



Student Teacher Handbook

IECE Program

**School of Education
Teacher Preparation Program**

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

Revised 2020-2021

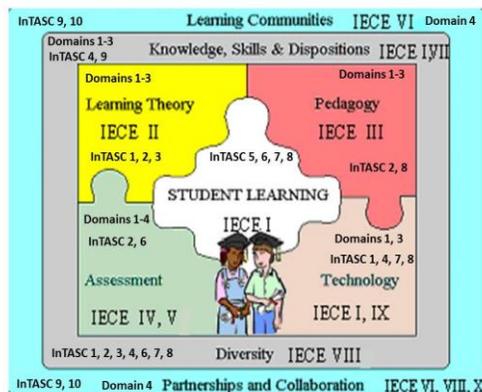
The School of Education is governed by Kentucky state regulation 16 KAR 5:040 Admission, placement, and supervision in student teaching for student teacher placement procedures and requirements.

Revised 10/25/19

Table of Contents

Conceptual Framework	3
School of Education Theme & Mission Statement	5
Accreditation	5
Disability Statement	6
Plagiarism Policy	6
Introduction to Student Teaching	7
Purpose of Student Teaching	7
Eligibility for Student Teaching	8
Placement Procedure	8
Placement Matrix	9
Roles & Responsibilities for Student Teaching Team Members	10
Syllabus	13
Program Evaluation	16
Assistance for Student Teachers	16
Removal Policy and Appeal Process	17
Grading Procedures	17
Cover Sheet for Student Teaching Grade	18
Co-Teaching	20
Paired Clinical Model vs. Traditional Clinical Model	21
Exit CAP E-Portfolio Guidelines	23
EPSB Requirement Checklists	27
Student Teacher Checklist	28
Code of Ethics 16 KAR 1:020	30

Empowerment for Learning



Conceptual Framework and Model

Following are descriptions and supporting knowledge bases of the commitments comprising the three major learning experiences of the empowerment process. Though presented individually, these are interconnected elements as the model depicts. “It is not simply the presence of empowering contextual elements or the presence of motivated, capable individuals that fosters the empowerment process. It is the dynamic interplay ...that creates the infrastructure for empowerment” (Zimmerman, 1995, p. 586).

Learning Communities, Partnerships, and Collaboration

The outermost frame of the model represents the professional community—a commitment of the program to partner and collaborate with arts and science faculty, public school practitioners and students, candidates and other professionals. This component of the model contributes toward the self-efficacy learning experiences. Candidates learn through their interactions with others, including their peers, content-specific faculty, teacher educators, and field-based educators. Ashton and Webb (1986) found that the most significant benefit of collaboration is that it reduces sense of powerlessness and increases sense of self-efficacy. “Self-efficacy develops as individuals acquire self-knowledge and they belief that they are personally competent and have mastered skills necessary to affect desired outcomes.” (Short, 1994, p. 1)

Specific partnerships and collaborations take diverse forms. They are included throughout the curriculum and often include field-based settings. Partnership examples include: (1) working with the campus ESL Institute, pairing ED 220 students with an ESL students; (2) ED 351/ED 361 students assisting local elementary schools in an after-school program involving students and their parents in reading activities; (3) IECE 360 students interviewing a teacher of a preschool child from a diverse background and the family of that child, identifying strategies and community resources to assist them in improving the child’s outcomes; (4) working with administrators and peers in candidates’ school sites in ED 701 Planning & Leading School Improvement to identify an improvement plan to be implemented and evaluated as the culminating assessment in the Rank 1 program (a 30-hour post-graduate program).

Another example of a collaboration project that increases self-efficacy is in ED 220 and IECE 301 where candidates work in small teams to develop a lesson, in consultation with a local teacher, and present it in that teacher's classroom. Candidates follow the process and procedures of a task form utilized in the Kentucky Teacher Internship Program (KTIP) and are evaluated by that teacher and the course instructor.

The formally organized groups reflecting partnerships between the unit and the professional community include the Teacher Education Committee (TEC), Teacher Education Advisory Council (TEAC), and Teacher Routes to Alternative Certification (TRAC) Advisory Council and memoranda of agreement in teacher leader masters' programs. Partnerships extending to the region and state levels include IHE Collaborative in Special Education and the Taylor/Green Early Childhood Council, and student organizations such as Education Club, area FEA clubs, and education honor society, Kappa Delta Pi.

In addition to these types of partnerships, a major program connection to the professional community occurs through extensive field experiences for candidates in each of the certifiable majors as they acquire a total 200 field hours prior to student teaching. Early in the program, candidates are involved in field experiences with students in public schools and other alternative settings. Each course in the preparation program thereafter has planned field experiences during which candidates observe, tutor, assist with instruction, conduct simple classroom research and teach individuals, groups, and whole classes. They learn to plan and implement instruction thereby combining theory and practice. The capstone field experience occurs during student teaching when candidates spend sixteen weeks working with students in designated classes, documenting their work in the portfolio. In addition, field experiences have been designed to insure candidates work with students representing all types of diversity. Candidates are acquiring more direct experiences with racially and ethnically diverse student populations in various settings, including field trips to metropolitan school districts.

Candidate Knowledge, Skills & Dispositions

The inner frames represent the Knowledge, Skills & Dispositions necessary for the teacher candidate to be prepared for the high standards necessary to help all students learn regardless of background. To prepare candidates to meet the demands of high-stakes accountability they must be proficient in all 10 Kentucky Teacher and IECE Teacher Standards.

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 both 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. Candidates learn that assessment is an on-going process that involves both formative and summative tasks as well as both the teacher and the student.

The Technology puzzle piece is an integral and interactive component embedded within many components of the teaching 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 Theme and Mission Statement

Empowerment for learning is one of the special joys and outcomes of becoming a teacher. As a result of program experiences, you will be equipped with the knowledge, skills and dispositions to create a classroom climate in which your students can learn. The education program has a distinguished record of preparing students to become teachers.

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

School of Education Accreditation

Campbellsville University Schools of Education is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the Kentucky Education Professional Standards Board (EPSB). The University is a part of the NASDTEC interstate agreement (National Association of State Directors of Teacher Education) which facilitates certification of our graduates in other states.

Certification is available in the following grade levels/content areas:

- Interdisciplinary Early Childhood Education (IECE): Birth--Primary
- Elementary Education P-5: Interdisciplinary
- Middle Grades Education 5-9: English, Mathematics, Science, Social Studies
- Secondary Education 8-12: Biology, Chemistry, English, Mathematics, Social Studies
- P-12: Art, Health & Physical Education, Music, Special Education, Spanish, Environmental Education
- Dual Certification Areas: P-5 and Special Education, P-5 and IECE

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.

