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Clinical Experience Handbook

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NKU – College of Education and Human Services

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Introduction

Clinical experience is the culminating component of Northern Kentucky University's teacher certification program. The degree to which a teacher candidate is successful in clinical experience has a crucial effect, not only in initial employment opportunities in education, but also in the probability for future success as a teacher.

Prior to clinical experience, each teacher candidate has successfully completed a minimum of 200 hours of field experience. The Department of Teacher Education strives to provide each teacher candidate with the best possible clinical experience. Teacher candidates are assigned to diverse local schools where they can demonstrate their knowledge, professional skills, and dispositions. Working closely with university clinical educators, PK-12 clinical educators co-plan, co-teach, mentor, and supervise teacher candidates during the clinical experience semester.

The purpose of this guide is to provide an overview of the policies, procedures, roles, and responsibilities of all partners, including the PK-12 clinical educator, the university clinical educator, and the teacher candidate. Each of these roles are crucial in providing leadership, guidance, and service during the clinical experience.

On behalf of the entire Department of Teacher Education, we congratulate each teacher candidate and extend a special thank you to our PK-12 partners for their time and expertise in mentoring our candidates.

Mrs. Joetta Browning
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Admission to Clinical Experience

Students must meet the following requirements before being admitted to clinical experiences:

- Admission to the Teacher Education Program
- Completion of all required professional education courses with a minimum grade of a "C"
- Overall GPA of 2.75 or higher
- Professional education coursework GPA of 2.75 or higher
- Senior standing (90 or more semester hours)
- Current medical examination, which includes a tuberculosis test
- Completion of 85% of coursework in major areas and 100% in minor (if student teaching in minor) for secondary education students
- Completion of 100% of coursework in two teaching areas for middle grades education students
- Completion of 100% of coursework for elementary education students
- Completion of 100% of coursework for early childhood education students
- Approval of Teacher Education Committee
- Verification of field experience hours (200) through KFETS logs
- All observations in schools, related agencies, and Kentucky teacher diversity standards requirements scored and marked as "met" in Foliotek

All prerequisites for clinical experiences must be completed by August 1 for the fall semester and December 1 for the spring semester, with the exception of the last summer session's grades.

Clinical Experiences are regulated by the Kentucky Education Professional Standards Board (KYEPSB) through 16 KAR 5:040—Admission, placement, and supervision in student teaching **(Appendix A)**.

Clinical Experiences Terminology

Director of Educational Placements: The university representative who coordinates the clinical experience programs for all areas of teacher preparation. The Director acts as a liaison officer between the university and PK-12 school.

Teacher Candidate: A qualified university student who has an opportunity to observe and teach with a PK-12 clinical educator. The teacher candidate gradually assumes classroom responsibility with a group of learners for an extended period of time during clinical experience.

PK-12 Clinical Educator (Cooperating Teacher): Certified classroom teacher of record who teaches children or adolescents and also supervises teacher candidates during the professional semesters.

University Clinical Educator (University Supervisor): The university representative who supervises a teacher candidate or a group of teacher candidates and acts as a liaison officer between the teacher candidate, PK-12 clinical educator, and Director of Educational Placements.

Part I: Roles and Responsibilities

The purpose of **Part 1: Roles and Responsibilities** is to provide the necessary structure and assistance for successful clinical experience.

Part I will provide information and guidelines for the:

- Director of Educational Placements
- Teacher Candidate
- PK-12 Clinical Educator (Cooperating Teacher)
- University Clinical Educator (University Supervisor)

Director of Educational Placements: Roles and Responsibilities

The Director of Educational Placements is responsible for all clinical experiences in the final semester of the teacher education program. The director is responsible for ensuring the following goals of the program are achieved:

- Verifying pre-requisite student records through Foliotek
- Screening, processing, and placing all teacher candidates
- Serving as a liaison and public relations contact for teachers and administrators
- Planning and organizing seminar activities
- Supervising financial transactions relating to clinical experience
- Conferring regularly with PK-12 clinical educators and university clinical educators
- Interpreting and enforcing clinical experiences policies and procedures
- Collaborating to revise and develop new policies and procedures as needed
- Recommending teacher candidates for certification
- Submitting final clinical experience grades
- Collaborating with the Office of Education Abroad for placement of international teacher candidates through the COST (Consortium of Overseas Student Teaching) Program
- Providing orientation for PK-12 clinical educators and university clinical educators in preparation for clinical experience

Teacher Candidate:
Roles and Responsibilities

Teacher Candidates should represent Northern Kentucky University in a positive manner, while serving as a guest in a clinical experience assignment. This includes demonstrating the performances, integrity, character, dispositions, attitudes and responsibilities of a professional. Candidates must demonstrate behavior and attitudes in accordance with the College of Education and Human Services' Code of Ethics **(Appendix C)** and the KYEPSB Code of Ethics **(Appendix D)** signed by all students upon admission to the teacher education program.

The teacher candidate must demonstrate appropriate personal conduct consistent with professional behavior. This includes accepting constructive criticism, being present and on time, demonstrating appropriate behaviors in dealing with conflict, and developing appropriate relationships with students, parents, faculty or supervisors. Professional conduct can also be extended to personal dress, speech, and written communications (especially emails and texting). The teacher candidate must demonstrate respect for students, parents, colleagues, supervisors, and faculty at all times.

Clinical experience is not intended to create a polished teacher, but to enable a teacher candidate to demonstrate satisfactory progress towards meeting the Kentucky Teacher Standards **(Appendix B)** at a level appropriate for a first year teacher.

