



Student Teacher Handbook

P12 Program

**School of Education
Educator Preparation Program**

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

Revised 2022-2023

*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.***

Table of Contents

Mission Statement	3
Accreditation	3
Purpose	4
Expectations	4
Eligibility for Student Teaching	5
Placement Process	5
Placement Matrix	6
Roles & Responsibilities for Student Teaching Team Members	8
Student Teaching Requirements	10
Student Teacher and Program Evaluation	13
Assistance for Student Teachers	14
Removal Policy and Appeal Process	14
Handbook Appendix	
Co-Teaching	16
Exit CAP 4 E-Portfolio Rubric	18
EPSB Requirement Checklists	23
Student Teacher Checklist	24
Code of Ethics 16 KAR 1:020	25
Disability, Plagiarism and Confidentiality Policies	27
Disposition Evaluation	28
Student Teaching Substitute Teaching Policy	29
Student Teacher Agreement Form	31

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

School of Education Accreditation

Campbellsville University Schools of Education is accredited by the Council for the Accreditation for Educator Preparation (CAEP) 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, and Spanish Education
- ⌚ Dual Certification Areas: P-5 and Special Education, P-5 and IECE

Welcome to Student Teaching

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 affect 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 student teaching placement utilizes a co teaching model in support of candidate development. (Appendix p. 16)

The teacher candidate is expected to practice and exhibit the following behaviors as indicated by the Kentucky Teacher Performance 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 Kentucky Teacher Performance 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. Students are encouraged to limit work to weekends. (Appendix p. 31)

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.

During the 2022-2023 academic year students may assume the role of substitute teacher as outlined in the Campbellsville University Emergency Substitute Teacher Policy. (Appendix p. 29)

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 E-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 and state 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 their cooperating teacher or university supervisor is a family member, nor will they be placed in a classroom where their children are enrolled.

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.

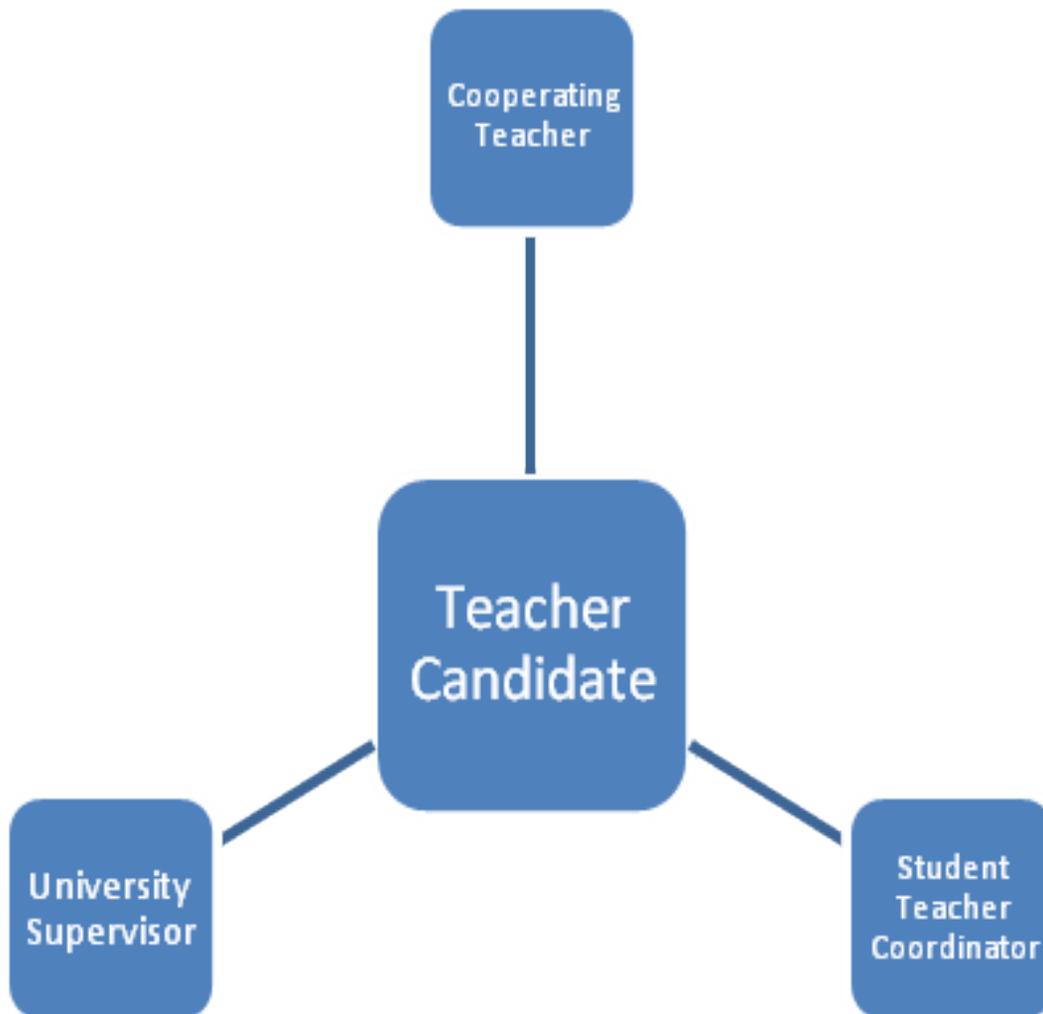
Teacher candidate placements are completed by the Student Teaching Coordinator. Students are not to contact teachers for placement. Failure to comply may delay student teaching placement. Any special requests or extenuating circumstances are to be put in writing and submitted to the Student Teaching 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 preferred)
5-9 Middle Grades One Content Area	1	16 week middle grades placement
5-9 Middle Grades Two Content Areas	2	(1) 8 week placement in content area (2) 8 week placement in content area
Middle / 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
P-5 and IECE	3	(1) 6 weeks preschool or DI placement (2) 5 weeks kindergarten (3) 5 weeks intermediate
International Placement	TBD	TBD
LBD – P5	3	(1) 6 weeks LBD placement (2) 5 weeks primary (3) 5 weeks intermediate

