

Spring 2017

Clinical Experiences Handbook



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NKU - College of Education and Human Services

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Introduction

Clinical experiences is the capstone in Northern Kentucky University's certification program. The degree to which a teacher candidate is perceived as successful in clinical experiences has a crucial effect, not only in initial employment in education, but in the probability for future success as a teacher. Clinical experiences may be the most important component of a pre-service teacher preparation program.

The College of Education and Human Services at NKU attempts to provide the student with the best possible clinical practice experience. Each candidate has successfully completed numerous field experiences prior to the final clinical experience. The candidates are assigned to local schools in diverse situations where they can demonstrate their knowledge, professional skills, and dispositions in a real situation under the direction of qualified P-12 clinical educators, recommended by appropriate school officials, who work closely with our university clinical educators.

The purpose of this guide is to provide an overview of the policies, procedures, roles, and responsibilities of all partners. This includes the P-12 clinical educator, the university clinical educator, and the teacher candidate. These roles are crucial and much appreciated as each person provides leadership and service during the clinical experience; all three of these people help form a professional partnership during the clinical experiences semester.

We believe our teacher education program provides teacher candidates with the requisite skills to ensure a quality educational experience for all children. As a result, we believe new teachers graduating from our programs will be successful as they embark on their career.

On behalf of the entire Department of Teacher Education, COEHS Chairs, and Deans, we congratulate each teacher candidate. We also extend a special thank you to our P-12 partners for their time and expertise in mentoring our candidates. It is with warm regards that we send our teacher candidates to begin this final clinical experience program in the teacher preparation program. They will be placed in a position to greatly impact the growth of all students they encounter on the road to becoming a successful teacher.

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ADMISSION TO CLINICAL EXPERIENCES

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

1. Admission to the Teacher Education Program.
2. Completion of all required professional education courses with a minimum grade of a “C.”
3. An overall academic standing of a 2.75 grade point average (GPA) as well as a 2.75 in professional education coursework and in the academic specialties (teaching majors, minors, areas of specialization, areas of emphasis, areas of concentration). Refer to the undergraduate education program transition points. **(Appendix E)**
4. Senior standing (90 or more semester hours).
5. A current medical examination, which includes a tuberculosis test.
6. Completion of 85% of coursework in major areas and 100% in minor (if student teaching in minor) for secondary education students.
7. Completion of 100% of coursework in two teaching areas for middle grades education students.
8. Completion of 100% of coursework for elementary education students.
9. Completion of 100% of coursework for early childhood education students.
10. Approval of Teacher Education Committee.
11. Verification of pre-clinical field experiences (200 hours) through KFETS logs.
12. All observations in schools, related agencies, and Kentucky teacher diversity standards requirements scored and marked as “met” in Foliotek.
13. All prerequisites for clinical experiences must be completed by August 1st for the fall semester and December 1st for the spring semester, with the exception of the last summer session’s grades.
14. 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 Clinical Experiences: The university representative who coordinates the clinical experiences program for all areas of teacher preparation. The Director acts as a liaison officer between the university and school.

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

P-12 Clinical Educator (Cooperating Teacher): Certified classroom teacher of record who teaches children or adolescents and also supervises teacher candidates during the professional semesters. P-12 clinical educator must be employed by the school districts as the teacher of record.

University Clinical Educator (University Supervisor): The university representative is responsible for supervising a teacher candidate or a group of teacher candidates and acts as a liaison officer between the teacher candidate, P-12 clinical educator, and Director of Clinical Experiences.

Part I: Roles and Responsibilities

Teacher candidates have been provided excellent guidance and preparation from faculty, P-12 clinical educators, and university clinical educators. The purpose of **Part I: Roles and Responsibilities** is to provide the necessary structure and assistance for successful clinical experience.

Part I will provide information and guidelines for the:

1. Director of Clinical Experiences
2. Teacher Candidate
3. P-12 Clinical Educator (Cooperating Teacher)
4. University Clinical Educator (University Supervisor)

DIRECTOR OF CLINICAL EXPERIENCES ROLES AND RESPONSIBILITIES

The Director of Clinical Experiences is responsible for all clinical experiences in the final semester of the teacher education program. The director is responsible for ensuring that the goals of the program are achieved.