The NKU Teacher Candidate's responsibilities include, but are not limited to:

- Satisfactorily completing all assignments associated with clinical experience
- Completing all responsibilities in a timely manner
- Displaying a willingness to accept additional responsibilities
- Responding positively to constructive criticism and utilizing suggestions for improvement
- Seeking assistance from the university clinical educator if problems arise
- Accessing NKU email on a regular basis
- Completing all required surveys and evaluations
- Submitting all Foliotek assignments on time
- Attending school each day that school is in session
- Reporting any absence to both the PK-12 clinical educator and the university clinical educator at least one hour prior to the beginning of the school day
- Maintaining accurate attendance records (time sheets)
- Confirming all scheduled observations and conferences with the university clinical educator and the PK-12 clinical educator
- Attending all scheduled clinical experience seminars and assuming responsibility for any makeup assignments due as a result of being absent from seminars
- Emailing the Director of Educational Placements at least one hour prior to any missed seminar
- Receiving passing scores on all required disposition, formative, and summative evaluations
- Utilizing a variety of co-teaching approaches **(Appendix F)** for planning and teaching

Teacher Candidate:
Roles and Responsibilities (continued)

While in the School Placement:

- Caring about students and establishing positive rapport
- Exhibiting a consistent work ethic
- Knowing and adhering to all school rules, policies, and procedures
- Communicating with school personnel in a professional, tactful manner
- Conforming to dress and behavior requirements consistent with school and community standards
- Exhibiting ethics and confidentiality concerning students and professional colleagues
- Becoming familiar with school personnel and their functions, as well as the physical plant
- Establishing an appropriate teacher -student relationship
- Participating in parent conferences, faculty meetings, professional days, and other extracurricular activities with the exception of seminar days
- Projecting enthusiasm for teaching
- Establishing reasonable standards of conduct in the classroom
- Promoting a positive resolution to all discipline problems
- Establishing acceptable standards of performance
- Expressing interest in the non-classroom interests and activities of the students
- Assuming full responsibility for all materials borrowed from the school district, university, or other sources
- Presenting detailed lesson plans, following the required format
- Never leaving students unattended
- Asking questions and seeking help
- Volunteering for extra responsibilities
- Sending thank you notes

PK-12 Clinical Educator: Roles and Responsibilities

Accepting a teacher candidate into a classroom is an important responsibility as will impact student learning important effect on these pupils since the P-12 clinical educator will have a teacher candidate in his/her classroom. The performance of the teacher candidate can help impact the successful school experience for the pupils in the classroom.

The PK-12 clinical educator's responsibilities include:

- Completing co-teaching training and supervision assessment
- Becoming acquainted with the background, special interests, and educational experiences of the teacher candidate
- Preparing the class members in advance so they will view the teacher candidate as a co-teacher
- Orienting the teacher candidate to school and classroom procedures and policies
- Making the teacher candidate feel useful, comfortable, and an integral part of the school staff
- Providing the teacher candidate with instructional materials, access to student records, and appropriate audiovisual equipment
- Co-planning and co-teaching lesson plans, while conferring daily to analyze performance
- Observing the teacher candidate's lessons and offering constructive feedback
- Submitting midterm and final evaluations on Foliotek
- Assisting the teacher candidate with planning and implementation of Teacher Work Samples
- Working with the university clinical educator to ensure consistency in evaluations
- Observing and evaluating one full lesson (during Teacher Work Sample) per eight week placement in conjunction with the university clinical educator
- Evaluating the university clinical educator and university program
- Contacting the university clinical educator prior to the midterm report if there are any concerns
- Utilizing technology for student improvement
- Allowing the teacher candidate to try things his/her own way if he/she shows originality and creativity
- Being generous with praise
- Encouraging the teacher candidate to reflect on his/her teaching and student learning
- Requiring teacher candidate to have written lesson plans
- Conferencing with the teacher candidate to review his/her progress
- Giving the teacher candidate some teaching responsibilities in the first few days of clinical experience
- Becoming familiar with the requirements in 16 KAR 5:040—Admission, placement, and supervision in student teaching **(Appendix A)**

Teacher candidates shall not be permitted to assume full responsibility for a class or classes without the supervision of a certified teacher of record regularly employed by the school district. Any prolonged illness or absence of a PK-12 clinical educator shall be reported to the university clinical educator. In the event that the PK-12 clinical educator is unable to perform supervisory duties, the Director of Educational Placements will automatically terminate the assignment in that classroom and will defer and extend the assignment at that school or assign the teacher candidate to another

cooperating teacher in that school or reassign the teacher candidate to another school.

Honorarium

Northern Kentucky University gives each Kentucky P K-12 clinical educator a small honorarium for participating in the program. The Kentucky PK -12 clinical educators will also receive a tuition waiver that may be used in any public higher education institution in Kentucky **(Appendix G)**.

Ohio teachers receive a small honorarium. As required by Ohio law, this honorarium is paid directly to the district office, and the district decides how or if this money is dispersed to PK-12 educators.

Indiana teacher receive a small honorarium paid directly to the PK-12 clinical educator.

University Clinical Educator: Roles and Responsibilities

- Completing co-teaching training, supervision assessment, and all state mandated training requirements
- Becoming familiar with the background of each teacher candidate
- Helping teacher candidates and PK-12 clinical educators understand the clinical experience process through detailed orientation
- Visiting and observing the teacher candidate and evaluating each lesson
- Conferencing with the teacher candidate and PK-12 clinical educator after each of the formal observation visits to discuss progress and performance
- Evaluating the teacher candidate's lesson in Foliotek within 48 hours following each observation
- Serving as an intermediary to solve problems arising between the teacher candidate and the PK-12 clinical educator
- Communicating with school administrators as needed
- Contacting the Director of Educational Placements by the fourth week if there are any concerns
- Completing all Foliotek evaluations in a timely manner
- Becoming familiar with the requirements in 16 KAR 5:040—Admission, placement, and supervision in student teaching **(Appendix A)**

Evaluating the PK-12 Clinical Educator and University Clinical Educator

The teacher candidate will have an opportunity to assess the effectiveness of the university clinical educator and the PK-12 clinical educator(s) at the end of each placement period. The PK-12 clinical educator will have the opportunity to evaluate the university clinical educator and the program. The university clinical educator also has the opportunity to evaluate the PK-12 clinical educator. The data collected from these evaluations are used to assist in improving the program.