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. ⌚ Assume increasing instructional and operational responsibility as each placement progresses ⌚ 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. ⌚ Keep a reflective journal. ⌚ Update self-assessment and PPGP. ⌚ Make available the portfolio web link and your journal in the classroom; especially on days of formal observations. ⌚ Video one lesson to be included in your portfolio with the lesson plan, reflection, and self-assessment. ⌚ Attend all school related activities with the cooperating teacher. ⌚ 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"> ⌚ Participate 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.) ⌚ Formatively assess the teacher candidate twice using required forms 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. ⌚ Encouraged to write a letter of recommendation for the teacher candidate. (This letter should be on school letterhead and signed.) ⌚ 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 documenting experiences on approved forms at each visit and monitor completion (i.e. Records and Communication log, Professional Involvement log and EPSB Checklists with context and dates). ⌚ 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. ⌚ Encouraged to write a letter of recommendation on Campbellville 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 Campbellville 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 Campbellville University’s student teaching policies/requirements. ⌚ Lead student teaching seminars twice a month. ⌚ Plan CAP 4 Exit Event with local P-12 partners. ⌚ Assign evaluators for 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 Course Requirements

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 portfolio late will be penalized 5 points per calendar day. These points will be documented as deficiencies against the total points to be earned.

The final responsibility for the assignment of a grade in student teaching rests with the ED 450 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.

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

All Students must complete a CAP 4 Application

1. Portfolio—25% (minimum score of 2 required to pass)

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 Kentucky Teacher Performance 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. 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 Kentucky Teacher Performance Standards.. (Appendix p. 18)

2. Journal—15% (minimum score of 2 required to pass)

- (a) During the semester of student teaching, a reflective journal is kept as part of the student teaching experience. The journal is an electronic 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 the conclusion of each week the teacher candidate should reflect, elaborate and analyze specific events that will contribute to their growth as a teacher during their journal entry. 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 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 Kentucky Teacher Performance Standards and Pre-Professional Growth Plan.

3. Summative Evaluation—25% (minimum score of developing to pass)

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 48 hours prior to a scheduled observation; complete an analysis of lesson taught and submit within 24 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 Lesson— (part of portfolio)

Complete one twenty-minute video recording 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 self-assessment. The video will be evaluated for 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—15% (minimum score of 3 required to pass)

Cooperating teachers and university supervisors will complete a Disposition Recommendation on each teacher candidate. The disposition scores will be averaged. (Appendix p. 28)

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.