Plagiarism Policy

Campbellsville University's policy on Academic Integrity states: "Each person has the privilege and responsibility to develop one's learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one's own academic accomplishments and to give credit to others' contributions to one's course work. These values can be violated by academic dishonesty and fraud." (See current Undergraduate Bulletin- Catalog for additional information.)

Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else's paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own. Examples in *student teaching* could include copying the development of a lesson plan, unit of study or an assessment and submitting the work as your own in the portfolio.

If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student's Dean and the Vice-President for Academic Affairs will be notified of either consequence. In addition, the student could possibly be removed from student teaching for violation of the Plagiarism Policy.

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 this 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 teacher candidate, the cooperating classroom teacher and the university supervisor. In order to ensure a positive experience, it is important for the entire professional and the teacher candidate be working with a common set of understandings.

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 teacher candidate develops and refines the knowledge, skills and dispositions necessary to become an effective, professional teacher.

The teacher candidate is expected to practice and exhibit the following behaviors as indicated by the IECE Teacher Standards:

1. Display a professional attitude with regard to behavior, demeanor, ethics, dependability, grammar, speech and instruction
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
3. Complete grading and clerical tasks, such as record keeping in an organized and timely fashion
4. Utilize a variety of teaching strategies, methodologies and assessment
5. Participate as a professional member of the school community
6. Engage in reflective evaluation of the daily teaching experience
7. Compile a student teaching portfolio demonstrating personal growth in the IECE Teacher Standards
8. Demonstrate proficiency in content area(s)

Student Teaching Expectations

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.

During student teaching, the student is expected to devote full attention to teaching in the assigned school. If employment is an absolute necessity, it shall be approved by the Student Teacher Coordinator in collaboration with the Dean of Education. Any Student Teacher candidate working during Student Teaching must report the number of hours they will be working and their immediate supervisor prior to the start date of Student Teaching. Documentation must be on file with the Student Teacher Coordinator with **approval** in order to work less than 20 hours per week. (*Suggestion: work schedule will be weekends only*). The work place must **not** be in the school setting the Student Teacher candidate is currently working.

Also, if work employment changes at **any** time during the Student Teaching placement, the Student Teacher Coordinator must be notified in writing by the Student Teacher candidate.

Note: If the Student Teacher candidate does not comply with the following procedures, a recommendation will be made by the Student Teacher Coordinator to the Dean of Education for consideration of Student Teacher to be removed from their Student Teaching placement.

Eligibility for Student Teaching

Eligibility for student teaching includes:

1. Successful completion of CAP 3.
2. A completed Student Teaching Application.
3. Teacher candidates will make arrangements, at personal expense, for a physical examination.
4. Teacher candidates will receive a Placement Notification Letter detailing placement(s).
5. Teacher candidates will schedule a meeting with cooperating teacher(s) introducing themselves and make arrangements for completion of clinical-field experience hours required by the capstone course. Teacher candidates with two placements will work with cooperating teachers to determine their first and second placement and will notify the Student Teaching Coordinator.
6. Teacher candidates **shall** contact the school system for a federal background check and any other special requirements deemed necessary by the district.
7. Teacher candidates shall attend a mandatory orientation seminar prior to the student teaching semester.

The Placement Process

In the process of placing teacher candidates for student teaching, several factors are considered:

- Availability of the content area
- Availability of qualified cooperating teachers
- School location requests
- Kentucky Education Professional Standards Board policy on teacher candidate placement
- Teacher candidates are not placed in a school where they attended secondary school, immediate family members are employed, or where their children attend
- Campus-based teacher candidates desiring placement more than a reasonable one hour drive from Campbellsville University or satellite centers must complete an Application for Special Placement. The Application is submitted and reviewed by the Student Teacher Coordinator and approved by the Dean of the School of Education.

The Kentucky Education Professional Standards Board (EPSB) requires that a cooperating teacher meet the following requirements:

- A valid Kentucky teaching certificate for each grade and content area taught
- At least three (3) years of teaching experience
- Preference for placement will go to cooperating teachers with master level certification as teacher leader and/or KTIP training.

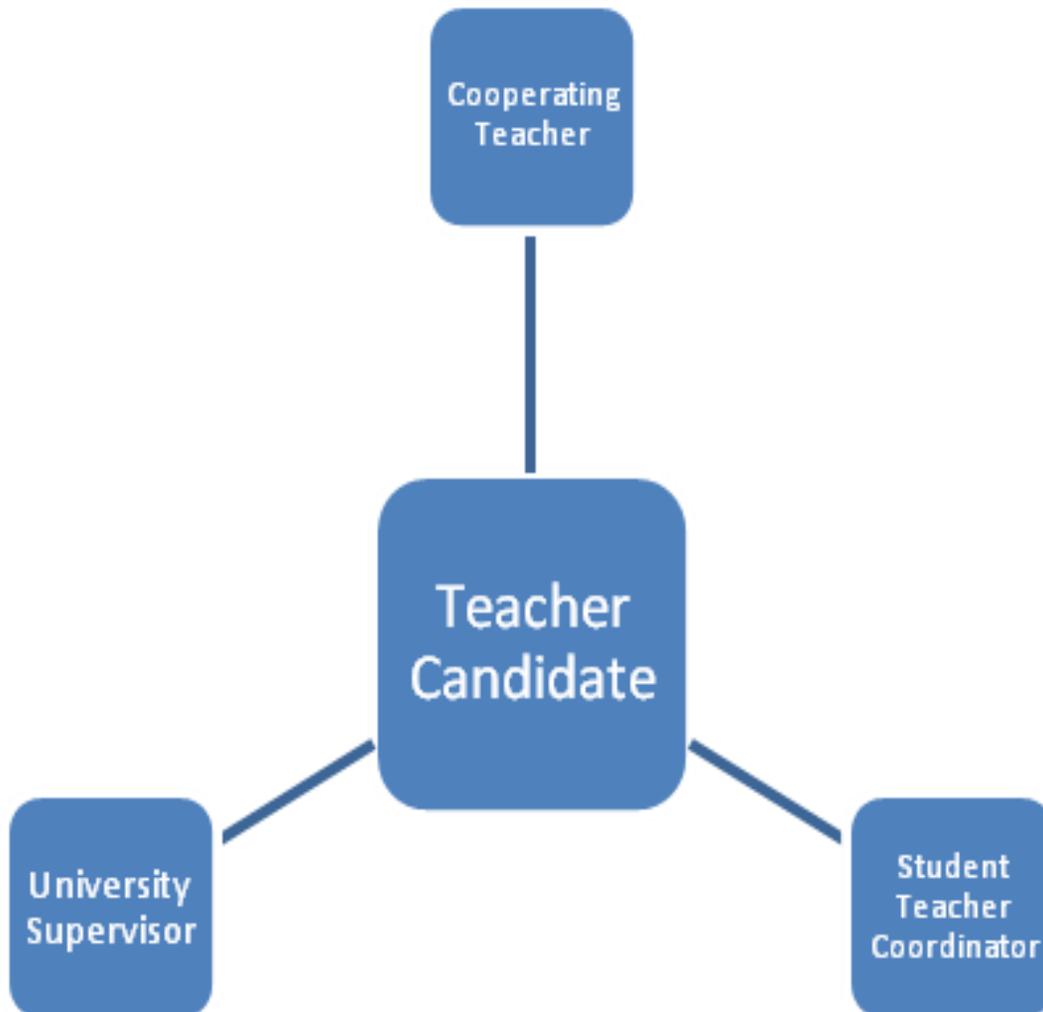
Teacher candidate placements are completed by the Student Teaching Coordinator. Students are not to contact teachers for placement. Failure to comply may delay student teaching one semester. Any special requests or extenuating circumstances are to be put in writing and submitted to the Student Teaching Coordinator for consideration.