All evaluations will be online surveys. Links to these surveys will be sent to the teacher candidates, PK-12 clinical educators, and university clinical educators via email from the Director of Educational Placements in November and April.

If a problem arises between the teacher candidate and the PK-12 clinical educator, the university clinical educator should be contacted. The university clinical educator will discuss the problem with all concerned parties and try to reach a satisfactory resolution. If the problem cannot be resolved by the university clinical educator, the Director of Educational Placements will be consulted. The Chair of Teacher Education and/or the Associate Dean may also be contacted by the Director to report the possibility of a student appeal if the assignment is terminated.

Part II: Policies and Procedures

Clinical experience provides teacher candidates an opportunity to acquire an understanding of the teaching process in a real-world setting. At NKU, clinical experience consists of 16 weeks (80 days) in a local school under the direction of a PK-12 clinical educator, a university clinical educator, and the school principal. It is the responsibility of the teacher candidate to familiarize him/herself with the handbook and consult with the university clinical educator concerning breaks, holidays, or any questions regarding the length of time at one placement.

The attendance policy will require daily sign-in at the clinical experience placement. A maximum of two professional development days may be included in the 80 days, and this information will vary from fall to spring semesters. Teacher candidates will be required to upload their first attendance sign-in sheet in Foliotek at the end of the eighth week and their second sign-in sheet at the end of clinical experience.

Teacher candidates are expected to be punctual and in attendance for the entire school day every day, as indicated by the clinical experience calendar. All meetings, conferences, and school -related activities deemed appropriate by the PK-12 clinical educator should be attended. Teacher candidates are expected to observe the PK-12 clinical educator's daily schedule.

If excessive days are missed due to inclement weather or district-wide illness, teacher candidates will be expected to attend school on those days designated as make -up days by the school district.

When the teacher candidate must be absent for valid reasons, the PK -12 clinical educator must be notified at least one hour prior to the beginning of the school day. The university clinical educator must also be notified as soon as possible. Any unexcused absence or tardy may lead to an immediate dismissal from clinical experience. Excessive absences or tardies (as determined by the Director of Educational Placements), even if excused, may result in an incomplete or failing grade.

Teacher candidates majoring in art, physical education/health, music, early childhood, elementary, middle grades, and special education have two eight-week placements. Secondary students and MAT students with one middle school or high school content have one sixteen -week placement. During this period of time, students apply the skills and knowledge learned in the teacher education program in a practical classroom setting.

While developing an effective and reflective teaching style, teacher candidates are also learners. A broad-based experience working with a variety of students, age groups, curricula, instructional materials, and professional staff members prepares teacher candidates to assume full teaching responsibilities in their future classrooms.

Teacher Candidate Placement Assignment Policy

The assignment of a teacher candidate is made by the Director of Educational Placements and a school administrator. Teacher candidates should not contact schools or teachers independently or make arrangements for an assignment. Principals make the final recommendation and decisions concerning placement.

Preference of the teacher candidate concerning the school system is given consideration in the assignment process. Requested schools must be within a 50 -mile radius of the university.

Teacher candidates will not be placed in a school:

- they attended
- where they have relatives enrolled/employed
- where they are personally acquainted with faculty and/or staff
- where they are employed as a substitute, aide, coach, bus driver, etc.
- with a PK-12 clinical educator from previous practicum placements

All clinical experience assignments are full -day assignments as follows:

- Art: eight weeks in two different grade levels (elementary and middle grades/secondary)
- Early Childhood: eight weeks in two placements (one in kindergarten, one in a preschool)
- Elementary: eight weeks in two placements (one in primary, one in intermediate)
- Middle Grades: eight weeks in two different content areas
- Music: eight weeks in two different grade levels (elementary and middle grades/secondary)
- Physical Education/Health: eight weeks in two different grade levels (middle grades/secondary health and elementary physical education)
- Secondary: sixteen weeks in certification subject area
- Special Education: eight weeks in two placements (elementary/middle grades/secondary and special education)

No additional course work may be taken in conjunction with clinical experience without permission from the Associate Dean. If a teacher candidate has extenuating circumstances, petitions to carry a maximum of three additional course hours concurrent with clinical experience must be approved in advance. If this is a concern, teacher candidates should be proactive in obtaining permission and not assume that permission will be granted.

Incomplete Grades

The clinical experience may be extended under special circumstances upon the recommendation of the university clinical educator, and/or the Director of Educational Placements.

An incomplete grade may be given until the full assignment is completed if:

- A teacher candidate is successful in the 1st 8-week assignments, but unsuccessful in the 2nd 8-week assignment
- Illness, accident, or personal issues cause the teacher candidate to miss a substantial amount of days
- A teacher candidate needs additional time in the classroom to further develop skills

An incomplete grade must be completed by midterm of the next full semester; otherwise, the teacher candidate will receive a failing grade.

Corrective Action

If challenges arise during clinical experience, a face -to-face discussion between the PK-12 clinical educator and the teacher candidate should take place immediately. Should challenges continue, the university clinical educator should be notified and a discussion with the teacher candidate, the PK-12 clinical educator, and the university clinical educator should take place as soon as possible.

A written remediation plan to address the issues discussed by the PK -12 clinical educator should be created with input from the university clinical educator and the Director of Educational Placements and signed by all parties. Everyone will receive a copy of this plan and a copy will be placed in the teacher candidate's file.

The plan should be implemented and monitored by the PK-12 clinical educator and the university clinical educator. Progress updates should be sent to the Director of Educational Placements on a regular basis. If concerns remain, the Director of Educational Placements will conduct an additional on-site evaluation. If remediation is unsuccessful, the teacher candidate may be removed from the classroom.

Termination

Teacher candidates must meet all requirements related to clinical experience.