The Director is responsible for:

1. Examining student records through Foliotek concerning the student's admission to the teacher education program in order to determine the eligibility of qualified candidates for clinical experiences.
2. Application, screening, processing, and placing all candidates for clinical experiences in an assignment with the recommendation of school personnel.
3. Providing a liaison and public relations contacts with the teachers and administrators of the local schools.
4. Arranging the seminar activities for cooperating teachers and teacher candidates.
5. Supervising financial transactions involving clinical experiences.
6. Conferring regularly with P-12 clinical educators and university clinical educators.
7. Interpreting and enforcing clinical experiences policies and procedures
8. Revising and developing new policies as the need arises with the consent of the Chair of the Department of Teacher Education.
9. Developing forms and materials necessary for the administration of the program.
10. Recommending all candidates for certification.
11. Submitting final grades for performance, reflection, and Foliotek.
12. Coordination, facilitating placements, and communicating with all international teacher candidates through the COST (Consortium of Overseas Student Teaching) Program.
13. Providing orientation in preparation for clinical experiences, including: co-teaching training; Foliotek instructions; roles, responsibilities, and relationship building with P-12 clinical educator partners.

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 all students, parents, colleagues, supervisors and faculty. This includes trying to understand and value differences and similarities in other people. Their conduct reflects themselves and NKU. This experience is not intended to create a polished teacher, but to enable a student to demonstrate satisfactory progress towards meeting the Kentucky Teacher Standards (**Appendix B**) 1st year profession ready teachers, in order to be employed as an intern teacher.

TEACHER CANDIDATE ROLES AND RESPONSIBILITIES continued

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

1. Satisfactorily completing all assignments associated with the clinical experiences. Meeting all responsibilities promptly and displaying a willingness to accept additional responsibilities.
2. Minimizing other responsibilities during clinical experiences.
3. Seeking constructive criticism from both the P-12 clinical educator and the university clinical educator, and utilizing their suggestions for improvement.
4. Seeking assistance from the university clinical educator as early as possible if problems arise within the placement and cannot be resolved through the P-12 clinical educator.
5. Accessing email on a regular basis, outside of class times, and communicating with university clinical educators, P-12 clinical educators, and the Director of Clinical Experiences in a timely manner. It is the responsibility of the teacher candidate to let the Director of Clinical Experiences know if he/she is not receiving regular emails from the university clinical educator and P-12 clinical educator.
6. Completing all surveys, including evaluation of the education program, evaluation of the P-12 clinical educator, evaluation of the university clinical educator, and all surveys sent from the College of Education and Human Services, and Northern Kentucky University.
7. Maintaining a professional Foliotek portfolio and presenting a Foliotek portfolio for evaluation at the required time. All requirements must be met in 3 or fewer attempts using the Foliotek rubric.
8. Being present each day, according to the NKU semester calendar. All absences must be reported to both the P-12 clinical educator and the university clinical educator as early in the morning as requested by the P-12 clinical educator and the university clinical educator.
9. Keeping accurate records on a time log of absences and tardies, with signatures of P-12 clinical educators and university clinical educators.
10. Confirming all scheduled observations and conferences with the university clinical educator and the P-12 clinical educator.
11. Attending all scheduled clinical experience seminars and assuming responsibility for any makeup assignments due as a result of being absent from seminars.
12. Contacting the Director of Clinical Experiences within twenty-four hours of missing a seminar with the reason in writing.
13. Meeting all required dispositions, formative, and summative evaluation scores.
14. Participating in the co-teaching approach (**Appendix F**) to mentoring adopted by the Kentucky Education Professional Standards Board (EPSB).