Placement Matrix for Student Teaching

Program	Number of Placements	Type of Placement
IECE—Interdisciplinary Early Childhood Education	2	(1) 8 week Preschool placement (2) 8 weeks Kindergarten placement OR Developmental Interventionist(DI) placement in a facility
P-5—Elementary Education	2	(1) 8 week primary placement (2) 8 week intermediate placement (at least one grade level separating both placements)
5-9 Middle Grades Option 1 One Content Area	1	16 week middle grades placement
5-9 Middle Grades Option 2 Two Content Areas	2	(1) 8 week placement in content area (2) 8 week placement in content area
5-12 Secondary Grades One Content Area	2	(1) 8 week middle grades placement (2) 8 week high school placement
8-12	1	16 week high school placement in content
P-12—Art, Music, Health/Physical Education, Spanish	2	(1) 8 week elementary placement (2) 8 week secondary placement
P-12—Special Education	2	(1) 8 week elementary placement (2) 8 week secondary placement
International Placement	TBD	TBD
LBD – P5	3	5 weeks in primary, 5 weeks in intermediate and six weeks in LBD
IECE – P5	3	6 weeks in kindergarten, 5 weeks in intermediate and, 5 weeks with DI or Pre-school

Student Teaching Personnel

The student teaching component of the professional education program at Campbellsville University involves the collaborative work of many professionals.



Roles and Responsibilities

Teacher Candidate	<ul style="list-style-type: none"> • Attend <i>ALL</i> scheduled Student Teaching Seminars • Obey the absence/tardy policies as outlined in this handbook • Conduct yourself in a professional manner exhibiting teacher dispositions commensurate with those individuals of the cooperating teachers. • Maintain confidentiality at all times. • Be present in assigned schools at the times designated by the cooperating teacher and principal. • Follow the same schedule and engage in the same duties and experiences as the cooperating teacher. • All absences MUST be called into the cooperating teacher/school as soon as possible. • Be present in the assigned schools for the entire day the school is in session. • Adhere to the assigned school's policies. • Dress in professional attire. • Complete required documents for formal observations. • Complete a professional portfolio exhibiting proficiency on all 10 teaching standards. • Complete a collaboration and leadership project. • Keep a reflective journal. • Update self-assessment and PPGP. • Keep the portfolio web link and your journal in the classroom; especially on days of formal observations. • Video-tape one lesson which is evaluated as part of portfolio. • Attend all school related activities with the cooperating teacher. • Shall not receive monetary compensation for classroom instruction at the placement school during student teaching. • Shall not serve as a substitute teacher until the student teaching experience is complete. • Shall not at any time during student teaching transport students in your private vehicle. • All course work needed during the student teaching experience must be approved by the Dean. • Shall not work more than 20 hours during the student teaching experience.
Cooperating Teacher	<ul style="list-style-type: none"> • Attend cooperating teacher training and complete all forms • Prepare class for the arrival of the teacher candidate. • Prepare the in-school staff for the arrival of the teacher candidate; introducing teacher candidate to school personnel, familiarizing candidate to routines and policies and so forth. • Prepare workspace for the teacher candidate with resources such as textbook(s), class lists, seating charts, school map, emergency procedures and so forth. • Model best research-based practices for the teacher candidate. • Assist the teacher candidate with various teaching strategies, conferencing and daily planning. • Provide daily feedback to the teacher candidate. • Provide meaningful feedback the teacher candidate weekly in their reflective journal. Assess the journal using the rubric provided by the university at mid-term and final. (Encourage the teacher candidate to reflect on experiences not summarize observations or make lists.) • Communicate with the university supervisor on issues concerning the teacher candidate. (If improvement warranted, develop an intervention plan; signed by teacher candidate, cooperating teacher and university supervisor and filed with CU School of Education.) • Monitor the teacher candidate's collaboration and leadership projects (optional) as well as their Pre-Professional Growth Plan (PPGP). • Formatively assess the teacher candidate twice using required forms (A & B) and provide feedback in a post-conference. (Forms are on the Campbellsville University website) • Jointly evaluate the teacher candidate in conjunction with the university supervisor at the end of the placement. • Complete a Disposition Recommendation on the teacher candidate at the end of the placement. • Write a letter of recommendation for the teacher candidate. (optional.) • Electronically sign-off on the teacher candidate with the Education Professional Standards Board at the end of the semester.