Teacher Candidates may be removed for the following reasons:

- PK-12 clinical educator and/or principal request removal
- University clinical educator recommends removal
- Teacher candidate violates either NKU or KY's Code of Ethics and Conduct **(Appendices C & D)**
- Remediation is unsuccessful

Prior to any dismissal, all situations are investigated thoroughly by the Director of

Educational Placements.

In the event that a teacher candidate earns a failing grade, he or she may petition to repeat the clinical experience. The petition must be filed in writing with the Director of Educational Placements.

Within ten (10) working days, the Director of Educational Placements will take one of three actions:

- Approve the petition
- Deny the petition
- Approve the petition conditionally upon the successful completion of stated requirements

Teacher candidates may appeal the decision to the Associate Dean.

Legal Status of Teacher Candidates

Several opinions have been issued by the Attorney General **(Refer to Attorney General's Opinion Appendix I)** regarding the legal status of teacher candidates. Although a teacher candidate may be competent and skillful, the law clearly states that a teacher candidate is not a teacher within the meaning of the law. Based on this information, teacher candidates may not legally take charge of a classroom in the absence of a teacher. The following policy statements will guide PK-12 clinical educator and teacher candidates:

- A teacher candidate may be used as a substitute for a certified teacher or for his/her PK-12 clinical educator for 5 days.
- A teacher candidate has no legal authority as a certified teacher in or out of the classroom. It is necessary for the PK-12 clinical educator to be physically present in the classroom at all times.
- Although teacher candidates may accompany students on school trips, the teacher candidate may not legally assume responsibility for any activities (such as field trips, debate contests, etc.) that occur away from the assigned school.
- A teacher candidate must perform all duties in a responsible manner; therefore, a teacher candidate may be held liable for negligent acts or omissions. For this reason, teacher candidates may consider purchasing educator's liability insurance (KEA or KAPE) or other private policies **(Appendix J)**. Liability insurance is not mandatory unless the student is participating in the COST international student teaching program.
- Some home owners' policies provide coverage for work related liability. It is the candidate's responsibility to understand the liability coverage that may be provided by individual policies.
- A teacher candidate cannot be employed by the local board of education or receive compensation from said board for clinical experience services.
- In accordance with the Kentucky School Personnel Code of Ethics, teacher candidates "…shall keep in confidence all information about students…" Teacher candidates are required to sign a confidentiality statement.
- Teacher candidates are forbidden to transport students to or from school, field trips, or other activities involving automobiles.
- FBI/Fingerprint background checks are the responsibility of the teacher candidate and the school district. Candidates are asked to contact the district board office (human resources) where they are completing their clinical experience for information. The cost of the FBI background check varies from district to district but payment is the responsibility of the teacher candidate. A teacher candidate will not be allowed to begin clinical experience until a copy of the background check is on file with the district of placement and a copy uploaded in the clinical experience application.
- If a teacher candidate is placed in two different districts, he/she will obtain the FBI background check at the first placement. The teacher candidate is responsible for providing the second district with a copy.

Appendix A: 16 KAR 5:040

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

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 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, or emergency certificate issued by the Education Professional Standards Board shall not be eligible for serving as a cooperating teacher.

(3) 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.

(4) Each educator preparation institution shall file an electronic report with the Education Professional Standards Board every semester which identifies the following:

a) Each candidate in 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
f) The number of days the cooperating teacher supervised the student teacher during the semester.

Section 2 Admission to Student Teaching

Admission to Student Teaching shall include a formal application procedure for each teacher candidate.

(1) 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.

(2) 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.

(3) The educator preparation institution shall maintain electronic records that confirm all candidates enrolled in student teaching, have fulfilled the field experiences required in subsection (2) of this section. Beginning July 1, 2019, the educator preparation institution shall maintain electronic records in the Kentucky Field Experience Tracking System (KFETS) that confirm all candidates enrolled in student teaching have fulfilled the field experiences required in subsection (2) of this section.

Section 3 Cooperating Teacher to Student Teacher Ratio
The ratio of student teachers to cooperating teachers shall be one (1) to one (1).

Section 4 University Supervisor
(1)The university supervisor shall conduct a minimum of four (4) observations of the student teacher in the actual teaching situation, a portion of which can be remote. Requests for remote observation(s) shall be submitted to and approved by EPSB prior to observations.

(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) 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.

(4) 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.

Section 5 Professional Experience

(1)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 institution 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)The student teacher placement shall provide the student teacher with the opportunity to engage with diverse populations of students.

(4)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. Institutions unable to locate a placement aligned with grade level requirements in this section shall submit an alternative placement request to EPSB staff. EPSB staff may pre-approve the alternative placement request if the alternative placement request includes:

a) A description of the efforts of the institution to locate a placement aligned with grade level requirements in this section;
b) The rationale for the choice of the identified alternative placement;
c) Statements of support for the alternative placement from the principal and the cooperating teacher; and
d) Evidence of the candidate's variety of field experiences prior to student teaching. All alternative placement requests shall be placed on the consent agenda for the next regularly scheduled meeting of the board and shall be contingent upon board approval. The EPSB waiver committee may review submissions prior to the board meeting land recommend that the board move items from the consent items to the action or waiver items on the agenda. Pre-approval shall not be granted if the alternative placement does not meet the criteria set forth in this subsection. All alternative placements that are not eligible for pre-approval shall be placed on the agenda of the next regularly scheduled meeting of the board as a waiver item for consideration.

(1)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.

(2)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.

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

(5) The educator preparation institution shall use the Kentucky Teacher Internship Program documents established in 16 KAR 7:010.

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

(7) A student teacher shall not receive direct compensation for student teaching.

(8) The educator preparation institution shall maintain electronic records that confirm that all students meet the requirements of this section;

Section 6 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 September 30 for a cooperating teacher supervising a student teacher during the fall semester; or
2. On or before February 1 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) The electronic voucher shall be electronically signed by the cooperating teacher and the university 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.

(b) 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 days 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 days the teacher supervised a student teacher as reported in subsections (2) and (3) of this section, not to exceed more than seventy (70) days in a semester.
(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.