6. CAP 4 Documents – 5%

All parts of your CAP 4 Application must be completed and submitted on or by the last seminar date. This includes documentation of certification exams taken and plans developed for those not achieving passing grades. The completion of the Campbellsville University developed **EPSB Requirement Checklist form** with samplings of dates and context for experiences. This includes work with other education professionals beyond your cooperating teacher. (Appendix p. 23)

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 ensure that all assignments are submitted on time, 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— 15% (Minimum score of 2 required to pass)

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. 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 per cooperating teacher for dual placements and four times for single places. This process will include 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 Kentucky Teacher Performance Standards). These formative assessments are recorded on observation of teacher forms provided by CU. The assessment information is shared in a post-conference with teacher candidate providing feedback on areas of strength and growth. The form is signed by both parties and kept on file in the School of Education.

At the end of the placement the university supervisor and the cooperating teacher will meet to complete a summative evaluation of the teacher candidate's performance on each of the Kentucky Teacher Performance Standards using the 4-point scale E: Exemplary (4); A: Accomplished (3); D: Developing (2); I: Ineffective (1). This summative evaluation will then be shared with the student teacher.

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 and other CU discipline faculty are available for discussion and support.
4. The faculty at CU in other disciplines is available for discussion and support.
5. The clinical support specialist is available as an operational support
6. 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.

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.

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.

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If a student perceives the decision for their removal is unreasonable and a resolution cannot be agreed upon, the teacher candidate may appeal to the Dean of the School of Education. If the student is not satisfied with the Dean's decision, he or she may submit an official grievance to the Office of the Vice President of Academic Affairs for appeal with 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.

NOTE: Any changes made by the Kentucky State Legislature or Kentucky Department of Education after the approval and presentation for public access of this student teaching handbook may supersede applicable contents.

Student Teaching Handbook Appendix

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.

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.

Co-Teaching Schedule (Example)

Strategy	Definition	Implementation
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. 	<p>16 Week Placement Weeks 1 & 2</p> <p>8 Week Placement Week 1</p>
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. 	<p>16 Week Placement Weeks 3 & 4</p> <p>8 Week Placement Week 2</p>
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. 	<p>16 Week Placement Weeks 5 & 6</p> <p>8 Week Placement Week 3</p>
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. 	<p>16 Week Placement Weeks 7 & 8</p> <p>8 Week Placement Week 4</p>
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. 	<p>16 Week Placement Weeks 9 & 10</p> <p>8 Week Placement Week 5</p>
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. 	<p>16 Week Placement Weeks 11 & 12</p> <p>8 Week Placement Week 6</p>
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. 	<p>16 Week Placement Weeks 13 -16</p> <p>8 Week Placement Week 7-8</p>

CAP 4 Portfolio

Candidate Name:

ID:

Degree:

Reviewer Code:

Holistic Score:

The purpose of the CAP 4 portfolio is to document each candidate’s best work and to determine qualification for teaching. The CAP 4 portfolio will be completed in ED 450 and scored by P12 Partner Districts. Candidates must score a minimum of two in all ten Interstate Teacher Assessment and Support Consortium/Kentucky Teacher Performance Standards (InTASC/KTPS). Standards 3, 4, 5, 6, 7, 8, 9, and 10 have multiple indicators. Candidates must score a 2 on all indicators for these standards. To earn a specific score, candidates must meet all criteria.

The following artifacts are required components of the CAP 4 portfolio:

- 🕒 Title Page including Resume, Photo, Statement of Release/Originality of Work
- 🕒 Rationales for 10 KTPS/InTASC standards that show connections between standards and artifacts
- 🕒 Taught Unit with lesson plan and reflection
- 🕒 Classroom Management Plan
- 🕒 Video Lesson Link
- 🕒 Pre-professional Growth Plan
- 🕒 Professional Involvement Log
- 🕒 Records and Communication Log
- 🕒 Self-Dispositions, Dispositions from Faculty
- 🕒 Self-evaluation of Rubric
- 🕒 Other items as needed