University Supervisor	<ul style="list-style-type: none"> • Contact teacher candidate to schedule visits and discuss your specific requirements regarding submission of paper work during the student teaching experience. • Conduct a MINIMUM of four (4) formal classroom observations to observe the teacher candidate. (If the teacher candidate has two placements, the university supervisor should visit twice in each placement.) • Provide feedback after each visit using appropriate documents through a post-conference. • Review and comment on the teacher candidate’s reflective journal at each visit. • Review the teacher candidate’s progress on their portfolio at every visit. (Teacher candidates should provide a web link of portfolio documents to be viewed.) • Inquire and discuss progress on both the collaboration and leadership projects at each visit and monitor completion. • Review the Pre-Professional Growth Plan (PPGP) at each visit and help teacher candidate provide evidences of growth. • Communicate with the cooperating teacher at each visit. If an issue arises, it is the university supervisor’s responsibility to instigate an intervention plan for the teacher candidate. (Contact the Student Teaching Coordinator for procedures.) • Collaborate with the cooperating teacher to evaluate the teacher candidate at the end of the placement. • Complete a Disposition Recommendation on the teacher candidate. • Write a letter of recommendation on Campbellsville University School of Education letterhead (written signature required). • Authorize the Education Professional Standard Board to validate the cooperating teacher’s electronic voucher near the end of the student teaching experience.
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Student Teaching Coordinator	<ul style="list-style-type: none"> • Serve as liaison between Campbellsville University and district school personnel. • Responsible for placement of teacher candidates. • Conduct orientation seminar for student teachers the semester prior to placement. • Make university supervisor assignments according to appropriate class loads as determined by the Dean of the School of Education. • Meet with university supervisors each semester for training updates. • Train cooperating teachers on Campbellsville University’s student teaching policies/requirements. • Lead monthly student teaching seminars. • Plan CAP 4 Exit Event with local P-12 partners. • Assign evaluators for both the video and the portfolio. • Conduct final student teaching seminar on designated date for the purpose of: evaluating program, cooperating teachers, university supervisors and completion of the CA-1 application. • Responsible for completing and monitoring of intervention plans, if applicable. • Responsible for submitting names of cooperating teachers to EPSB aligned with correct university supervisor. • Responsible for submitting required documents for pay to SOE. • Clear teacher candidates for CAP 4 approval. • Complete university supervisor overload forms as needed
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Student Teaching Syllabus

Course Objectives:

- 1) Demonstrate proficiency on ten (10) Kentucky IECE Standards as documented by satisfactory ratings from cooperating teachers and university supervisor.
- 2) Demonstrate transition from college student to pre-service professional teacher as documented by thoughtful reflections in journals and development of professional portfolio.

Evaluation:

Each teacher candidate must earn a minimum of 70% of the total points outlined below in the Course Requirements section. Any teacher candidate who is late submitting paper work to cooperating teachers and/or university supervisors, missing seminars and submitting the video and/or portfolio late will be penalized 5 points per calendar day. These points will be documented as deficiencies against the total points to be earned.

**You must receive a C or higher to pass your student teaching experience.*

Course Requirements:

All Students must complete a CAP 4 Application

1. Portfolio—30 points

During the student teaching experience, teacher candidates develop a professional portfolio based on the varied capstone experiences. The portfolio should provide sources of evidence of the student's strengths and areas of growth throughout the student teaching experience. In addition, the portfolio should portray the teacher candidates as a developing professional educator. Portfolios serve as a strong assessment tool for the IECE Teacher Standards for future educators. The portfolio is designed to be a series of "snapshots" of the teacher candidate's professional development throughout his/her student teaching experience. They will serve as convincing evidence of competitive qualifications in seeking a teaching position. The CAP 4 portfolio guidelines and scoring rubric are located on the Campbellsville University School of Education website (www.campbellsville.edu). The portfolio shall be available at each formal observation. The teacher candidate will submit a digital portfolio

2. Journal—18 points

- (a) During the semester of student teaching, a reflective journal is kept as part of the student teaching experience. The journal is a notebook set aside for the purpose of journaling. At the orientation meeting, teacher candidates will be given guidelines. To develop an understanding of reflective journaling, teacher candidates are asked to write 3 to 5 goals specific to education (e.g., instructional strategies, classroom management, collaboration, leadership) at the first scheduled seminar. Goals will be discussed and reviewed at the final student teaching seminar.

- (b) The journal should include significant recordings of daily instructional practices and activities throughout the student teaching experience. At least twice weekly the teacher candidate should reflect, elaborate and analyze specific events that will contribute to their growth as a teacher. Descriptions of teachers, learners, curriculum and other contextual features will raise the candidate's level of awareness as to how people and their culture interact and impact learning. Be descriptive. Choose a time to journal (preferably each day) and add spontaneous journaling. Possible reflection questions could be: (1) what was one item of feedback given to me by my cooperating teacher, (2) what did I do with the feedback, (3) to which theorist or classroom ideas can I relate this feedback and experience, and (4) what questions do I have for my cooperating teacher and/or university supervisor.
- (c) The journals should be shared with the cooperating teacher weekly for feedback/comments as well as with the university supervisor at each visit. The cooperating teacher will score the journal based on a 9 point rubric at mid-term and final observation. If a teacher candidate has two cooperating teachers the scores will be averaged. The journals may serve as sources of evidence for growth on the IECE Teacher Standards and Pre-Professional Growth Plan.
- 3. Formal Observations—30 points**
Teacher candidates are formally observed by the cooperating teacher at mid-term and final (some have two cooperating teachers which will make 4 observations) and by the university supervisor four (4) times. Teacher candidates are to submit required lesson plan documents at least 24 hours prior to a scheduled observation; complete an analysis of lesson taught and submit within 24-48 hours after the observation. The university supervisor and cooperating teacher will conduct a final meeting and together evaluate the teacher candidate. If a teacher candidate has two cooperating teachers, an average will be calculated for the summative score. (**Observation forms and rubric on CU website**)
- 4. Video Taped Lesson—part of portfolio**
Complete one approximately twenty minute videotaping of you teaching a lesson. This lesson must include lesson plan and reflection documents and all other assessments used with the lesson as well as a video self-assessment. The video will be evaluated as part of the portfolio ensuring the teacher candidate demonstrates the use of appropriate content vocabulary and knowledge as well as content specific instructional strategies and practices. Instructions will be provided at a seminar on how to upload the video.
- 5. Dispositions—20 points**
Cooperating teachers and university supervisors will complete a Disposition Recommendation on each teacher candidate. The disposition scores will be averaged.
- 6. Outside Classroom Observations – 8 points**
Four (4) Observations in classrooms other than the assigned classroom will be conducted. These observations will be scheduled with the assistance of the supervising teacher and should be conducted at various times throughout the semester. If two placements-2 within the first placement and 2 within the second placement. A reflective piece from each observation shall be included. This is documented in your journal and on the **EPSB Requirement Checklist form**.

7. Seminars

Student teachers are expected to attend all seminars. Teacher candidates may be penalized 5 points for each seminar missed. Any work missed shall be completed.

