

**Highlights of EPSB Regulation 16 KAR 5:040:  
Admission, placement and supervision in student teaching\*  
Effective September 2013**

**Section 2: CT Eligibility Requirements**

Teaching certificate related to mentoring area

Three years of experience as certified teacher

Note: No mention of MA degree or requirement of one year in district)

**Mandated training for all cooperating teachers**

Basic responsibilities of cooperating teacher

Best practice to support ST including co-teaching strategies

Effective assessment of ST

**Section 3: Admission to ST**

Must report document of current medical exam including TB test

Prior to ST admission must complete min. 200 clock hours FE

Experiences must be diverse (2 **different** groups from candidate)

Different SES groups

English language learners

Students with disabilities

Students across elementary, middle and secondary levels.

Teacher candidates must report details of all experiences.

**Section 4: CT/ST ratio must be 1 to 1 (Short overlap of 2 or so days ok)**

**Section 5: Mandated training University Supervisors**

Basic responsibilities of a university supervisor

Best practice to support ST including co-teaching strategies

Effective assessment of ST

**Section 6: Professional Experience**

- (1) ST to assume major responsibility for full range of duties including **extended co-teaching** experiences
- (4) must have min. of 70 instructional days
- (5) EE and P-12 shall have ST **balanced** between primary and intermediate.
- (6) Middle and Sec. **dual** content areas **equal** in both content areas.
- (7) Use technology, engage in extended co-teaching, self-assessment
- (8) Supervisors shall use **KTIP TPA** tasks or variation for evaluation.
- (9) ST must not teach without direct supervision of certified educator.  
Kim emphasized that CT cannot leave classroom; no substitute teaching.  
(No requirement for solo teaching)
- (10) ST must not be employed by placement site (e.g., school where placed)

\*Although we have noted what seem to be the most relevant points in the regulation, we advise you to read carefully through the regulation itself to determine whether you agree. Please let us know if you see discrepancies.



## **16 KAR 5:040. Admission, placement, and supervision in student teaching.**

RELATES TO: KRS 161.020, 161.028, 161.030, 161.042

STATUTORY AUTHORITY: KRS 161.028, 161.030, 161.042

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

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

### **Section 2. Cooperating Teacher Eligibility Requirements.**

- (1) The cooperating teacher, whether serving in a public or nonpublic school, shall have:
  - (a) A valid teaching certificate or license for each grade and subject taught; and
  - (b) At least three (3) years of teaching experience as a certified educator.
- (2) A teacher assigned to a teaching position on the basis of a provisional, probationary, or emergency certificate issued by the Education Professional Standards Board shall not be eligible for serving as a cooperating teacher.
- (3) The district and educator preparation program shall select teachers to be cooperating teachers who demonstrate the following:
  - (a) Effective classroom management techniques that promote an environment conducive to learning;
  - (b) Best practices for the delivery of instruction;
  - (c) Mastery of the content knowledge or subject matter being taught;
  - (d) Aptitude and ability to contribute to the mentoring and development of a preservice educator;
  - (e) Usage of multiple forms of assessment to inform instruction; and
  - (f) Creation of learning communities that value and build upon students' diverse backgrounds.
- (4) An educator preparation program shall give a teacher who holds a teacher leader endorsement pursuant to 16 KAR 5:010, Section 12(3), priority consideration when selecting a cooperating teacher.
- (5) Beginning September 1, 2013, prior to student teacher placement, a cooperating teacher shall receive training approved by the Education Professional Standards Board and provided at no cost to the cooperating teacher by the educator preparation institution which shall include the following



components:

- (a) Basic responsibilities of a cooperating teacher;
- (b) Best practice in supporting the student teacher; and
- (c) Effective assessment of the student teacher.

(6) Beginning September 1, 2013, educator preparation programs shall maintain a pool of cooperating teachers who have met the requirements of this section.

(7) Beginning September 1, 2013, each educator preparation institution shall file an electronic report with the Education Professional Standards Board every semester which identifies the following:

- (a) Each candidate at the educator preparation institution enrolled in student teaching;
- (b) The candidate's assigned school;
- (c) The cooperating teacher assigned to each candidate;
- (d) The cooperating teacher's area of certification;
- (e) The cooperating teacher's years of experience as a certified or licensed educator; and
- (f) The date the cooperating teacher completed the training required in subsection (5) of this section.

**Section 3. Admission to Student Teaching.** In addition to the appropriate sections of the National Council for Accreditation of Teacher Education (NCATE) standards which are incorporated by reference in 16 KAR 5:010, each educator preparation institution shall determine minimum standards for admission to student teaching which shall include the procedures established in this section. Admission to student teaching shall include a formal application procedure for each teacher candidate.

(1) A record or report from a valid and current medical examination, which shall include a tuberculosis (TB) risk assessment, shall be placed on file with the admissions committee.