Progression for Standards 1 and 2: Learner Development and Learning Differences

3 Accomplished

Meets all of the following expectations

Drawing on her/his understanding of child and adolescent development, the teacher observes learners, noting changes and patterns in learners across areas of development, and seeks resources, including from families and colleagues, to adjust learning (1a, 7i, 9d)

The teacher actively seeks out information about learner interests in order to engage learners in developmentally appropriate learning experiences (1b)

The teacher engages learners in a variety of learning experiences to capitalize on strengths and build areas of development that are weaker (1, 1j)

Meets all of the following expectations

Drawing upon her/his understanding of second language acquisition, exceptional needs, and learners’ background knowledge, the teacher observes individual and groups of learners to identify specific needs and responds with individualized support, flexible grouping, and varied learning experiences (1g, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 2i, 2j, 2l, 2m, 2o)

Recognize how diverse learners process information and develop skills, the teacher incorporates multiple approaches to learning that engage a range of learner preferences (2a, 2d, 2g, 2h, 2m, 8p)

Using information on learners’ language proficiency levels, the teacher incorporates tools of language development into planning and instruction, including strategies for making content and academic language accessible to linguistically diverse learners (1g, 2,b, 2e, 2g, 2i, 2j, 2l, 2m, 2o, 8p)

The teacher includes multiple perspectives in the presentation and discussion of content that include each learner’s personal, family, community, and cultural experiences and norms (2c, 2d, 2j, 2k, 2m)

The teacher applies interventions, modifications, and accommodations based on IEPs, IFSPs, 504s, and other legal requirements, seeking advice and support from specialized support staff and families (2f)

The teacher follows a process, designated by a school or district, for identifying and addressing learner needs (eg RTI) and documents learner progress (2f, 2g)

Progression for Standard 3: Learning Environments

Candidates must score a minimum of 2 for each criteria of standard 3.

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

3

Meets all of the following expectations

The teacher sets expectations for the learning environment appropriate to school/district policies and communicates expectations clearly to families (3n)

The teacher articulates explicit expectations for a safe, positive learning environment, including norms for behavior that include respect for others, as well as

responsibility for preparation and completion of work. S/he develops purposeful routines that support these norms (3a)

The teacher communicates verbally and nonverbally in ways that demonstrate respect for each learner (3f, 3r)

The teacher is a responsive and supportive listener, seeing the cultural backgrounds and differing perspectives learners bring as assets and resources in the learning environment (3f, 3r)

Meets all of the following expectations

The teacher manages the learning environment, organizing, allocation and coordinating resources (eg time, space, materials) to promote learner engagement and minimize loss of instructional time (3d, 8n)

The teacher varies learning activities to involve whole group, small group, and individual work, to develop a range of learner skills (3p)

The teacher provides opportunities for learners to use interactive technologies responsibly (3g, 3m)

Progression for Standard 4: Content Knowledge

Candidates must score a minimum of 2 for each criteria of standard 4.

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

3

Meets all of the following expectations

The teacher accurately and effectively communicates concepts, processes, and knowledge in the discipline, and uses vocabulary and academic language that is clear, correct, and appropriate for learners (4h, 4j, 4l, 5i)

The teacher draws upon his/her initial knowledge of common misconceptions in the content area, uses available resources to address them, and consults with colleagues on how to anticipate learner’s need for explanations and experiences that create accurate understanding in the content area (4e, 4k, 4r, 9d)

Meets all of the following expectations

The teacher uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner’s achievement of content standards (4a, 4j, 4n, 4r, 8e)

The teacher engages learners in applying methods of inquiry used in the discipline (4c)

The teacher links new concepts to familiar concepts and helps learners see them in connection to their prior experiences (4d, 4r)

The teacher models and provides opportunities for learners to understand academic language and use vocabulary to engage in and express content learning (4c, 4h, 4o)

The teacher consults with other educators to make academic language accessible to learners with different linguistic backgrounds (4g)

Progression for Standard 5: Application of Content

Candidates must score a minimum of two on both criteria of standard 5.