8. Attendance

Regular attendance is expected of all candidates. It is a professional responsibility that is a part of the disposition assessment of teacher candidates. No more than five (5) absences for a 16 week placement are acceptable. Absences in excess of these numbers of days may result in an **F** for the course. In extreme cases doctor statements may excuse additional days beyond the five allowed. Any days beyond five, if approved by coordinator, must be made up. State statute 16 KAR 5:040 Section 6(4) states a placement must be at minimum 70 days. You must notify your university supervisor and cooperating teacher of any and all absences as soon as possible. A” Tardy” is defined as missing 10 minutes or less of school time due to late arrival or early departure. An accumulation of three tardy instances will equate to one day of absence to be applied to the course attendance policy. Anything more than 10 minutes and less than 30 minutes of missed class time will result in a half day absence. More than 30 minutes of missed class time will be considered a full day. Your arrival and departure time are as important as your regular presence. This is essential for a smooth clinical experience for you and your students and is the expectation you will face as a classroom teacher when employed later. *Note: students will not be penalized for absences excused by Campbellsville University School of Education.* It is also the student’s responsibility to insure that all assignments are submitted on due dates, regardless of date(s) of absences. This applies to all school related activities as part of the clinical experience.

Student teachers are expected to attend all faculty meetings, parent conferences, collaborative grade-level meetings, professional development meetings, etc. that the cooperating teacher is required to attend. Any teacher candidate with excessive absences during the placement will be required to make up those days before CAP 4 approval.

9. CAP 4 Exit Program— 30 points

All teacher candidates are required to attend the CAP 4 Exit Event. This event is designed to provide experiences in lesson presentation and interview skills for the candidate. Portfolios will be scored by a team of professional educators consisting of National Board Certified Teachers and public school administrators. This allows teacher candidates to receive “real-world” feedback regarding their proficiency on all 10 IECE Teacher Standards. Following the presentations/interviews a job fair will be organized and teacher candidates visit the individual district’s table, introducing themselves and submitting a resume.

Evaluation of Student Teaching

The purpose of the evaluation is twofold: to provide teacher candidates with a realistic assessment of their potential as teachers, and to identify areas for growth and improvement necessary to enhance performance in the classroom and improve P-12 student learning.

The evaluation is an on-going process which includes the teacher candidate, cooperating teacher and university supervisor. Over the course of the semester, each teacher candidate will be formatively evaluated a minimum of four times by the university supervisor and twice by the cooperating teacher identifying sources of evidence pertaining to professional attributes, teaching plans and materials, implementation of classroom instruction and interaction, classroom management and reflective assessment (all relating to the IECE Teacher Standards). These formative assessments are recorded on Form A & B. The assessment information is shared in a post-conference with teacher candidate providing feedback on areas of strength and growth. These forms are signed by both parties; one copy is kept on file in the School of Education, one copy given to the teacher candidate and the third copy given to the cooperating teacher.

At the end of the placement a three (3) way meeting will be held between the university supervisor, the cooperating teacher and teacher candidate. The purpose of this meeting will be to complete a summative evaluation of the teacher candidate's performance on each of the IECE Teacher Standards using the Liker-type scale 3=Satisfactory, 2=Progress Made and 1=Unsatisfactory.

The Student Teacher Coordinator will review all evaluation data, review CAP 4 documentations and assign a final grade. Campbellsville University utilizes a grading model of A, B, C, or U.

Program Evaluation

Teacher candidates will evaluate their cooperating teacher(s), university supervisor, and overall teacher preparation program. In addition, teacher candidates and cooperating teachers are required by the Kentucky Education Professional Standards Board (EPSB) to complete the online New Teacher Survey. To facilitate the process, EPSB will provide an access PIN via email to the teacher candidate prior to completing student teaching.

The cooperating teacher evaluations are entered in the SOE database. This data is used to evaluate the effectiveness of the cooperating teacher and their ability to mentor teacher candidates. Program improvements are made based on the data analysis.

Assistance for Teacher Candidates

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

1. The cooperating teacher is a valuable daily resource.
2. The university supervisor is available for advice and as a resource person.
3. The School of Education faculty is available for discussion and support.
4. The faculty at CU in other disciplines is available for discussion and support.
5. The Student Teaching Coordinator is available as a resource person and intercedes in the event a corrective action plan is warranted

If these venues are not satisfactory and professional counseling requested, a university liaison is available. The Student Development Office (270-789-5005) provides informational references confidentially. Cooperating teachers and university supervisors need to be sensitive to the needs of the teacher candidates and guide them in finding assistance, when necessary. The goal is to assist the teacher candidate in all aspects of professional and personal development during the student teaching experience.

Policy for Removal from Student Teaching

Periodic review of the teacher candidate's teaching performance is completed by the cooperating teacher, the university supervisor and may be augmented by another professional educator in the candidate's area of emphasis or major. If ratings are unsatisfactory, a conference will be held to discuss intervention strategies and a Corrective Action Plan developed. After a reasonable period of time if improvement is unsatisfactory in the candidate's teaching performance or professionalism the candidate may be withdrawn from the student teaching experience by the university.

Campbellsville University enters into a legal contract with all school districts where teacher candidates are placed. This contract gives the school district the right to remove a teacher candidate if they deem student learning is being impeded or a teacher candidate is not acting in a professional and ethical manner.

A student who perceives the decision for their removal is unreasonable, and a decision cannot be resolved the teacher candidate may appeal in the following manner:

The teacher candidate will present a written letter to the Dean of the School of Education within two school days stating reasons he/she believes the removal from the student teaching experience was unjust. The Dean of the School of Education will present this letter to a School of Education faculty committee which serves as a hearing board. If the teacher candidate is not satisfied with the recommendation of the SOE committee, he/she may contact the office of Vice President for Academic Affairs to appeal to the Academic Council.

Sometimes a teacher candidate may struggle in one placement. If a cooperating teacher and university supervisor believe that the teacher candidate cannot adequately perform in that setting, the teacher candidate will receive an Incomplete for the course and repeat the 8 week placement the following semester.

**Student Teaching Grade
Cover Page**

Teacher Candidate: _____ **ID:** _____

Program: _____ **University Supervisor:** _____

Cooperating Teacher(s): _____

Course Requirements (percent of total grade)	Possible Points	Deficiencies	Point Earned (Weighted)
Portfolio/Video (25%)	30		
Journal (15%)	9		
Summative Evaluation (25%)	25		
Dispositions (15%)	21		
CAP 4 Application (5%)	5		
CAP 4 Exit Program (15%)	30		
Total Points	120		

A CAP 4 Application Form must be completed

The combined point total is 120 points.