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

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

- (a) Engagement with diverse populations of students which include:
  - 1. Students from a minimum of two (2) different ethnic or cultural groups of which the candidate would not be considered a member;
  - 2. Students from different socioeconomic groups;
  - 3. English language learners;
  - 4. Students with disabilities; and
  - 5. Students from across elementary, middle school, and secondary grade levels;
- (b) Observation in schools and related agencies, including:
  - 1. Family Resource Centers; or
  - 2. Youth Service Centers;
- (c) Student tutoring;
- (d) Interaction with families of students;



- (e) Attendance at school board and school-based council meetings;
- (f) Participation in a school-based professional learning community; and
- (g) Opportunities to assist teachers or other school professionals.

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

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

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

**Section 5. University Supervisor.**

(1) The university supervisor shall make periodic observations of the student teacher in the classroom and shall prepare a written report on each observation and share it with the student teacher.

(2) The observation reports shall be filed as a part of the student teacher record and used as a validation of the supervisory function.

(3) A student teacher shall receive periodic and regular on-site observations and critiques of the actual teaching situation a minimum of four (4) times, excluding seminars and workshops.

(4) The university supervisors shall be available to work with the student teacher and personnel in the cooperating school regarding any problems that may arise relating to the student teaching situation.

(5) The educator preparation program shall select a clinical faculty member to serve as a university supervisor who demonstrates the following:

- (a) Effective classroom management techniques that promote an environment conducive to learning;
- (b) Best practices for the delivery of effective instruction;
- (c) Dispositions that contribute to the mentoring and development of a preservice educator;
- (d) Knowledge and skills in the use of formative and summative assessments; and
- (e) The ability to participate in a community of professionals committed to supporting the effective instructional practice of each student teacher.

(6) Beginning September 1, 2013, university supervisors shall receive training approved by the Education Professional Standards Board and provided at no cost to the university supervisor by the educator preparation institution which shall include the following components:

- (a) Basic responsibilities of a university supervisor;
- (b) Best practice in supporting the student teacher; and
- (c) Effective assessment of the student teacher.

(7) Beginning September 1, 2013, educator preparation programs shall maintain a pool of clinical faculty members who have met the requirements of this section.

**Section 6. Professional Experience.**

(1) In addition to the appropriate NCATE standards incorporated by reference in 16 KAR 5:010, the educator preparation institution shall provide opportunities for the



student teacher to assume major responsibility for the full range of teaching duties, including extended co-teaching experiences, in a real school situation under the guidance of qualified personnel from the educator preparation institution and the cooperating elementary, middle, or high school. The educator preparation program and the school district shall make reasonable efforts to place student teachers in settings that provide opportunities for the student teacher to develop and demonstrate the practical skills, knowledge, and professional dispositions essential to help all P-12 students learn and develop.

(2) A student teacher shall not be placed in a setting that is not consistent with his or her planned certification content and grade range.

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

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

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

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

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

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

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

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

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

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

1. Enrich the learning of P-12 students; and

2. Support the student teacher's professional growth and communication; and

(e) Providing opportunities for the student teacher to:

1. Engage in extended co-teaching experiences with an experienced teacher;

2. Engage in reflective self-assessment that informs practice;

3. Maintain regular professional conversations with experienced teachers other than the cooperating teacher;

4. Participate in regular and extracurricular school activities;

5. Participate in professional decision making; and

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

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



- (7) A student teacher shall not have responsibility for the supervision or instruction of P-12 students without the direct supervision of a certified educator.
- (8) A student teacher shall not be employed within the school in which he or she is assigned concurrent with student teaching.
- (9) The educator preparation program shall maintain electronic records that confirm that all students admitted after September 1, 2013, meet the requirements of this section.

#### **Section 7. Compensation of Cooperating Teachers.**

- (1) The Education Professional Standards Board may make arrangements with local school districts to compensate a cooperating teacher.
- (2) (a) The educator preparation institution shall electronically submit a report of all cooperating teachers and their corresponding student teachers to the Education Professional Standards Board:
  - 1. On or before October 15 for a cooperating teacher supervising a student teacher during the fall semester; or
  - 2. On or before February 15 for a cooperating teacher supervising a student teacher during the spring semester.
- (b) Each report shall include:
  - 1. The number of contract weeks that the cooperating teacher is working with each student teacher for that semester;
  - 2. The cooperating teacher's full name and Social Security number;
  - 3. The student teacher's full name, Social Security number, demographic data, and contact information;
  - 4. The student teacher's preparation and certification area by assigned certification code; and
  - 5. The names of the school district and school where the cooperating teacher is employed and the student teaching requirement is being fulfilled. If the certified cooperating teacher is employed in a nonpublic school which meets the state performance standards as established in KRS 156.160 or which has been accredited by a regional or national accrediting association, the institution shall submit the name of the school.
- (c) If an educator preparation institution fails to provide the report by the date established in paragraph (a) of this subsection, the Education Professional Standards Board shall not be liable for payment under this administrative regulation.
- (3) (a) Upon receipt of the report, the Education Professional Standards Board shall contact each cooperating teacher by electronic mail and forward a copy of the Instructions for Electronic Payment Vouchers to the cooperating teacher to provide instructions on how to create and electronically sign an electronic payment voucher.
- (b) The electronic payment voucher shall be electronically signed by the cooperating teacher, building principal, and the college supervisor as verification of the cooperating teacher's service to the student teacher and submitted to the Education Professional Standards Board:
  - 1. On or before December 15 during the fall semester; or
  - 2. On or before May 1 during the spring semester.
- (c) If a cooperating teacher fails to provide the completed electronic payment voucher by the date established in paragraph (b) of this subsection, the



cooperating teacher shall not be eligible to receive any compensation available under this administrative regulation.

