral management strategies, and act in the manner of facilitator for the student teacher. During the student teaching experience the cooperating teacher models, guides, encourages, critiques and reflects with the student teacher on a daily basis. The cooperating teacher observes the student teacher and then provides feedback through conferences, group discussion, email and the use of other technology as well as written evaluations of the student teaching performance.

The cooperating teacher is encouraged to:

- a. Prepare the class for the arrival of the student teacher. Impress upon the class that the student teacher will have the same responsibilities and privileges as any other teacher in the building.
- b. Prepare the in-school staff for the arrival of the student teacher. This includes announcement of arrival and introduction of the student teacher. Involve other staff in the professional growth of the student teacher.
- c. Prepare the room. Provide a workspace for the student teacher. Have resource books and a materials list available. Aid in preparing a class list and/or seating chart. Ensure the student teacher is familiar with policies and practices and procedures of the school system (including but not limited to emergency procedures, copier use and procedure, dress code, reporting absences, lunch count, etc.) and the physical layout of the building. Invite the student teacher to professional meetings such as faculty meetings, CATS scores analysis and other professional development, PTO and other school activities.
- d. While beginning days of the student teacher assignment may be primarily that of observer, the cooperating teacher should seek to involve the student teacher in the planning process by discussing the instructional plans. Induct the student teacher gradually into teaching through progressive involvement as the student teacher demonstrates capability. Discuss the observations of the student teacher. These discussions should include the cooperating teacher's procedures and rationale, the materials used, the objectives of the lesson relative to the academic achievement of the class, assessment of student learning, positive impact on student learning, classroom management

techniques during the lesson, diversity issues and the appropriate integration of technology.

- e. Assist the student teacher in various teaching strategies. Guide the student teacher through conferences and daily planning. Allow the student teacher access to information and resources relevant to the teaching assignment.
 - f. Assist the student teacher in implementing best instructional practices and the resultant changes in instructional content, strategies and assessment. Inform the student teacher regarding adjustment in the day-to-day school operations as a result of the KDE, EPSB and KERA specifications.
 - g. Provide feedback daily to the student teacher on classroom performance. Assist the student teacher in being reflective and analyzing each lesson taught to determine strengths and areas for growth in lesson construction and presentation as well as classroom management. Give assistance in refining the knowledge and skills of the student teacher.
 - h. Evaluate the student teacher. A reflective journal reviewed daily with the student teacher has proven helpful to some cooperating teachers. Assist the student teacher in becoming a reflective practitioner. Writing notes in the student teacher's journal provides additional feedback to the student teacher.
 - i. Prepare a mid-term and final evaluation form (See Forms and Documents p.15).
 - j. Prepare a letter of recommendation for your student teacher at the conclusion of the student teaching experience (See Forms and Documents p.15).
 - k. Inform the university supervisor or Director of Student Teaching of questions or concerns IMMEDIATELY. We all desire the student teaching experience to be as productive and positive as possible for all the participants involved.
2. **THE UNIVERSITY SUPERVISOR.** Campbellsville University faculty members provide a link between the University and the public school personnel. These individuals serve as a resource for both the student teachers and the cooperating teachers. They should be contacted when concerns arise during the student teaching experience.
- a. A MINIMUM of four visits, per semester, is made to the classroom to observe the student teacher. At least one of these will be conducted using the adapted KTIP instrument (See Forms and Documents p.15).
 - b. Written reports of these periodic observations will be prepared and shared with the student teacher and cooperating teacher. These observation reports will become part of the student's record and will be used as documentation of the supervisory process. The student teacher is to receive copies of these observation reports and utilizes the reports to support KTS III in their portfolio.
 - c. The university supervisor will be available to work as an arbitrator between the cooperating teacher and the student teacher on any problems that may occur during the student teaching time.
 - d. The university supervisor is the person authorized by the Education Professional Standards Board to validate the cooperating teacher electronic voucher near the

end of the student teaching experience. The voucher can only be validated after the cooperating teacher and the principal of the placement school has signed the electronic voucher.