A grade of an “A” or 90% will be determined by a score of 108-120 total points.

A grade of a “B” or 80% will be determined by a score of 96-107 total points.

A grade of “C” or 70% will be determined by a score of 84-95 total points

A grade of “Failing” or below 70% will be determined by a score of 83 total points or below.

Deficiencies

Students will be penalized 5 points per calendar day for late submissions of their portfolio, video, and other documents such as Lesson Plan/Analysis (i.e. 24 hours in advance of scheduled observation) for observed lessons. In addition, teacher candidates will be penalized 5 points for absences at seminars and will be assigned an alternate assignment.

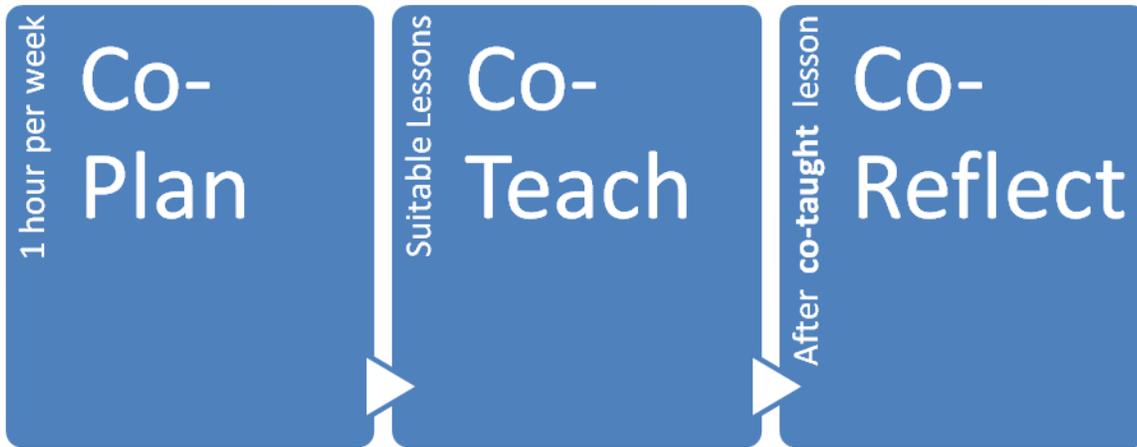
Co-Teaching Clinical Experience

- What is co-teaching? Co-teaching is 2 or more professionals jointly delivering substantive instruction to a diverse, blended group of students in a single, physical space.
- How can co-teaching be implemented into the clinical experience?
 - Enables two professionally-prepared adults to collaborate in the classroom, actively engaging students for extended periods of time.
 - Allows increased opportunities to get help when and how the teacher candidate needs it.
 - Affords teachers opportunities to incorporate co-teaching strategies, grouping and educating students in ways that are not possible with just one teacher.
 - All teacher candidates will use the co-teaching strategies during the clinical experience.

Co-Teaching Strategies (Example)

Strategy	Definition
One Teach, One Observe	<ul style="list-style-type: none"> • One teacher has primary responsibility while the other gathers specific observational information on students or the instructing teacher. • The key is to focus the observation—where the teacher doing the observation is observing specific behaviors. • One teacher can observe the types of questions asked during the lesson and chart Bloom’s Taxonomy Level.
One Teach, One Assist	<ul style="list-style-type: none"> • An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. • While one teacher has the instructional lead, the person assisting can be the “voice” for the students when they don’t understand or are having difficulties.
Parallel Teaching	<ul style="list-style-type: none"> • Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. • The greatest benefit to this approach is the reduction of student to teacher ratio. • Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.
Station Teaching	<ul style="list-style-type: none"> • The co-teaching pair divides the instructional content into parts—each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station—often an independent station will be used along with teacher led stations. • One teacher might lead a station where the students play a money math game and other teacher could have a mock store where the students purchase items and make change. The third station might include a computer program on money.
Supplemental Teaching	<ul style="list-style-type: none"> • This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or material retaught, extended or remediated. • One teacher may work with students who need re-teaching of a concept while the other teacher works with the rest of the students on enrichment.
Alternative or Differentiated Teaching	<ul style="list-style-type: none"> • Alternative teaching strategies provide two different approaches to teaching the same information. • The learning outcome is the same for all students however the instructional strategy is different. • One teacher may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other teacher accomplishes the same outcome but students predict by connecting the items pulled out of the bag with the story.
Team Teaching	<ul style="list-style-type: none"> • Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority and both teacher are actively involved in the lesson. • From a student’s perspective, there is no clearly defined leader—as both teachers share the instruction, are free to interject information, and available to assist students and answer questions. • Both teachers can share the reading of a story or text so that the students are hearing two voices.

The Co-Teaching Process



Co-Planning:

- Designate a weekly time to plan co-teaching lessons.
- Use co-teaching lesson plan template.
- Cooperating teacher will begin leading the co-planning time and the teacher candidate should rotate to the lead position towards the end of the placement.
- Both teachers are to plan single-individual lessons and/or their part in a co-taught lesson.

Co-Teaching:

- Allow teacher candidates to implement each of the 7 co-teaching strategies (one-teach-one observe, one-teach-one assist, parallel, station, alternative, supplemental, team).
- Not all lessons must incorporate a co-teaching strategy.
- Allow both cooperating teacher and teacher candidate to accept the supporting role.

Co-Reflecting:

- Teacher candidate and cooperating teacher reflect and make meaningful decisions about lesson taught and next steps.
- Reflection time must take place either at the end of the regular school day or at the beginning of the next school day to be effective.

**CAMPBELLSVILLE UNIVERSITY
SCHOOL OF EDUCATION**

IECE EXIT CAP PORTFOLIO GUIDELINES

All candidates are required to prepare an EXIT CAP portfolio. Entries/Artifacts come mainly from the student teaching placement(s). The EXIT CAP portfolio demonstrates the ability to meet all ten **Kentucky Teacher Standards**. It is to include student work samples *gathered during the student teaching experience*. (**Note: protect students' right to privacy by removing all last names.**)

All components of the Exit Portfolio will be saved on a Campbellsville University provided flash drive. The portfolio provides evidence of competency in the 10 IECE teacher standards and is organized into a total of 8 sections. Create one folder on the flash drive for each of the following sections:

1. Preliminary Section

2. Unit Section

Five IECE KTS standards will be *combined* into one labeled **Unit Section**.

This section includes IECE KTS I, III, IV, V, and IX.