TEACHER CANDIDATE ROLES AND RESPONSIBILITIES continued

While in the School Placement:

1. Knowing and adhering to all school rules, policies, and procedures.
2. Communicating with school personnel in a professional, tactful manner
3. Conforming to dress and behavior requirements consistent with school and community standards.
4. Exhibiting ethics and confidentiality concerning students and professional colleagues.
5. Becoming familiar with school personnel and their functions, as well as the physical plant.
6. Establishing rapport with students and establishing a teacher-student relationship.
7. Participating in parent conferences, faculty meetings, professional days, and other extracurricular activities with the exception of seminar days.
8. Projecting enthusiasm for teaching.
9. Establishing reasonable standards of conduct in the classroom. Remember that students are required to be in school by law. Discipline is the key to successful teaching and maintaining respect.
10. Establishing acceptable standards of performance. Each student is different from every other. Expectations for them should be equally as varied.
11. Expecting to have some personal failings and inadequacies. To recognize them and deal with them in a constructive and rational manner is the sign of a healthy ego.
12. Expressing interest in the non-classroom interests and activities of the students. For them, school is a great deal more than participating in the scheduled classroom activities.
13. Being constantly aware of the influence on the students. Treat them with compassion and concern. Never forget that there are others who love them and care a great deal for what happens to them.
14. Assuming full responsibility for all materials borrowed from the school district, university, or other sources.
15. Presenting detailed lesson plans, following the KTIP format.
16. Promoting a positive resolution to all discipline problems.
17. Never leaving students unattended.
18. Asking questions, seeking help, volunteering to help. There is always something to do in a classroom.
19. Sending thank you notes.

EVALUATING THE P-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 P-12 clinical educator(s) at the end of each placement period. The P-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 P-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, P-12 clinical educators, and university clinical educators via email from the Director of Clinical Experiences in November and April.

If a problem arises between the teacher candidate and the P-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 Clinical Experience 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.

P-12 CLINICAL EDUCATORS ROLES AND RESPONSIBILITIES

The primary responsibility of the P-12 clinical educator is the well-being of the pupils they are assigned. The decision to accept a teacher candidate will have an 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 P-12 clinical educator's responsibilities include:

1. Completing co-teaching training and supervision assessment.
2. Becoming acquainted with the background, special interests, and educational experiences of the teacher candidate.
3. Preparing the class members in advance so they will view the teacher candidate as a co-teacher whose decisions will be supported by the teacher.
4. Orienting the teacher candidate to school and classroom procedures and policies.
5. Making the teacher candidate feel useful, comfortable, and an integral part of the school staff through planning initial activities.
6. Providing the teacher candidate with instructional materials, access to student records, and appropriate audiovisual equipment.
7. Co-planning and co-teaching of lesson plans, while conferring daily or at least weekly to analyze performance.
8. Observing the teacher candidate's lessons and conferring at least weekly to analyze performance.
9. Submitting midterm and final evaluations on Foliotek.
10. Assisting the teacher candidate with the Teacher Work Sample (1st 8 weeks) and Leadership Project (2nd 8 weeks), even though the university clinical educator will orchestrate (ID group, subject, period of the day, length of lesson, etc.).
11. Working with the university clinical educator to ensure consistency in evaluations.
12. Observing and evaluation one full lesson that is observed and evaluated by the university clinical educator.
13. Evaluating the university clinical educator and university program.
14. Contacting the university clinical educator prior to the midterm report if there are any concerns.
15. Utilizing technology for student improvement.
16. Making the teacher candidate feel that he/she is a junior partner in the education enterprise. He/she should feel that he/she is an important part of the class and not an outside visitor. Seek his/her opinions and advice with regard to the students and class activities.
17. Encouraging pupils to consult the teacher candidate concerning their class work. The pupils' acceptance of the teacher candidate depends upon the P-12 clinical educator's ability to establish his/her authority and legitimacy in the classroom.
18. Allowing the teacher candidate to try things his/her own way if he/she shows originality and creativity.

P-12 CLINICAL EDUCATORS ROLES AND RESPONSIBILITIES continued

19. Giving constructive feedback. Good supervisory practice always assumes that the goal of supervision is improvement of instruction.
20. Being generous with praise. Although the results of research in education are frequently contradictory, near unanimity exists on the effectiveness of positive reinforcement as it relates to pupil motivation.
21. Encouraging the student to become objectively self-critical. Smugness and self-satisfaction inhibit the desirable process of continuing professional growth.
22. Requiring teacher candidate to have written lesson plans. Go over these lesson plans with the teacher candidate, especially in the first few weeks of clinical experiences.
23. Setting aside a specific time for conferences with the teacher candidate to review his/her progress.
24. Giving the teacher candidate some teaching responsibilities in the first few days of clinical experience.
25. 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 P-12 clinical educator shall be reported to the university clinical educator. In the event that the P-12 clinical educator is unable to perform supervisory duties, the Director of Clinical Experiences will automatically terminate the assignment in that classroom and will:

- a. defer and extend the assignment at that school, or;
- b. assign the teacher candidate to another cooperating teacher in that school, or;
- c. reassign the teacher candidate to another school.