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

3

Meets all of the following expectations

The teacher helps learners see relationships across disciplines by making connections between curriculum materials in a content area and related perspectives from another content area or areas (5i, 5j)

The teacher engages learners in applying content knowledge and skills in authentic contexts (5b)

Meets all of the following expectations

The teacher engages learners in learning and applying the critical thinking skills used in the content area(s). S/he introduces them to the kinds of problems or issues addressed by the content area(s) as well as the local/global contexts for those issues (5d, 5k, 5m)

The teacher engages learners in developing literacy and communication skills that support learning in the content area(s). S/he helps them recognize the disciplinary expectations for reading different types of texts and for writing in specific contexts for targeted purposes and/or audiences and provides practice in both (5e, 5h, 5n, 8h)

The teacher provides opportunities for learners to demonstrate their understanding in unique ways, such as model making, visual illustration and metaphor

(5h)

The teacher guides learners in gathering, organizing, and evaluating information and ideas from digital and other resources and from different perspectives (5c, 5g, 5k, 5l)

The teacher structures interactions among learners and with local and global peers to support and deepen learning (5p)

Progression for Standard 6: Assessment

Candidates must score a minimum of two on all criteria of standard 6.

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

3

Meets all of the following expectations

The teacher uses, designs, or adapts a variety of classroom formative assessments, matching the method with the type of learning objectives (6a, 6b, 6j, 6k, 6r, 6t)

The teacher uses data from multiple types of assessments to draw conclusions about learner progress toward learning objectives that lead to standards and uses this analysis to guide instruction to meet learner needs. S/he keeps digital and/or records to support his/her analysis and reporting of learner progress (6c, 6g, 6j, 6l, 6o, 6t)

The teacher participates in collegial conversations to improve individual and collective instructional practice based on formative and summative assessment data (6c)

Meets all of the following expectations

The teacher engages each learner in examining samples of quality work on the type of assignment being given. S/he provides learners with criteria for the assignment to guide performance. Using these criteria, s/he points out strengths in performance and offers concrete suggestions for how to improve their work. S/he structures reflection prompts to assist each learner in examining his/her work and making improvements (6d, 6f, 6n, 6o, 6q, 6r, 6s)

The teacher makes digital and/or other records of learner performance so that s/he can monitor each learner's progress (6i)

Meets all of the following expectations

The teacher matches learning goals with classroom assessment methods and gives learners multiple practice assessments to promote growth (6b, 6j, 6k)

The teacher engages in ethical practice of formal and informal assessment implementing various kinds of assessments in the ways they were intended to be used and accurately interpreting the results (6j, 6k, 6v)

The teacher implements required accommodations in assessments and testing conditions for learners with disabilities and language learning needs (6i, 6k, 6p, 6u)

The teacher differentiates assessments, which may include providing more challenging learning goals for learners who are advanced academically (6k)

Progression for Standard 7: Planning for Instruction

Candidates must score a minimum of two on all criteria of standard 7.

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

3

Meets all of the following expectations

The teacher uses the provided curriculum materials and content standards to identify measurable learning objectives based on target knowledge and skills (7a, 7g)

The teacher plans and sequences common learning experiences and performance tasks linked to the learning objectives, and makes content relevant to learners (7a, 7c, 7k)

The teacher identifies learners who need additional support and/or acceleration and designs learning experiences to support their progress (7j, 7l, 7p)

The teacher integrates technology resources into instructional plans (7k, 7m, 8o, 8r)

Meets all of the following expectations

The teacher plans instruction using formative and summative data from digital and/or other records of prior performance together with what s/he knows about learners, including developmental levels, prior learning, and interests (7d, 7f, 7n)

The teacher uses data from formative assessments to identify adjustments in planning (7d, 7l, 7q)

The teacher identifies learners with similar strengths and/or needs and groups them for additional supports (7d, 7l, 7q)

Meets all of the following expectations

The teacher uses learner performance data and her/his knowledge of learners to identify specific learning needs of individuals and groups. S/he collaborates with specialists, colleagues, and other learners to plan specific interventions to support or advance learning to meet those needs, thus continually expanding his/her repertoire of strategies (7m, 7o, 7p)

The teacher works collaboratively with families to plan ways to meet the needs of learners, incorporating and using assets in the family and community that support learner goals (7e, 7m, 7o)

Progression for Standard 8: Instructional Strategies

Candidates must score a minimum of two on both criteria of standard 8.