3. **DIRECTOR OF STUDENT TEACHING.**

The Director of Student Teaching:

- a. serves as liaison between Campbellsville University and school personnel
- b. is responsible for placement of student teachers
- c. prepares university supervision assignments of student teachers according to appropriate class loads as determined by the Dean of the School of Education
- d. is responsible for the student teacher seminars

4. **PRINCIPAL (BUILDING ADMINISTRATOR).** This individual serves as liaison between the Director of Student Teaching and the cooperating teacher with regard to placement of student teachers.

- a. The principals are encouraged to observe the student teachers as their schedule permits and to include the student teachers in as many professional activities as appropriate.
- b. The principal signs the cooperating teacher's electronic pay voucher from the Kentucky Education Professional Standards Board near the end of the student teaching experience.

5. **STUDENT RECORDS DIRECTOR.** The designated Campbellsville University Certification Officer responsible for verification of readiness and completion of program. The Certification Officer:

- a. checks for minimum GPA in overall, major and professional areas for acceptance into the student teaching semester
- b. files statements of completion of student teaching, passage of Praxis II examination scores, and all requirements as established by the Education Professional Standards Board
- c. meets with student teachers near the beginning and at the conclusion of the student teaching experience to address TC-1 form completion

It is the responsibility of the student teacher to maintain communication with the Certification Officer.

POLICIES FOR STUDENT TEACHING

The student teaching experience is the bridge between two worlds, as the name implies, student *and* teacher. The student teaching experience is designed to guide the student teacher into the profession with the assistance of the cooperating teacher. The goal is to produce a reflective, professional, and growing teacher.

The following policies apply during the student teaching semester:

1. **PROFESSIONALISM.** The student teacher is expected to act in a professional manner exhibiting teacher dispositions commensurate with those individuals acting as cooperating teachers.
2. **CONFIDENTIALITY.** Everything that occurs in the school setting is to be kept confidential (e.g., student records, grades, family concerns, parent conferences, professional “gripes,” humorous occasions).
3. During CAP 3 prior to the student teaching experience, the teacher candidate shall re-commit to adhere to the Professional Code of Ethics for Kentucky (See Forms and Documents p.15).
4. **ATTENDANCE.**
 - a. Student teachers are to be in their assigned schools at the times designated by the cooperating teacher or principal.
 - b. The student teacher follows the same schedule and is engaged in the same duties and experiences as the cooperating teacher.
 - c. **The only excuses for being absent are personal illness or death in the family.**
 - d. Any absences by a student teacher excused or otherwise, **MUST** be called to the cooperating teacher/school as soon as possible. Notification must be given prior to the beginning of the school day, earlier if possible.
 - e. Absences beyond five days generally warrant an extension of the student teaching experience. Should a circumstance arise requiring extensive absence, the cooperating teacher and the university supervisor will meet with the student teacher to determine appropriate action.
 - f. Student teachers are expected to be present in the assigned schools for the entire day the school is in session.
 - g. If the Campbellsville University calendar fails to coincide with the placement school calendar, **the student teacher is to observe the placement school calendar. Student teachers are to attend student teacher seminars that may not coincide with the placement school calendar.**
 - h. Student teachers are expected to follow the policy of their assigned school concerning snow days.
 - i. Student teachers are to be in attendance at **ALL** scheduled Student Teacher Seminars (see number 12-course requirements pp. 11-12).
5. **ATTIRE.** Appropriate professional attire is expected of the student teacher. The student teacher should be aware of and follow the standards of dress, appearance, conduct and

ethics that conform to the placement school and as recommended by the School of Education.