Under no circumstances may the teacher candidate serve as a substitute teacher. (See Legal Status of Student Teachers on **page 18**.)

HONORARIUM

Northern Kentucky University gives each Kentucky P-12 clinical educator a small honorarium for participating in the program. The Kentucky P-12 clinical educators will also receive some professional awards as a result of sharing their expertise and in guiding young teachers. A tuition waiver from Kentucky is also available to P-12 clinical educators **(Appendix G)**. Please also refer to the clinical experiences website for the link to the tuition waiver application and instructions.

Ohio teachers should reference the Ohio Ethics Commission Advisory Opinion No. 2011-05: Compensation for teachers serving as student teacher mentors.

UNIVERSITY CLINICAL EDUCATORS ROLES AND RESPONSIBILITIES

A university clinical educator is assigned by the university to work with teacher candidates and P-12 clinical educators during the clinical experiences semester. The university clinical educator acts as a liaison with the school and the university. University clinical educators are evaluated by the teacher candidate at the end of the semester, and by the P-12 clinical educator at the end of the final semester assigned.

Northern Kentucky University clinical educators utilize a version of the Kentucky Teacher Internship Observation form, an instrument designed to measure all 10 of the Kentucky Teacher Standards (**Appendix B**).

All Northern Kentucky University clinical educators have completed the internship training and are qualified to assess the progress of teacher candidates utilizing the observation instrument and lesson plan format.

The university clinical educator's responsibilities include:

1. Completing co-teaching training, supervision assessment, and all state mandated training requirements.
2. Becoming familiar with the background of each teacher candidate.
3. Helping teacher candidates, P-12 clinical educators, and school administrators understand the clinical experiences program through detailed orientation.
4. Visiting and observing with the teacher candidate and evaluating each performance as directed.
5. Conferencing with the teacher candidate and P-12 clinical educator after each of the formal observation visits to discuss the progress and performance of the teacher candidate.
6. Evaluating the student's Foliotek within 48 hours following each observation.
7. Serving as an intermediary to solve problems arising between the teacher candidate and the P-12 clinical educator.
8. Contacting the Director by the 4th week if there are any concerns.
9. Completing all 2nd 8 week, final evaluations, the TWS evaluation, and Leadership project in Foliotek prior to the due date deadline given each semester.
10. The university clinical educator has the ultimate responsibility for submission of the grade (pass/fail) to the Director, since she/he is an employee of the University.
11. Requirements in 16 KAR 5:040—Admission, placement, and supervision in student teaching (**Appendix A**).

Part II: Policies and Procedures

CLINICAL EXPERIENCES

Clinical practice provides education teacher candidates an opportunity to acquire an understanding of the teaching process through a gradual induction to instructional responsibility. At NKU, clinical experience consists of 16 weeks (80 days) of full-time experiences in a local school, under the direction of a P-12 clinical educator, university clinical educator, and school principal. It is the responsibility of the teacher candidate to read the handbook, discuss the highlights and tabs at the initial “Meet the University Clinical Educator” seminar, and consult with the university clinical educator concerning spring vacations, holidays, or any questions concerning the length of time at one placement.

The attendance policy will require daily sign-in at the clinical experience placement. Specific professional development days will be included in the 80 days, and this information will vary from fall to spring semesters. Teacher candidates will be required to upload on FolioTek their first eight-week attendance sign-in sheet at the end of the 8th week of transition (or week nine), and at the end of clinical experience, prior to grades being posted.