3. **IECE KTS II**, Creates and Maintains Environment
4. **IECE KTS VI**, Collaboration with Colleagues, Families, and Others
5. **IECE KTS VII**, Professional Development
6. **IECE KTS VIII**, Supports Families
7. **IECE KTS X**, Leadership, and
8. **Reflection**, Self-Assessment.

General Requirements

- a) Unit: Standards I, III, IV, V, and IX
 - b) Individual entries for Standards II, VI, VII, VIII, and X
- Competency in writing skills
 - Rationales are written for only Standards II, VI, VII, VIII, and X
 - Use Times New Roman in size 12 font and black font color only for all text. Your text may be separated from the text on “forms” by a space to help the reader identify where your content begins.

Candidates may submit artifacts or other evidence to demonstrate competencies for specific standards and performance criteria in addition to those required and listed.

Candidates should proof-read and spell-check all documents.

Resources are available on IECE Web page including a Lesson/Unit Plan Took Kit.

Beginning Spring of 2016, “Sources of Evidence (SoE)” will replace current SE and TPA task terminology and formats. Additional Sources of Evidence may be included or substituted as portfolio evidence.

IECE CAP 4 Exit Portfolio	
Portfolio Section	Artifacts – Evidence
<p><u>Folder 1: Preliminary documents in order listed</u></p> <p>a) Cover Page: Name, University, Content Area (IECE), Grade Level (Birth-to-Primary)</p> <p>b) Signed form Verifying Original Work & Permission to Review (plus any parent permission forms for assessments, photographs, or other confidential documents)</p> <p>c) Completed Self-Evaluation of Portfolio</p> <p>d) Resume/Vita with photo (updated)</p> <p>e) Educational Philosophy of Early Childhood Inclusive Education (limited to 2 pages, 12 font, double spaced)</p>	

<p><u>Folder 2: Unit Section</u></p> <p>I. Designs/Plans Instruction</p> <p>III. Implements/ Manages Instruction</p> <p>IV. Assesses and Communicates Learning Results</p> <p>V. Reflects On and Evaluates Professional Practices</p> <p>IX. Demonstrates the Implementation of Technology</p>	<p><u>Rationale NOT written for this Section</u></p> <p>One Week Unit implemented from one placement</p> <ul style="list-style-type: none"> • K-W-H-L Chart • Curriculum Web (include IEP or other targeted ELOs) • *Unit Overview Framework with Weekly Schedule • SoE-2: <i>Lesson Plans</i> (3) in sequence to address one essential question and implemented in the Unit • SoE-4: Post-Observation <i>Lesson Reflection</i> (included only for any SoE - 1 lessons formally observed during unit implementation) with documentation (e.g., narrated photos, work samples) and completed assessments of <u>lesson objectives</u> • Newsletter for Families • Team Agendas for Unit Planning/Follow-Up • Unit documentation: (a) charts/graphs of unit essential questions and (b) photos of unit implementation and changes to the learning environment. • Technology/Assistive Technology evidence addressing each of the Standard IX performance indicators (a – e). Evidence will reflect both placements in addition to technology used in the Unit. If all performance criteria is not evident in the Unit documents, supplement additional evidence for each criteria from student teaching experiences outside the Unit. <p>The Unit Section must provide evidence of competency on <i>all IECE KTS I, III, IV, V, & IX standards <u>and</u> all performance criteria.</i></p>
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<p>Folder 3: II. Creates/Maintains Environment</p>	<ol style="list-style-type: none"> 1. <u>Rationale for Standard II:</u> (address all performance criteria a - j) 2. Classroom Management Plan (from CAP 3): <ul style="list-style-type: none"> • The Inclusive Learning Environment with Indoor/ Outdoor Floor Plans • Three-Tier Strategy for Preventing and Addressing Challenging Behavior 3. Reflective Analysis of teaching related to the guidance strategies and your Classroom Management Plan. Address the following experiences if applicable: <ul style="list-style-type: none"> • Changes, if any, made in guidance strategies and the learning environment • Similarities and differences between your two placements related to Standard II • Describe one or two significant learning experiences related to guidance issues and how they were resolved • Reflect on what you would do differently and how you can apply what you have learned to inform your professional growth in Standard II 4. Forms A/B (at least 3) from your cooperating teacher and/or university supervisor representing both placements if possible. The *SoE-2 <i>Lesson Plan</i> may be submitted for each Form A/B included. If an SoE-2 is submitted in TPA Section, make a note in this section to inform the Portfolio Reader that it is located in the TPA Unit Section.
<p>Folder 4: VI. Collaborates with Colleagues/Families/ Others</p>	<ol style="list-style-type: none"> 1. <u>Rationale for Standard VI:</u> (address all performance criteria a - h) 2. Select One Option: <ul style="list-style-type: none"> • Collaborative Project that supports learning of a student or group of students. Examples include but not limited to: <ul style="list-style-type: none"> ➢ Social Story or Behavior Support Plan ➢ Intervention or Tutoring Project 3. Documentation for option selected: <ul style="list-style-type: none"> • Photos, work samples, log of interventions/tutoring, list of strategies used or other documentation • Assessment Data: (a) Baseline pre-assessments, (b) formative/ monitoring progress, and (c) summative assessments to show impact of collaborative intervention on student learning. • Family reports (if applicable) • Team Collaboration (e.g., team agendas, meeting minutes) • Reflective Analysis describing and personal and professional growth • Records and Communication Log (SOE)
<p>Folder 5: VII. Engages in Professional Development</p>	<ol style="list-style-type: none"> 1. <u>Rationale for Standard VII:</u> (address all performance criteria a - f) 2. Self-Assessments (CAP 2, CAP 3, and CAP 4): (1) IECE Teacher Standards, (2) Disposition Recommendation, and (3) Domains 3. SoE-5 <i>Pre-Professional Growth Plan</i> (CAP 2, CAP 3, and CAP 4) with documentation of growth goals during student teaching. 4. Professional Involvement Log (SOE)