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

3

Meets all of the following expectations

The teacher directs students' learning experiences through instructional strategies linked to learning objectives and content standards (7k)

The teacher makes the learning objective(s) explicit and understandable to learners, providing a variety of graphic organizers, models, and representations for their learning (8a, 8e, 8m)

As appropriate to the learning objective, the teacher prepares learners to use specific content-related processes and academic language. S/he also incorporates strategies to build group work skills (4j)

The teacher analyzes individual learning needs (eg language, thinking, processing) as well as patterns across groups of learners and uses instructional strategies to respond to those needs (7j, 8b, 8l, 8p)

The teacher integrates primary language resources into instruction (8c, 8m, 8p)

The teacher seeks assistance in identifying general patterns of need in order to support language learners (8k, 8m)

Meets all of the following expectations

The teacher helps learners use a variety of sources and tools, including technology, to access information related to an instructional objective. S/he helps students learn to evaluate the trustworthiness of sources and to organize the information in a way that would be clear to an authentic audience (8g, 8j, 8n, 8o, 8r)

The teacher poses questions that elicit learner thinking about information and concepts in the content areas as well as learner application of critical thinking skills such as inference making, comparing, and contrasting (8f, 8g, 8q)

The teacher models the use of non-linguistic representations, concept mapping, and writing to show how learners can express their understanding of content area concepts and assigns work that allows the learners to practice doing so (8e, 8m, 8q)

The teacher develops learners' abilities to participate in respectful, constructive discussions of content in small and whole group settings. S/he establishes norms that include thoughtful listening, building on one another's ideas, and questioning for clarification (8i, 8q)

Progressions for Standard 9: Professional Learning and Ethical Practice

Candidates must score a minimum of two on all criteria of standard 9.

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effect of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

3

Meets all of the following expectations

The teacher engages in structured individual and group professional learning opportunities to reflect on, identify, and address improvement needs and to enable him/her to provide all learners with engaging curriculum and learning experiences (5r, 9a, 9b, 9k, 9n, 10f, 10t)

The teacher completes professional learning processes and activities required by the state in order to meet certification or licensure requirements (9b, 9k, 9n, 10t)

The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving (9d)

Meets all of the following expectations

The teacher observes and reflects upon learners' responses to instruction to identify areas and set goals for improved practice (7p, 9c, 9g, 9l)

The teacher seeks and reflects upon feedback from colleagues to evaluate the effects of her/his actions on learners, colleagues, and community members (9a, 9g, 9m, 9n)

The teacher gathers, synthesizes, and analyzes a variety of data from sources inside and outside of the school to adapt instructional practices and other professional behaviors to better meet learners' needs (9a, 9c, 9g, 9h, 9k, 9l, 9n)

Meets all of the following expectations

The teacher acts in accordance with ethical codes of conduct and professional standards (9o)

The teacher complies with laws and policies related to learners; rights and teachers' responsibility (9j, 9o)

The teacher accesses information and uses technology in safe, legal, and ethical ways (9f, 9j, 9o)

The teacher follows established rules and policies to ensure learners access information and technology in safe, legal, and ethical ways (9f)

The teacher recognizes how his/her identity affects perceptions and biases and reflects on the fairness and equity of his/her decisions (4q, 9e, 9m)

The teacher accesses resources to deepen his/her understanding of the cultural, ethnic, gender, and learning differences among learners and their communities (9e)

The teacher reflects on the needs of individual learners and how well they are being addressed, seeking to build support for all learners (9l)

Progressions for Standard 10: Leadership and Collaboration

Candidates must score a minimum of two on both criteria of standard 10.

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

3

Meets all of the following expectations

The teacher participates on the instructional team(s) and uses advice and support from colleagues to meet the needs of all learners (10a, 10n, 10r)

The teacher participates in school-wide efforts to implement a shared vision and contributes to a supportive culture (10a, 10c, 10n, 10o, 10p, 10r)

The teacher elicits information about learners and their experiences from families and communities and uses this ongoing communication to support learner development and growth (10d, 10m, 10q)

The teacher uses technology and other forms of communication to develop collaborative relationships with learners, families, colleagues, and the local community (8h, 10d, 10g)

Meets all of the following expectations

The teacher leads in his/her own classroom, assuming responsibility for an directing student learning toward high expectations (9l)