Teacher candidates are expected to be punctual and in attendance for the entire school day, every day, as indicated by the clinical experiences calendar, which is updated and distributed at the beginning of each semester. All meetings, conferences, and school-related activities, as deemed appropriate by the P-12 clinical educator, should be attended. Teacher candidates are expected to observe the P-12 clinical educator’s daily schedule.

If excessive days are missed due to inclement weather, teacher candidates will be expected to attend school on those days designated as make-up days by the school system in which they are completing the clinical experience. **All teacher candidates will follow state mandates concerning inclement weather, which are subject to change from year to year.**

When the teacher candidate must be absent for valid reasons, the P-12 clinical educator must be notified before the beginning of the school day. The university clinical educator should 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), although excused, may result in an incomplete or failing grade.

Teacher candidates from art, physical education, music, IECE, 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 our teacher education program in a real classroom. They practice the skills of planning daily lessons, extended units, classroom management, and evaluative procedures. They also learn a variety of teaching techniques and methodologies and participate in the full life of school.

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, should prepare teacher candidates to assume full teaching responsibilities of their own.

TEACHER CANDIDATE PLACEMENT ASSIGNMENT POLICY

1. The assignment of a teacher candidate is made by the Director of Clinical Experiences and the local school administrator. Candidates are not allowed to contact schools and teachers independently and/or make arrangements for an assignment. Principals make the final recommendation and decisions concerning placement.
2. Preference of the teacher candidate concerning the school system is given consideration in the assignment process within a 50-mile radius and after a review of the diverse field experiences the student has completed.
3. 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 have been employed as a substitute, aide, coach, bus driver, etc.
 - with a P-12 clinical educator from previous practica

The principal will be asked to sign the assignment request verifying that none of the above applies to the prospective teacher candidate.
5. All clinical experience assignments are full-day assignments unless special arrangements are made with the Director of Clinical Experiences and the school at the time of application.
 - a. Art: eight weeks in two different grade levels (elementary, middle grades or secondary)
 - b. Elementary: eight weeks in two placements (one in primary, one in grades 4 or 5)
 - c. IECE: eight weeks in two placements (one in kindergarten, one in a pre-school)
 - d. Middle Grades: eight weeks in each of the two teaching fields
 - e. Music – eight weeks in two different grade levels (elementary, middle grades or secondary)
 - f. Physical Education & Health: eight weeks in two different grade levels (elementary & secondary)
 - g. Secondary: sixteen weeks in certification subject area
 - h. Special Education: eight weeks in two placements (K-12, divided into two blocks for certification purposes)
6. Because of the importance of the clinical experience and time commitments involved, no courses may be taken concurrent with clinical experiences. If a teacher candidate has extenuating circumstances, petitions to carry a course concurrent with clinical experiences are limited to a three (3) hour class, and must be filed in advance with the Director of Clinical Experiences, and approved by the Associate Dean. If this is a concern, teacher candidates should be proactive in obtaining permission and not assume that permission will be granted.
7. Preparation for teaching often continues before and after the school day; therefore, teacher candidates are strongly advised not to hold employment during the clinical experience semester. If it becomes necessary, however, for the teacher candidate to be employed part-time, it is recommended that such employment be on the weekends so as not to interfere with clinical experiences. If it is determined by the Director and university clinical educator that the candidate's employment is interfering with clinical experience responsibilities, the teacher candidate assignment will be terminated for the semester. If it is determined by the Director and university clinical educator that the candidate's employment is interfering with clinical experience responsibilities, the teacher candidate's assignment will be terminated for the semester.
8. All teacher candidates must use the NKU email address.
9. Any changes of phone numbers, last names, and/or addresses must also be changed with the Registrar.