Appendix B: Kentucky Teacher Standards

Teacher Standards for Educator Preparation and Certification after June 30, 2018. The standards established in this section shall be used in the evaluation and assessment of a teacher for initial or advanced certification and for the accreditation of educator preparation providers beginning June 30, 2018.

STANDARD 1: LEARNER DEVELOPMENT The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences.
STANDARD 2: LEARNING DIFFERENCES The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
STANDARD 3: LEARNING ENVIRONMENTS The teacher shall work with others to create environments that: a. Support individual and collaborative learning; and b. Encourage positive social interaction, active engagement in learning, and self-motivation.

STANDARD 4: CONTENT KNOWLEDGE

The teacher shall:

a. Understand the central concepts, tools of inquiry, and structures of the discipline he or she teachers; and

b. Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

STANDARD 5: APPLICATION OF CONTENT

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

STANDARD 6: ASSESSMENT

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

STANDARD 7: PLANNING FOR INSTRUCTION

The teacher shall plan 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.

STANDARD 8: INSTRUCTIONAL STRATEGIES

The teacher shall understand and use 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.

STANDARD 9: PROFESSIONAL LEARNING AND ETHICAL PRACTICE

The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.

STANDARD 10: LEADERSHIP AND COLLABORATION

The teacher shall seek appropriate leadership roles and opportunities to:

a. Take responsibility for student learning;

b. Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and

c. Advance the profession.

Appendix C: Educators' Code of Ethics

NKU College of Education and Human Services

This document is in effect for education candidates enrolled in all of the undergraduate and graduate educator preparation programs in the College of Education and Human Services, which includes the educational leadership and school counseling programs.

Candidates must demonstrate professional behavior in any activity on campus or in the community when representing the educator preparation programs in the College of Education and Human Services at Northern Kentucky University. Behaviors consistent with this standard include, but are not limited to, the following:

- The candidate shall comply with the Professional Code of Ethics for Kentucky Certified Personnel. http://www.epsb.ky.gov/legal/ethics.asp
- The candidate shall comply with all policies, statutes, rules and procedures established by state and local agencies as well as Northern Kentucky University.
- The candidate shall comply with all rules and regulations of the local school(s) for any field experiences assignment or class assignment.
- The candidate shall recognize, respect and plan for the diversity that exists in classrooms and greater community.
- The candidate shall create and maintain a safe physical and emotional learning environment.
- The candidate shall collaborate with others in a positive, cooperative and courteous manner.
- The candidate shall not falsify or misrepresent any facts, documents, reports or information given to faculty, staff, PK-12 clinical educators, or university clinical educators, PK-12 students, colleagues or others.

Candidates must demonstrate professional behavior when using technology for instructional and research purposes, whether using NKU's resources, resources at a PK-12 institution, or personal computers. Behaviors consistent with this standard include, but are not limited to, the following:

- The candidate shall obtain permission to use and shall give appropriate citations for any work of another person used in her/his assignments.
- The candidate shall submit only his/her original work.
- The candidate shall comply with all fair use and copyright requirements when installing and using software on any computer.
- The candidate shall use email and other web-based communication tools (e.g. social networks) in a responsible and professional manner at all times.

The candidate shall use computing resources in a responsible, ethical and professional manner and will refrain from using computers in ways such as:

- Displaying sexually explicit or other inappropriate materials,
- Sending, forwarding or condoning harassing, fraudulent, threatening, or discriminatory communications of any kind,
- Breaking into, hacking or obtaining unauthorized access to any computer, or sharing other person's password or user account,
- Any other illegal actions, including copyright violations.

Candidates must demonstrate a professional level of responsibility for academic performance and respect for all PK-12 students, clinical educators, and faculty and for the education profession. Behaviors consistent with this standard include, but are not limited to, the following:

- The candidate shall treat PK-12 and university clinical educators, PK-12 students, staff, colleagues, faculty and others with respect at all times.
- The candidate shall not make judgments and/or remarks based on stereotypes and other biases related to race, culture, gender, social class, sexual orientation, religion, disability or ability level. Derogatory or demeaning behavior/language based on prejudice and bias is always unacceptable.
- The candidate shall exhibit professional responsibility for completion of course assignments in the required time frame.
- The candidate shall demonstrate professional responsibility through full participation in all course activities and compliance with attendance policies in accordance with each course syllabus.
- The candidate shall exhibit professional responsibility for completion of course assignments in the required time frame.
- The candidate shall exhibit a professional level of respect in class and field assignments by recognizing the authority of the faculty member and by showing courteous and appropriate behavior to all participants. Negative or disruptive comments, usurping authority in class, physical intimidation, and inappropriately aggressive behavior or comments will not be tolerated.
- The candidate shall exhibit a positive attitude toward the education profession and his/her content area. Disrespect shown through negative remarks, poorly prepared lessons, unprofessional appearance or low expectations for self and others is unacceptable.

Candidates must demonstrate personal conduct consistent with professional behavior. Behaviors consistent with this standard include, but are not limited to the following:

- The candidate shall accept constructive criticism from other candidates, faculty, clinical educators or others. A hostile or resistant attitude toward learning, as demonstrated by the refusal to participate in supervisory or advising sessions, is not acceptable.
- The candidate shall consistently attend classes and meetings. Failure to keep appointments and frequent absenteeism or tardiness in class or field assignments is unacceptable.
- The candidate shall demonstrate appropriate behavior in class or field assignments. Displays of disruptive behaviors such as screaming, insulting, ignoring, excessive talking, sleeping, irresponsible use of cell phone, inappropriate communications, intimidation, stalking, usurping authority in class, intoxication, drug use, or being indifferent to the feelings of PK-12 students, faculty, PK-12 clinical educators, colleagues and/or others is unacceptable.
- The candidate shall maintain a professional appearance in all field assignments. The candidate must comply with all dress standards and policies expected of a school's professional staff. Appearance deemed unacceptable in most schools include, but is not limited to the following: body piercing, exposed tattoos, the wearing of jeans, revealing attire, sweat pants, tank tops, inappropriate tops and shoes.
- The candidate shall develop and adhere to appropriate professional boundaries in all relationships. Developing an intimate friendship that conflicts with professional roles or developing romantic and/or sexual relationships with a PK-12 student, instructor, staff member or supervisor is unacceptable.