The teacher makes practice transparent by sharing plans and inviting observations and feedback (10r)

EPSB Student Teaching Experience Checklist

Revised 8/10/22

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 (CT or US Observation Forms), 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 (CT or US Observation Forms), 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	
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 (LP, Reflection, self-eval)	
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, PLC)	
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 _____

Content Area/Grade Levels _____

1. Portfolio Submission and Exit Event Evaluation

____ Video (Lesson Plan, Reflection, Self-Eval)

____ Portfolio (self- Eval, P12 Eval)

____ Exit Event

2. Cooperating teacher #1 evaluations

Name: _____

Mid-Term Date: _____

Final Date: _____

Journal _____

Summative 1 _____

3. Cooperating teacher #2 evaluations

Name: _____

Mid-Term Date: _____

Final Date: _____

Journal _____

Summative 2 _____

3.5 Cooperating Teacher Evals

Name: _____

Mid-Term Date _____

Final Date _____

Journal Date _____

Summative 3 _____

4. Supervisor's Evaluations (Dates)

Name: _____

1. _____

2. _____

3. _____

4. _____

Completion

Date _____

5. CAP 4 Application Complete _____

____ Transcript

____ Praxis

____ EPSB Experience Checklist

____ Dispositions __CT1__CT2__US__ST__CT3

Items Missing _____

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.)



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>

Relationship with School Officials

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

Disability Statement

Campbellsville University is committed to reasonable accommodations for students who have documented learning and physical 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) 789-5450 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 other's contributions to one's course work. These values can be violated by academic dishonesty and fraud.

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.

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.

Confidentiality

Confidentiality of children being observed must be strictly adhered to at all times. **NEVER** mention children's real names *when discussing/sharing in online forums*, when sending data or other documentation through online formats, or with anyone else in the community, school, etc. Children, parents, and teachers must be protected! Violation of this right of children and families can cause you legal problems, loss of job, etc. A parental permission form must be signed before administering any formal assessment procedure or taping/photographing children.



Faculty/Cooperating Teacher Disposition Evaluation of Candidate

Candidate Name:

Student ID:

Faculty/Cooperating Teacher Name:

Course:

Date:

Please rank the candidate on the following dispositions from 1 (low) to 5 (high). If you have no evidence upon which to base your judgement, rank the candidate a 3.

Professional Commitment and Responsibility: The candidate demonstrates a commitment to the profession and adheres to the legal and ethical standards set forth by it.

The candidate:	Score
1. Maintains appropriate confidentiality	
2. Demonstrates compliance with laws/regulations	
3. Demonstrates compliance with policies/standards	
4. Maintains professional appearance	
5. Is prepared for class or appointments	
6. Is punctual for class or appointments	
7. Demonstrates academic integrity	

Professional Relationships: The candidate develops, maintains, and models appropriate relationships within the workplace, community, and larger diverse society.

The candidate:	Score
8. Demonstrates high expectations for others	
9. Demonstrates respect for the beliefs of others	
10. Demonstrates effective collaboration skills	
11. Demonstrates respect for cultural differences	
12. Demonstrates compassion for those experiencing difficulty	
13. Demonstrates patience during the learning process	
14. Demonstrates flexibility during the learning process	

Critical Thinking and Reflective Practice: The candidate demonstrates a commitment to continuous development within the profession.

The candidate:	Score
15. Demonstrates critical thinking in written or verbal form	
16. Addresses issues of concern professionally	
17. Responds positively to constructive criticism	
18. Actively seeks out new information	
19. Seeks help when needed	
20. Demonstrates personal progress	
21. Demonstrates reflective practice in written or verbal form	

Comments:

Faculty Signature:

Campbellsville University (CU)

Student Teaching/Emergency Substitute Teaching

2022 - 2023

In the spring of 2021, the Kentucky Educational Standards Board approved a waiver to allow substitute teaching to count towards student teaching. These 2022 – 2023 guidelines are provided for District implementation and to support CU student teachers deciding to serve as substitute teachers during their student teaching semester.

Student Teacher Candidates may choose to participate in this program waiver, but are not required. There is no stigma attached to a candidate either way by the University or School District.