6. LESSON PLANS.
 - a. Complete lesson plans (See Forms and Documents p.15) should be developed for each lesson each day.
 - b. KTIP lesson plans are required for:
 - i. all observations conducted by university supervisors and cooperating teachers
 - ii. portfolio entries.
 - c. A copy of the lesson plan should be available **immediately** upon arrival of the university supervisor's observation visit.
 - d. All planning must be done prior to the beginning of the day according to school policy activities.
 - e. Planning is an integral part of the teaching process and should be carried out in collaboration and accordance with the cooperating teacher.

7. ABSENCE OF THE COOPERATING TEACHER. If the cooperating teacher is absent, a substitute teacher must be hired by the system. The student teacher may teach in the presence of a substitute teacher if the substitute is solely assigned to the room and/or is available to the student teacher. **This is a legal issue.**

8. REMUNERATION WHILE STUDENT TEACHING. No student teacher may receive monetary compensation for classroom instruction at the placement school during the regular school sessions.

9. SUBSTITUTE TEACHING. No student teacher may serve as a substitute teacher in the placement school until the student teaching experience is complete. The student teacher is only permitted to assume teaching responsibilities if there is an approved teacher/substitute in the classroom.

10. TRANSPORTATION OF STUDENTS. Student teachers are not to be responsible for the transportation in motor vehicles of students to and from school as part of the student teaching experience.

11. TAKING COURSES WHILE STUDENT TEACHING.
 - a. Students are not permitted to take any course work during the student teaching experience.
 - b. Extreme circumstances may warrant exception upon appeal, granted on a case-by-case basis. The procedure then is:
 - i. Students will present a letter to the Dean of School of Education requesting a waiver of this policy and stating the basis for this request.
 - ii. The letter of request is to include the endorsement of the student's major advisor.
 - iii. The Dean will notify the student if the request is approved.

The final decision will be in the best interest of the student. The main concerns during the student teaching experience are to be successful and to diminish the number of interferences or distractions that might adversely impact the student teaching experience.

12. COURSE REQUIREMENTS

PORTFOLIO DEVELOPMENT

During the student teaching experience, student teachers develop their professional portfolios based on the varied experiences within this capstone experience. The portfolios should display the student's growth through the student teaching experience and portray the strengths and abilities of a developing professional educator. Portfolios serve as strong assessment tools for the Kentucky Teacher Standards for future educators.

The professional portfolio guidelines and scoring rubric may be referenced in the Forms and Documents page (p.15).

The portfolios are designed to be a series of "snapshots" of the teacher candidate's professional development through the student teaching experience of the Teacher Preparation Program. They may serve as convincing evidence of competitive qualification in seeking a teaching position.

STUDENT TEACHING JOURNAL GUIDELINES

During the semester of student teaching, a journal is kept as a reflective piece of that experience. The journal may be a notebook set aside for the purpose of journaling. The **first items in the journal are to be your goals. Set 3 to 5 goals** that are specific to education (e.g., instructional strategies, classroom management, collaboration, leadership) to work toward during the student teaching experience.

The journal should consist of a recording of events as they happen to you. Reactions, reflections, and analyses of these events will assist you in growing as a teacher. Descriptions of teachers and students and the "culture" of the school will raise your awareness level of how people and their culture interact and impact learning. Be descriptive. Choose a time to journal (preferably each day) and add spontaneous journaling. If you get stuck: answer the following – what is one item of feedback given to me by my cooperating teacher, what did I do with it and with what theorist did it relate?

The journals should be shared with your supervising teacher for feedback/comments. If done well, the journals may serve as evidence for Kentucky Teacher Standards in your certification or academic portfolios.

Checklist for Journals:

- Cover page created
- Goals set
- Entry at least every other day with spontaneous journaling as appropriate
- Shared with Cooperating Teacher (may write notes directly in margins of journal)
- Available for review by University Supervising Faculty at each observation and at additional times if requested (may write notes directly in margins of journal)

VIDEO TAPED LESSON

The Video Taped Lesson (see Forms and Documents, p. 15) packet is due earlier in the student teaching semester than the CAP 4 Application Packet and the Portfolio. It includes a video taped lesson on either DVD or VHS, the lesson plan, a reflection and other artifacts. University faculty in the content area will evaluate the practice teaching videotape.