- (4) (a) The payment to a cooperating teacher shall be determined based upon available funding allocated under the biennial budget bill and the total number of weeks served by all cooperating teachers reported for the fiscal year.
- (b) The payment shall be allocated to a cooperating teacher based upon the number of weeks the teacher supervised a student teacher as reported in subsections (2) and (3) of this section.
- (5) Payments to cooperating teachers shall be disbursed to the school districts or to cooperating teachers in nonpublic schools by the Education Professional Standards Board:
  - (a) On an annual basis; and
  - (b) On or before June 30.
- (6) Any payment of state funds under this administrative regulation shall:
  - (a) Be a supplement to the compensation provided by an educator preparation institution to a cooperating teacher who is supervising an institution's student teacher; and
  - (b) Not supplant the educator preparation institution's compensation responsibility.

#### **Section 8. Incorporation by reference.**

(1) "Instructions for Electronic Payment Vouchers", October 2011, is incorporated by reference.

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



## Co-Teaching as “best mentoring practice” for Student Teaching\*

### Co-teaching defined

The co-teaching model developed by St. Cloud State University (Minnesota) emphasizes the importance of the cooperating teacher (CT) and student teacher (ST) actively engaged in all aspects of instruction together from the beginning of the field placement. This includes sharing the planning, organization, delivery and assessment of instruction.

### Co-teaching strategies

There are seven strategies at the heart of the co-teaching model as described below. They can be used in anyway the partners deem appropriate to effectively meet the needs of the students with whom they work. However, it is important for co-teaching to be incorporated into all three teaching phases as shown at the chart on the bottom of the page.

1. **One teach; one observe** – One has primary instructional responsibility while the other gathers data regarding teaching and/or learning as specified before the lesson.
2. **One teach; one assist** – One has primary instructional responsibility while the other the other assists students with their work, monitors behaviors or corrects assignments.
3. **Station teaching** – The co-teaching pair divides the instructional content into parts. Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the other teacher led stations.
4. **Parallel teaching** – Each teacher instructs half the students. The two teachers address the same instructional material and present the material using the same teaching strategy.
5. **Supplemental teaching** – This strategy allows one teacher to work with students at their expected grade level while the other teacher works with the students who need the information and/or the materials retaught, extended or remediated.
6. **Alternative (differentiated) teaching** – The two teachers use different approaches to teaching the same information.
7. **Team teaching** – Both teachers are actively involved in teaching the lesson by sharing the instruction in a fluid way as deemed appropriate for the situation.

### Co-Teaching Phases

<u>Co-Planning</u>	<u>Co-Teaching</u>	<u>Co-Reflection</u>
Pre-observation conference	Implementation	Post-observation conference analyzing data and interactions
Planning lessons	Teaching	

\*Adapted from St. Cloud State University (Minnesota) Training Material



# Days Spent in the Student Teaching Classroom

Program: \_\_\_\_\_

ST Name: \_\_\_\_\_

CT Name: \_\_\_\_\_

ST Signature: \_\_\_\_\_

CT Signature: \_\_\_\_\_

January 2013

Sun	Mon	Tues	Wed	Thur	Fri	Sat
		1	2	3	4	
	7	8	9	10	11	
	14	15	16	17	18	
	21	22	23	24	25	
	28	29	30	31		

Days spent in classroom: \_\_\_\_\_

February 2013

Sun	Mon	Tues	Wed	Thur	Fri	Sat
					1	
	4	5	6	7	8	
	11	12	13	14	15	
	18	19	20	21	22	
	25	26	27	28		

Days spent in classroom: \_\_\_\_\_

March 2013

Sun	Mon	Tues	Wed	Thur	Fri	Sat
					1	
	4	5	6	7	8	
	11	12	13	14	15	
	18	19	20	21	22	
	25	26	27	28	29	

Days spent in classroom: \_\_\_\_\_

April 2013

Sun	Mon	Tues	Wed	Thur	Fri	Sat
	1	2	3	4	5	
	8	9	10	11	12	
	15	16	17	18	19	
	22	23	24	25	26	
	29	30				

Days spent in classroom: \_\_\_\_\_

May 2013

Sun	Mon	Tues	Wed	Thur	Fri	Sat
			1	2	3	
	6	7	8	9	10	
	13	14	15	16	17	
	20	21	22	23	24	
	27	28	29	30	31	

Days spent in classroom: \_\_\_\_\_

June 2013

Sun	Mon	Tues	Wed	Thur	Fri	Sat
	3	4	5	6	7	
	10	11	12	13	14	
	17	18	19	20	21	
	24	25	26	27	28	

Days spent in classroom: \_\_\_\_\_

TOTAL days spent in classroom: \_\_\_\_\_

0

Holiday Weather Illness Other

Sick Day Absence (other)