Districts shall not pressure candidates to participate, nor imply participation may influence any evaluation of performance or opportunities normally associated with a student teaching placement agreement.

Substituting does not include candidates being pulled to “cover” classes periodically and this is still not an acceptable or approved practice under these new temporary protocols. Substituting is to be in half or full-day increments in the same classroom.

Substituting must occur in the same building as the placement of record and must be within the candidate’s degree/certification **developmental level**. At the secondary level content area(s) is preferable, but not required.

Student Teachers may not substitute the first ten (10) days of their initial placement or the first five (5) days of any subsequent placement. This is to allow the candidate an opportunity for consistent mentoring/support before working solo as a substitute.

Campbellsville University believes a first consideration should be to place the cooperating teacher in supervision of the classroom requiring a substitute, allowing the student teacher to remain in the more consistent environment of the placement classroom. However, we believe the school/district is in the best place to make this decision and candidates may substitute in other classrooms within the assigned building under the protocols and limitations contained in this document.

Campbellsville University reserves the right to limit or deny a student teacher/candidate the option to work as a substitute teacher during their student teaching placement if deemed appropriate to the best interest of the candidate’s successful completion of the student teaching experience.

Students should apply for EPSB emergency substitute certification through the related school district’s human resources department and complete any district specific training requirements for substituting if they elect to be part of the program.

1. Temporary Substitute Teaching

- a. Approved CU Student Teachers for a single semester may substitute teach up to 10 days per placement in dual settings or 20 days if a single placement. Approval to serve additional days as a substitute teacher must be made in advance of any days beyond those stated above. A review by the student teacher support team (cooperating teacher, university supervisor, university student teacher coordinator, and Dean or designee) of the student teacher’s progress will determine if additional days are permitted.

- b. No substitute teaching by candidates will be allowed during days the student teacher has scheduled observations or weeks the candidate is completing program required activities associated with typical student teaching experiences (units, portfolio projects).
 - c. Districts have the responsibility to communicate with cooperating teachers whose school day may be altered when the district assigns a student teacher to a substitute position in a different classroom.
 - d. Days of substituting in the assigned placement classroom count in the ten day minimum (when the cooperating teacher is absent or out of the candidate assigned classroom)
2. Long-term Substitute Teaching
- a. Districts and CU student teachers must seek approval* for long-term substitute teaching assignments defined as more than 10 consecutive days in one placement. This includes being utilized as a substitute in the assigned cooperating teacher's classroom.
 - b. Long-term substitute teaching assignments will be considered for 1-month periods of time and are renewable based on performance evaluations.
 - c. Students on long-term substitute teaching assignments will be required to meet virtually (or in-person) twice a week with their cooperating teacher.
 - d. Students on long-term substitute teaching assignments will be required to meet virtually bi-weekly with their university supervisor

*School districts interested in hiring CU student teachers for long-term substitute teaching positions must send their request to Dr. James Dantic, Student Teacher Placement Coordinator, jjdantic@campbellsville.edu and copy absteele@campbellsville.edu

STUDENT TEACHER AGREEMENT

Acknowledgement Form 2022-2023 School Year

I, _____, have access to the **Student Teacher Handbook** issued by the School of Education, and understand and agree that I have reviewed this handbook in detail and consulted the Student Teacher Coordinator on any questions concerning its contents.

I understand and agree:

-This handbook is intended as a general guide to Student Teaching.

-That in the event the School of Education modifies any of the policies contained in this handbook, the changes will become binding on me immediately upon issuance of the new policy by the School of Education

Student Teacher Name (please print)

Signature of Student Teacher

Date

.....

____ I understand as a Student Teacher candidate, this is a **Full-Time Responsibility**. During student teaching, the student is expected to devote full attention to teaching in the assigned school. If employment is an absolute necessity, it needs to be documented below, 20 hours or less. (***Suggestion: weekends only**). This work place must not be in the school where the Student Teacher is currently working on their certification.

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

____ **Yes**, I am currently working at _____. I will be working _____ hours per week.

____ **No**, I am not currently employed. **If there is a change the Dean of Education and Student Teacher Coordinator will need to be notified in writing immediately.*

Name of Employment Supervisor _____

Phone number _____ Email _____

District Start Date: _____