- The candidate shall not engage in harassment in any form or accuse others inappropriately of harassment. This includes sexual harassment, and harassing by use of phones, email, or any other form of communication.
- The candidate shall not issue implied or explicit threats to faculty, PK-12 clinical educators, PK-12 students, staff or colleagues.
- The candidate shall not attend class or field assignments under the influence of any non-prescribed drugs or medications or alcohol.
- The candidate shall not commit a crime, be convicted of a crime, or serve probation while a current candidate in an education program.

The purpose of the Code of Ethics is to establish standards of conduct for candidates in the educator preparation programs in the College of Education and Human Services and to provide a procedure that offers basic assurances of fundamental fairness to any person accused of violations of these standards. Each candidate in one of the education programs is bound by the provisions of this Code of Ethics and is presumed to be familiar with all of these standards.

Candidates should aspire to conduct themselves in a manner that is consistent with the highest degree of ethical integrity whether covered in the Code of Ethics or not.

The candidate shall recognize that, in addition to academic standards, faculty have the prerogative and responsibility to set behavioral standards for class or field assignments. As a community of learners, certain behaviors are expected and faculty have the responsibility and authority to establish those expectations. Failure to meet these standards can lead to deferral for admission to the education program, dismissal from class or field assignments, set conditional requirements for continuation in the education program or revocation of admission from the education program.

Procedures for Violation

An instructor or administrator who believes that a candidate has violated the educator preparation programs' Code of Ethics shall communicate with the candidate within ten (10) working days from the date of the discovery to schedule a meeting to discuss the violation. The appropriate department chair will be appraised of the incident within five (5) working days following the meeting if the instructor believes the violation has been substantiated. The instructor may report the incident concurrent with his/her investigation to the department chair. The instructor may apply one or more of the following actions should a candidate be deemed to be in violation of the Code of Ethics:

- An oral admonition or reprimand.
- A written admonition or reprimand.
- Conditional requirements for continuation in the course.
- A failing grade for an assignment.
- A failing grade in the course.
- Removal from the course.

Written documentation regarding the violation and instructor's decision will be copied to the appropriate department chair and added to the "Code of Ethics" log located in the department chair's office for future reference. The candidate's name, meeting date, instructor's name, and copy

of the written documentation will be placed in the "Code of Ethics" log.

If the candidate wishes to appeal a decision, the department chair will be contacted. The department chair will review all materials, consult with the instructor and candidate and attempt to resolve the problem. The department chair shall communicate with the candidate within ten (10) working days from the date of the notification to schedule a meeting to discuss the violation. The department chair may report the incident concurrent with his/her investigation to the Dean of Students, if deemed appropriate. (Candidates will need to refer to the Code of Student Rights and Responsibilities related to the Dean of Students' information.)

The department chair may apply one or more of the following actions should a candidate be found to be in violation of the Code of Ethics:

- An oral admonition or reprimand.
- A written admonition or reprimand.
- Conditional requirements [i.e. counseling] for continuation in the education program.
- Suspension from the education program or education class for the remainder of the semester.
- Suspension from the educator preparation program or education class for the semester following the current semester.
- Suspension from the educator preparation program for one or more years.
- Dismissal from the educator preparation program.

The candidate may appeal the decision of the department chair to the dean of the College of Education and Human Services (or designee) within ten (10) working days after notification of the department chair's decision. The dean (or designee) will meet with the candidate within 10 working days of receiving the appeal. The academic dean or his/her designee will review the charges and make one of three decisions: 1) confirm the department chair's decision; 2) make a different recommendation, or 3) refer the incident to the Dean of Students. The candidate will be notified by the dean (or designee) of his/her decision. The decision of the dean (or designee) is final.

The candidate may have additional rights and should consult the University Code of Student Rights and Responsibilities for additional information.

Appendix D: Kentucky EPSB Code of Ethics

KRS 161.028 requires that the Education Professional Standards Board develop a professional code of ethics. The Professional Code of Ethics for Kentucky Certified Personnel is codified in 16 KAR 1:020, establishes the ethical standards for Kentucky certified school personnel and establishes that violation of the code may be grounds for revocation or suspension of Kentucky teacher or administrator certification.

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.

To students

1. Shall provide students with professional education services in a nondiscriminatory manner and in consonance with accepted best practice known to the educator;
2. Shall respect the constitutional rights of all students;
3. Shall take reasonable measures to protect the health, safety, and emotional well-being of students;
4. Shall not use professional relationships or authority with students for personal advantage;
5. Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;
6. Shall not knowingly make false or malicious statements about students or colleagues;
7. Shall refrain from subjecting students to embarrassment or disparagement; and
8. Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats of physical harm; and sexual assault.

To parents

1. Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student;
2. Shall endeavor to understand community cultures and diverse home environments of students;
3. Shall not knowingly distort or misrepresent facts concerning educational issues;
4. Shall distinguish between personal views and the views of the employing educational agency;
5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others;
6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities; and
7. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.

To the education profession

1. Shall exemplify behaviors which maintain the dignity and integrity of the profession;

2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;
3. Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law;
4. Shall not use coercive means or give special treatment in order to influence professional decisions;
5. Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications; and
6. Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.

Last modified: Wednesday, June 28, 2017, 4:27 PM

Appendix E: Undergraduate Education Programs Transition Points

The following table lists the transition points of the undergraduate education programs.

Candidates' knowledge, skills, and professional dispositions are assessed at each of the transition points in all undergraduate education programs. The outcomes of these assessments determine if a candidate is ready to proceed to the next key point in the undergraduate education program.