REMOVAL OF A TEACHER CANDIDATE FROM CLINICAL EXPERIENCE

1. If challenges arise in a clinical experience, face-to-face discussion between the P-12 clinical educator and the teacher candidate should take place immediately.
2. The 4-week evaluation by the P-12 clinical educator should be completed earlier if issues arise.
3. The university clinical educator should be notified and a discussion involving the teacher candidate, P-12 clinical educator, and university clinical educator should take place as soon as possible.
4. Depending on the comfort level of the P-12 clinical educator, the university clinical educator may be invited for the initial face-to-face discussion between the P-12 clinical educator and teacher candidate.
5. A written remediation plan to address the challenges discussed by the P-12 clinical educator should be created and implemented with input from the university clinical educator, the Director of Clinical Experiences, and Chair of the Department of Teacher Education, including specific written feedback to the teacher candidate. This should be signed by the P-12 clinical educator, university clinical educator, and Director of Clinical Experiences. The teacher candidate will receive a copy.
6. The plan should be monitored by the university clinical educator with a reasonable amount of time assigned for improvement. Notifications of progress should be sent to the Director of Clinical Experiences on a regular basis.
7. After a timely remediation plan, if the P-12 clinical educator is still concerned with the challenges discussed, the Director of Clinical Experiences may come to the school for an on-site evaluation.
8. If the teacher candidate is struggling with lesson planning and delivery, the Director of Clinical Experiences will observe a lesson and give feedback to the teacher candidate, fully discuss the observation with the teacher candidate, and collaboratively make a decision concerning the teacher candidate. This will include the university clinical educator.
9. If remediation is unsuccessful, there must be written notification, via email, from the P-12 clinical educator and the university clinical educator to the Director of Clinical Experiences with the principal and university clinical educator copied on the email, stating the reason/s he or she wants the teacher candidate removed. The reasons should be specific with examples of all areas of concerns. Phone calls will not suffice, as written verification is necessary.
10. The lesson and dispositions evaluations must be completed in Foliotek and discussed with the teacher candidate in a face-to-face conversation, not via email, before the teacher candidate will be removed.
11. The university clinical educator and/or Director of Clinical of Experiences should be present upon request by the P-12 clinical educator for the final discussion prior to the teacher candidate's removal.

REMOVAL OF A TEACHER CANDIDATE FROM CLINICAL EXPERIENCE **continued**

Each situation is investigated thoroughly by the Director of Clinical Experiences. If a failing grade is given, a candidate may petition to repeat the clinical experiences. The petition must be filed in writing with the Director of Clinical Experiences.

Within ten (10) working days after the receipt of the petition, the Director of Clinical Experiences will take one of three actions:

- A. Approve the petition
- B. Deny the petition
- C. Approve the petition conditionally upon the successful completion of stated requirements

Candidates may appeal the decision of the review board to the Associate Dean and the Teacher Education Committee. Candidates will follow the appeals process outlined in the NKU Clinical Experience Handbook.

TERMINATION OF CLINICAL EXPERIENCE ASSIGNMENTS

Upon the recommendation of the P-12 clinical educator or principal, and university clinical educator or Director of Clinical Experiences, a teacher candidate's assignment may be terminated. When such termination is a result of an unsuccessful clinical experience, the teacher candidate will not automatically be given another option to commence a second assignment in another school that semester and the candidate will receive an F grade. The Director will make the decision on any subsequent assignments depending upon the candidate's ability to complete the required number of weeks in a particular school and the circumstances surrounding termination. If a candidate quits, walks out or leaves an assignment on their own decision, they will not be given another option to commence a second assignment in another school that semester.

EXTENDED CLINICAL EXPERIENCES

The clinical experience **may be extended under special circumstances** upon the recommendation of the university clinical educator, and/or the Director. The teacher candidate is expected to teach on a full-time basis for the assigned period. An “incomplete” grade may be given until the full assignment is completed if:

- A candidate is successful in one of the 8-week assignments, but unsuccessful in the 2nd 8-week assignment
- Illness, accident, or personal issues have caused the candidate to miss a substantial amount of days
- It is determined that a candidate needs additional time in the classroom to receive a passing grade
- An incomplete grade must be requested by the teacher candidate where there is a reasonable possibility that a passing grade will result upon completion of additional work. An incomplete grade must be completed by midterm of the next full semester; otherwise a grade of *F* is assigned.

Failure to complete all clinical experience requirements will result in the teacher candidate receiving an “F” in clinical experiences.