STUDENT TEACHING SEMINARS

Regular student teaching seminars (see Forms and Documents p. 15 for seminar schedule) are required concurrently with the student teaching experience as part of the student teaching semester. The seminars are structured to assist the student teacher in the reflective process (KTS VII, IX) during student teaching in order to grow professionally. Designated Tuesday afternoons for seminars will be organized and scheduled by the Director of Student Teaching. **Attendance is compulsory.** Students absent from any seminar will be required to submit a written assignment to the Director of Student Teaching no later than the seminar following the absence. The Assignment will become a part of the student teacher's file.

CAP 4 APPLICATION

The CAP 4 Application (See Forms and Documents p.15) packet is to be submitted by the due date listed on the application in the upper left hand corner. It consists of six sections and names the items to be included. Directions are to be carefully followed in a professional manner. The CAP 4 Application is blue and can be picked up in Carter Hall across from CH207.

13. CAP 4 -PROGRAM EXIT EVENT

The exit interview is designed to provide experience in interviewing skills for the student teacher. Portfolios will be scored by a team of professional educators consisting of National Board Certified Teachers and public school administrators. The professional educators and university faculty will also interview the preservice teachers. The interview will include presentation of the portfolio. **Attendance is compulsory.**

FAIR POLICY FOR TERMINATION OF STUDENT TEACHING

Periodic review of the teaching performance of the student teacher is done by the cooperating teacher, the university supervisor and may be augmented by another educator professional in the student teacher's emphasis or major. If ratings are seen as unsatisfactory by any of the parties, a conference is called to discuss intervention strategies. If, after a reasonable period of time, there is no improvement in the teaching performance of the student teacher, the student teacher may be withdrawn from the student teaching experience. A student who perceives the decision is unreasonable, and the decision cannot be resolved through discussion with the personnel involved, the student may appeal in the following manner:

The student will present a written letter to the Dean of the School of Education within two school days stating why he/she believes the withdrawal from the student teaching experience was unjust. The Dean of the School of Education will present this letter to School of Education faculty (See Forms and Documents p.15) who shall serve as a hearing board.

The School of Education may:

1. uphold the decision to remove the student from the student teaching experience;
2. uphold the appeal and allow the student teacher to continue the student teaching experience;
3. uphold the appeal and allow the student teacher to continue with corrective measures stipulated.

EVALUATION OF STUDENT TEACHING

The purpose of evaluation is twofold: to provide student teachers with a realistic assessment of their potential as teachers, and; to identify those areas in which improvement and growth is necessary to enhance performance in the classroom.

The evaluation process is an on-going process including the student teacher, cooperating teacher and university professor. Over the course of the semester, each student teacher will be evaluated a minimum of four times by the university supervisor denoting information regarding professional attributes, teaching plans and materials, implementation of classroom instruction and interaction, classroom management and reflective assessment (all relating to the Kentucky Teacher Standards).

A copy of all observation instruments will be placed in the student's file and copies given to the student teacher and cooperating teacher. Through written and oral communication, the cooperating teacher will provide evaluative information to the university supervisor regarding competencies, attendance, attitudes and classroom performance of the student teacher.

The cooperating teacher will complete a Student Teacher Evaluation Form (see Forms and Documents) at the mid-point and upon completion of each placement of the student teaching experience. This form will be signed by the cooperating teacher and the student teacher and placed in the student teacher's permanent file.

The Director of Student Teaching reviews all evaluation data, checks CAP 4 documentation and reports the final grade for the student teaching experience. Campbellsville University utilizes a pass/fail model for student teaching grades.