TP I – Full Admission	**Knowledge:** Required Standardized Test Score Course Success with a C or better 60 hours of coursework Overall GPA of 2.75 CMST 101 B or better ENG 291 B or better **Dispositions:** Dispositions/ Professional Behaviors Checklist **Foliotek**
TP II – Admission to Clinical Experiences	**Knowledge:** Course Success with a C or better Overall GPA of 2.75 Professional GPA of 2.75 Content GPA 2.75 **Skills:** University C.E. Lesson Evaluation PK-12 C.E. Lesson Evaluation **Dispositions:** Dispositions/ Professional Behaviors Checklist **Foliotek**
TP III – Program Completion	**Knowledge:** Course Success with a C or better Degree Course Requirements Completed Overall GPA 2.75 Professional GPA of 2.75 Content GPA of 2.7 **Skills:** University C.E. Lesson Evaluation PK-12 C.E. Lesson Evaluation **Dispositions:** Dispositions/ Professional Behaviors Checklist **Foliotek** **Teacher Work Sample**

Appendix F: Co-Teaching

Kentucky Education Professional Standards Board (EPSB) has adopted a co-teaching approach to mentoring.

The co-teaching student teaching model places a teacher candidate with a PK-12 clinical educator. Lessons are planned and taught by both the PK-12 clinical educator and the teacher candidate.

Co-teaching consists of the PK-12 clinical educator and teacher candidate working together with groups of students – sharing the planning, organization, delivery and assessment of instruction, as well as the physical space. Both educators are actively involved and engaged in all aspects of instruction.

Kentucky regulations require "…opportunities for the student teacher (teacher candidate) 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…" and "…opportunities to develop and demonstrate the practical skills, knowledge, and professional dispositions essential to help all P-12 students learn and develop.

Roles and Responsibilities of the Co-teaching Triad

PK-12 Clinical Educator:

- Orient the teacher candidate to the school and classroom environment
- Review school policies and procedures
- Encourage teacher candidate to get involved in school activities
- Share materials and ideas
- Assist the teacher candidate in developing standards-based lessons
- Observe and provide constructive feedback
- Know and implement the co-teaching strategies
- Mentor and guide the teacher candidate
- Model effective teaching strategies and professional behavior
- Be flexible, allowing the teacher candidate to try new ideas
- Communicate expectations
- Be understanding and patient
- Maintain consistency and accountability

University Clinical Educator:

- Provide a systematic and consistent presence during the clinical experience
- Conduct orientation meeting with the PK-12 clinical educator and teacher candidate
- Observe and provide feedback on a regular basis
- Act as a confidant for both the PK-12 clinical educator and teacher candidate
- Be an advocate for the teacher candidate
- Facilitate positive interactions and communication
- Set clear expectations
- Be honest with the teacher candidate regarding his or her classroom performance
- Facilitate corrective action or intervention as needed
- Encourage and support the use of co-teaching strategies
- Maintain a knowledge base of current best practice in PK-12 education

Teacher Candidate:

- Schedule to meet PK-12 clinical educator and tour classroom prior to the clinical experience semester
- Be enthusiastic and show initiative
- Network with administrators and other school personnel
- Ask questions and discuss professional issues
- Share ideas and work cooperatively
- Help with all classroom responsibilities (record keeping, grading, etc.)
- Demonstrate appropriate professional behavior (punctuality, confidentiality, professional attire, etc.)
- Use all personal and school technology appropriately
- Know your content

- Be open to constructive feedback and implement recommended strategies for improvement
- Plan engaging standards-based lessons
- Know and implement co-teaching strategies
- Be proactive in initiating communication
- Demonstrate respectful behavior
- Be reflective about your practice
- Be patient with yourself and your PK-12 clinical educator

Co-teaching Strategies/Approaches

One Teach, One Observe
One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher.

One Teach, One Assist
One teacher has primary instructional responsibility while the other assists students' with their work, monitors behaviors, or corrects assignments.

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.

Parallel Teaching
In this approach, each teacher instructs half the students. The two teachers are addressing the same instructional materials using the same teaching strategies.

Supplemental Teaching
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 materials extended or remediated.

Alternative (Differentiated) Teaching
Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different.

Team Teaching
Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Both teachers are actively involved in the lesson.

From a student's perspective, there is no clearly defined leader, as both educators share instruction, are free to interject information, and are available to assist students and answer questions.

Appendix G: Tuition Waiver

COLLEGE OF Education & Human Services

PK-12 Clinical Educator (Cooperating Teacher) Tuition Waiver Application

*This form **must be returned to MEP 263A** for a signature from the Director of Clinical Experiences at least one week prior to the start of classes. Please **DO NOT** send this form to the Financial Aid Office at NKU; doing so will result in a delay of processing of tuition waiver.*

Last Name, First Name, Middle Initial	*MYNKU#* **(NOT SS# OR ISO#) *Required**
Home Address	City, State, & Zip
Phone Number	School Email Address
School District	School / School Phone
Teacher Candidate's Name	Grade(s) and Subject(s) Taught

Year and semester(s) you supervised (ex: Fall 2017 or Spring 2018)	Number of hours earned (ex: 8 weeks = 3 hours)	Hours good through (i.e., expire after) (ex: Fall 2018 and Spring 2019)
Institution where hours are to be used	Number of hours to be used	Semester and year hours to be used

Cooperating Teacher's Signature	Cooperating Teacher's Name	Date
Principal's Signature	Principal's Name & phone	Date
Clinical Experiences Director's Signature	Dr. Ginger Webb Clinical Experiences Director's Name	Date

Please read the tuition waiver instructions carefully before contacting the Department of Teacher Education for assistance. The waiver will not be processed if late or without MYNKU number.

Questions: Claudia Johnson, Academic Assistant
Phone: (859) 572-5610 | johnsonc24@nku.edu

Scan and Email: Mrs. Joetta Browning
Director of Educational Placements
Phone: (859) 572-6521| browningjo@nku.edu

Instructions for Tuition Waiver Application for PK-12 Clinical Educators (Cooperating Teachers) of Teacher Candidates

In accordance with KRS 164.2845 Tuition-free courses for cooperating teachers and resource teachers.