<p>Folder 6: VIII. Supports Families</p>	<p>1. *Rationale for Standard VIII: (address all performance criteria a-e)</p> <p>2. *Ongoing Communication with Families, documented by at least three items completed in student teaching selected from the examples below and including at least one sample of two-way/interactive communication. Include a Reflective Analysis of communication to support families.</p> <ul style="list-style-type: none"> • Newsletters • Parent Conference Notes • Web-site or Blogs • Parent Meeting Agendas • Informal Communication Log of family interactions • Other evidence of your role in supporting families <p>3. Choose one of the following options to demonstrate support of families and intent to develop and foster of partnerships:</p> <ul style="list-style-type: none"> • <u>Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), Transition Meeting,</u> or description of <u>observed ARC/IEP meeting</u>; Narrative Analysis of support received by the families through the process and/or meeting and examples of the communication strategies used (e.g., signaling openness, reflecting message, intentional inquiry, influencing skills); <i>OR</i> • <u>Home Visit Report</u> including a description of the meetings and examples of communication strategies used (e.g., signaling openness, reflecting message, intentional inquiry, influencing skills). • Include a Reflective Analysis at the end of the above option that you selected. <p>*If evidence supporting families is located in other portfolio folders, cross-reference those documents in rationale (e.g., Family Newsletter in Unit, Collaboration Project).</p>
<p>Folder 7: X. Provides Leadership Within School/ Community/ Profession</p>	<p>1. Rationale for Standard X: (address all performance criteria a - d)</p> <p>2. Collaborative Leadership Project: including documentation</p>
<p>Folder 8: Final Reflections and Self-Assessment</p>	<p>Narrative Self-Assessment—answers the following questions.</p> <ul style="list-style-type: none"> • What have you learned from this student teaching experience? • What did you find the easiest? Most difficult? Explain. • What helped you when you ran into difficulties completing this student teaching? • What would you do differently next time (such as KTIP)? • What was the most beneficial/relevant part of the student teaching experience? Least beneficial/relevant? Explain.

EPSB Student Teaching Experience Checklist

Teacher Candidate Name _____ Cooperating Teachers' Name _____

Student Teaching Semester: _____ GPA _____

Regulation 16 KAR 5:040 Section 6 about professional experiences.

Required Student Teaching Experiences	Documented Experience	Context, Date of Experience
1. 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.	Journal Reflections Lessons planned (SOE), taught (SOE, Forms A&B), reflected (SOE) Portfolio Documents	
2. 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 EPP and the partner school.	Journal Reflections Lessons planned (SOE), taught (SOE, Forms A&B), reflected (SOE) Portfolio Documents	
3. Use multiple performance assessments to document the student teacher's ability to support learning for all students.	Cooperating Teacher Observations University supervisor Observations Journal Evaluation Portfolio Evaluation Video Evaluation	
4. Require the use of technology to enrich student learning and support the student teacher's professional growth and communication.	ED450 Course Materials On-line seminars Student Teacher Video	
5. Provide opportunities for the student teacher to:		
a. Engage in extended co-teaching experiences with an experienced teacher.	(List Co-Teaching strategies used, documented in journals and lesson plans)	
b. 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.	(Review your reflections, journal entries, and comments from CT and US)	
c. Maintain regular professional conversations with experienced teachers other than the cooperating teacher.	(Hallways, before and after school, bus duty, faculty or department meetings)	
d. Participate in regular and extracurricular school activities.	(List activities outside classroom teaching)	
e. Participate in professional decision making.	(Leadership Project, Collaboration Project)	
f. Engage in collegial interaction and peer review with other student teachers.	(Seminars, personal contacts)	
g. Use TPA tasks or variation of these tasks to document student teacher's skills	Developed Unit Taught Unit	
4. Submit this record of all student teaching experiences for review and confirmation that the student teacher has met these requirements.	Portfolio Deadline and Exit Event	
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 student teaching experiences required.	E-Portfolio EPSB Documentation by EPP	

_____ Student Teacher's Signature and Date Completed

_____ CAP 4 Coordinator's Signature and Date

Student Teacher Checklist

Semester

Year

Name of Student Teacher _____

Grade Level _____ Content Area _____

1. Video / Portfolio Submission

____ Video (SOE-LP, SOE-Reflection, Self-Eval)

____ Portfolio (self- Eval, P12 Eval)

2. Cooperating teacher #1 evaluation

Name: _____

Mid-Term Date: _____

Final Date: _____

Journal _____

3. Cooperating teacher #2 evaluations (if applicable)

Name: _____

Mid-Term Date: _____

Final Date: _____

Journal _____

4. Supervisor's Evaluations

Name: _____

1. _____

2. _____

3. _____

4. _____

Form C1 _____ Form C2 _____

<p>Completion Date _____</p>

5. Letters of Recommendation

____ CT #1 ____ CT #2 ____ US

6. CAP 4 Application Complete _____

____ Transcript

____ Praxis

____ EPSB Experience Checklist

____ Dispositions __ CT1 __ CT2 __ US __ ST

Items Missing _____

Dispositions Assessment: At mid-term and at completion, the university supervisor reviews the candidate's progress on key dispositions for teacher preparation and performance. This progress is captured through a Dispositions Assessment, which is mapped to the Conceptual Framework. The candidate also self-assesses and reviews the assessment with the cooperating teacher and university supervisor.

When possible the university meets with the candidate and the cooperating teacher in a three-way conference to discuss the candidate's progress in meeting state standards and dispositions. In such conferences all are encouraged to speak openly and frankly about any and all phases of the student's work. When appropriate university supervisor may email the cooperating teacher with concerns.

Relationship with School Officials

The presence of the university supervisor is always mad known to the school office when visiting and, when possible communicates directly with the principal.

Student Teaching Grading Rubric

The final responsibility for the assignment of a grade in student teaching rests with the Ed450 instructor. The grade is based upon direct observations, written lesson plans, the conferences described previously, other program-specific requirements and the evaluation form completed by the cooperating teacher and university supervisor.

Resource Assistance

University supervisors welcome opportunities to describe the student teaching program and to serve as a consultant. Occasionally, the superintendent or the principal may wish to have the university supervisor share formally with a group of teachers some of the recent research results, teaching techniques, activities, or other developments in the university supervisor's area of specialty. This activity may be arranged for the school staff by the principal or department head and the university supervisor.



Principle I: Responsibility to the Profession

Principle II: Responsibility for Professional Competence

Principle III: Responsibility to Students

Principle IV: Responsibility to the School Community

Principle V: Responsible and Ethical Use of Technology

<https://www.nasdtec.net>

Professional Code of Ethics for Kentucky School Certified Personnel

<http://www.kyepsb.net/legal/ethics.asp>

16 KAR 1:020

Relates to: KRS 161.028, 161.040, 161.120

Statutory Authority: KRS 161.028, 161.030

Necessity, Function, and Conformity: KRS 161.028 requires that the Education Professional Standards Board develop a professional code of ethics. This administrative regulation established 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 dating 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 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 judgement, and shall not offer any of these to obtain special advantage.

(c) To the educator 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.)