PROGRAM EVALUATION

Student teachers will evaluate their cooperating teachers, university supervisors, and overall preparation program on forms provided by the Director of Student Teaching. Also, student teachers and cooperating teachers are required to complete the online New Teacher Survey conducted by the Education Professional Standards Board (EPSB). Student teachers will receive an access PIN via email from EPSB prior to the completion of the student teaching semester.

ASSISTANCE FOR STUDENT TEACHERS

The student teaching experience is most exciting and rewarding, yet challenging. There are many avenues of assistance for the student teacher:

1. the cooperating teacher as a valuable resource
2. the university supervisor is available for advice and as a resource person
3. the entire faculty of the School of Education are available for discussion and support, and
4. the campus wide faculty are available for discussion and support
5. the Director of Student Teaching is available as a resource person and intercedes in the event of the need for a Corrective Action Plan (See Forms and Documents p.15)

If these venues are not satisfactory, professional counseling is available through Campbellsville University liaisons with private professional counselors. The Student Development Office (789-5005) provides informational references in a confidential file. ADANTA provides health care and counseling throughout the south central region of Kentucky (270-465-7424). Student teachers are encouraged and expected to responsively seek assistance when needed. Cooperating teachers and university supervisors need to be sensitive to the needs of student teachers and guide them in finding assistance, if necessary. The goal is to assist the student teacher in all aspects of professional and personal development during the student teaching experience.

Forms/Documents

All forms and documents can be downloaded from the Campbellsville University School of Education web site. <http://www.campbellsville.edu/academics/education/undergraduate.asp>

Or

<http://www.campbellsville.edu/academics/education/resources.asp>

The following Forms are available:

Education Web Site Page	
Undergraduate Page	Resources Page
<ul style="list-style-type: none"> ➤ Student Teacher Evaluation Form (i p.7) ➤ Release Form for Student Teacher Documentation Files ➤ Student Teacher Data Sheet for Cooperating Teacher(4 p.4) ➤ Student Teacher Corrective Action Plan (Sample) (5 p.14) ➤ Cooperating Teacher Data Sheet (1 p.6) ➤ Letters of Recommendation Suggestions (i p.7) ➤ Medical Examination Form (5, p.4) ➤ Student Release Permission Form (Sample) ➤ Statement Verifying Original Work/Permission to Review Portfolio and Student Teacher Video or Digital Tape ➤ Rubric for CAP 4 Portfolio Evaluation (13 p.11) ➤ CAP 4 Application Form (13 p.11) ➤ CAP 4 Portfolio Guidelines (13 p.11) ➤ Kentucky School Personnel Code of Ethics (3 p.9) ➤ Student Teacher Application (P-5) (2 p.4) ➤ Student Teacher Application (5-9) (2 p.4) ➤ Student Teacher Application (8-12) (2 p.4) ➤ Student Teacher Application (P-12) (2 p.4) ➤ Teacher Education Program Faculty ➤ Adapted Kentucky Teacher Internship Program Intern Performance Record (a p.7) ➤ Video Taped Lesson (p. 12) ➤ Student Teacher Seminars (p. 12) ➤ Disposition Form 	<ul style="list-style-type: none"> ➤ PRAXIS Test Codes and Scores ➤ Kentucky Teacher Standards (p.3) ➤ Helpful Web Site ➤ Teacher Performance Assessment (TPA) ➤ Task A1 Teaching and Learning Context ➤ Task A2 Lesson Plan Format ➤ Task C Lesson Analysis and Reflection ➤ Task D Collaboration to Address Special Learning Needs ➤ Task E Pre-Professional Growth Plan (PPGP) ➤ Pre-Professional Growth Plan (PPGP) Self Assessment ➤ Task F Leadership ➤ Task G Instructional Unit ➤ Task H Assessment Plan ➤ Task I Designing Instructional Strategies and Activities ➤ Task J1 Reflecting on The Impact of Instruction ➤ Task J2 Communication and Follow-Up