1) In recognition of valuable service to the preparation of teachers and the need for all teachers to have continual professional growth, a supervising teacher or a resource teacher for interns may, with prior approval of the course-offering institution, take a maximum of six (6) credit hours per term at any public postsecondary institution and pay no tuition. The postsecondary institution shall waive the tuition up to a maximum of six (6) credit hours.
2) The teachers covered in this section may exercise the tuition-free course option only if there is available space within a given course offering. A postsecondary institution shall not be required to establish a course to meet teacher requests.
3) The tuition-free courses may be used to partially satisfy requirements for an advanced degree.
4) 4) Each public postsecondary education institution shall establish the procedures for implementing the provisions of this section, effective 8/1/2000. *{Created 2000 Ky. Acts ch. 527, sec. 9, effective 7/14/2000}*

Additionally, the following policies and regulations apply:

1) A cooperating teacher must use their tuition waiver within three (3) consecutive semesters following the semester in which the student teacher was supervised. This includes Fall, Spring, and Summer semesters. Credits expire if unused after one year and are non-transferable. For example, if eligibility for three (3) credit hours is established at the end of Fall 2017 semester, the teacher may use the tuition waiver in Spring 2018, Summer 2018, or Fall 2018 semester. If six (6) hours are earned, those hours may be split between multiple semesters.
2) Waiver hours for cooperating teachers are earned at three (3) hours per eight (8) weeks of hosting a student teacher. For some placements, students are hosted for sixteen (16) weeks, earning a cooperating teacher six (6) hours of waived tuition.
3) The tuition waiver applies only to a waiver of tuition and does not include mandatory site fees, textbooks, or other charges which may be assessed by the course offering institution.
4) This waiver covers the tuition for internet courses but does not cover the internet course fees.
5) Anyone using this form in a fraudulent manner is subject to dismissal from the credit granting institution and any legal implications that may apply to fraudulent use. If a person takes classes at more than one institution in one semester, a Statutory Tuition Waiver must be completed for each institution attended.
6) Each student must be in good academic and financial standing at Northern Kentucky University.
7) A graduate (graduate level) class is a taxable benefit which the student is responsible for reporting.
8) All classes are subject to availability each semester; student is subject to all regulations for NKU.
9) Tuition waivers are not transferable to another person. They may be used in any public post-secondary institution in Kentucky. Teachers using tuition waivers at other public post-secondary institutions must follow that institution's policies.

10) Once this waiver has been completed, it is the **student's responsibility to complete all necessary processes for NKU**, including the application to the graduate admission office.

11) **This waiver form must be validated at least one week prior to class registration. NO EXCEPTIONS.** This includes information from teacher using waiver, principal's signature, director of clinical experiences' signature, and delivery to the Office of Financial Aid (AC 416).

Tuition Waiver forms are available in the College of Education Department of Teacher Education (MEP 263A). Or email tece@nku.edu. Validation will be completed by the director of clinical experiences.

This form must be returned by mail, email, or in person; with all of the necessary information and signatures.

Mail: Attention: Department of Teacher Education
Northern Kentucky University
College of Education
MEP 263A
Highland Heights, KY 41099

Appendix H: Appropriate Use of Technology

Technology should be used appropriately at all times. It is our goal to maintain the integrity of the teaching profession by using technology to further the educational process of our teacher candidates and their PK -12 students.

Appropriate use of computers and cell phones is determined by each school district. It is the responsibility of the teacher candidate to request information and be knowledgeable of his/her school's policy concerning the appropriate use of technology during student teaching.

Each teacher candidate must complete a form (found on **page 35** of this handbook) requesting the use of the district's computers. This signed document should be kept in the possession of the university clinical educator.

School technology, the internet, and social media sites are to be utilized solely for educational purposes.

The following list provides guidelines for the appropriate use of personal cell phones during the clinical experience:

- Avoid all text messaging, phone calls, and social networking with PK -12 students
- Silence and avoid cell phone use during class
- Check or respond to messages only on personal time, before or after school, or during lunch
- Record a professional greeting for voice messages

For additional regulations, refer to section B of the COEHS Code of Ethics **(Appendix C)**.

Use of District Technology during Clinical Experience

Teacher Candidate Name: _____

PK-12 Clinical Educator Name: _____

School: _____

Semester: ☐ Fall _____ ☐ Spring _____

☐ 1st 8 weeks ☐ 2nd 8 weeks ☐ 16 weeks

Teacher candidates will use district technology for the following:

☐ Class attendance

☐ Class grades

☐ Research

☐ Educational programs

☐ Learning management systems

☐ School-approved social media sites

☐ Other (please specify): _____

It is understood that teacher candidates will not communicate with students through social networking sites (Facebook, Twitter, Instagram, Snapchat, dating sites, etc.) or through the use of text messaging, instant messaging, group chats, video chats, etc.

Teacher Candidate's Signature: _____ Date: _____

PK-12 Clinical Educator's Signature: _____ Date: _____

University Clinical Educator's Signature: _____ Date: _____

Appendix I: An Attorney General's Opinion

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

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

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

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

Our answer is negative. KRS 161.042 reads as follows:

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

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

Ed W. Hancock Attorney General

Appendix J: Teacher Candidate Professional Liability

Teacher candidates have the option to purchase professional liability insurance that covers the participation in clinical experience.

Options include:

- Kentucky Association of Professional Educators (KAPE)

Visit http://www.kentuckyteachers.org/, click on Membership tab at the top of the page then click on KAPE Student Membership. Membership is free and includes professional liability insurance.

- Teacher candidates may have professional liability insurance via their existing home owner's policy. Check with your insurance provider to determine coverage.

Teacher candidates participating in the Consortium of Overseas Student Teaching (COST) Program are required to purchase professional liability insurance.