REPEATING CLINICAL EXPERIENCES

All teacher candidates must meet all requirements found on the contract signed prior to the clinical experiences. The following may be additional situations that could cause a teacher candidate to receive a failing grade in clinical experiences:

- If a P-12 clinical educator with the support of the Principal asks that a candidate be removed from the placement school for any reason
- If a university clinical educator recommends that a candidate be removed from the placement for reasons listed in the teacher candidate’s contract
- If a teacher candidate violates either KY or NKU’s Code of Ethics and Conduct (**Appendices C & D**) they have signed prior to clinical experiences.
- If a teacher candidate uses Facebook, Twitter, or any social network in an inappropriate manner.
- If remediation is unsuccessful per clinical experiences guidelines.

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 cooperating teacher and student teachers.

1. A teacher candidate may not be used as a substitute for a certified teacher or for his/her P-12 clinical educator.
2. A teacher candidate has no legal authority as a certified teacher either in or out of the classroom. It is necessary for the P-12 clinical educator to be physically present in the classroom at all times.
3. 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.
4. A teacher candidate has a responsibility to perform his/her duties in a responsible manner. Therefore, a teacher candidate may be held liable for negligent acts or omissions. For this reason, teacher candidates are highly encouraged to purchase educator's liability insurance (KEA or KAPE) or other private policies (**Appendix J**), but the university does not make it 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.
5. A teacher candidate cannot be employed by the local board of education or receive compensation from said board for clinical experience services.
6. In accordance with the Kentucky School Personnel Code of Ethics, teacher candidates "...shall keep in confidence all information about students...: Teacher candidates need to uphold this commitment to confidentiality and will be required to sign a confidentiality statement.
7. Teacher candidates are forbidden to transport students to or from school, field trips, or other activities involving automobiles belonging to or driven by a student teacher.
8. FBI/Fingerprint background checks are the responsibility of the teacher candidate and the school district. Candidates are asked to contact the district board office or principal where they are doing their clinical experience for information. The cost of the FBI background check ranges from \$44.00-\$62.00. 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 experiences application.
9. If a student is placed in two different districts he/she will obtain the FBI background check at the first placement made. The student is responsible to make certain a copy has been sent to the 2nd district where placed and all parties have been notified of the plan.

Appendix A: 16 KAR 5:040

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

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- 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

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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.)

Appendix B: Kentucky Teacher Standards Initial Level

STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE.	
The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.	
1.1 Communicates concepts, processes, and knowledge	Accurately and effectively communicates concepts, processes and/or knowledge and uses vocabulary that is clear, correct and appropriate for students.
1.2 Connects content to life experiences of student.	Effectively connects most content, procedures, and activities with relevant life experiences of students.
1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.	Uses instructional strategies that are clearly appropriate for the content and processes of the lesson and make a clear contribution to student learning.
1.4 Guides students to understand content from various perspectives.	Provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding.
1.5 Identifies and addresses students' misconceptions of content	Identifies misconceptions related to content and addresses them during planning and instruction.

STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION	
The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	
2.1 Develops significant objectives aligned with standards.	States learning objectives that reflect key concepts of the discipline and are aligned with local or state standards.
2.2 Uses contextual data to design instruction relevant to students.	Plans and designs instruction based on contextual (i.e., student, community, and/or cultural) and pre-assessment data
2.3 Plans assessments to guide instruction and measure learning objectives	Prepares assessments that measure student performance on each objective and help guide teaching.
2.4 Plans instructional strategies and activities that address learning objectives for all students.	Aligns instructional strategies and activities with learning objectives for all students.
2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.	Plans instructional strategies that include several levels of learning that require higher order thinking

Appendix B: Kentucky Teacher Standards Initial Level

STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

3.1 Communicates high expectations.

Sets significant and challenging objectives for students and verbally/nonverbally communicates confidence in students' ability to achieve these objectives.

3.2 Establishes a positive learning environment.

Establishes clear standards of conduct, shows awareness of student behavior, and responds in ways that are both appropriate and respectful of students.

3.3 Values and supports student diversity and addresses individual needs

Uses a variety of strategies and methods to supports student diversity by addressing individual needs.

3.4 Fosters mutual respect between teacher and students and among students.

Treats all students with respect and concern and monitors student interactions to encourage students to treat each other with respect and concern.

3.5 Provides a safe environment for learning

Creates a classroom environment that is both emotionally and physically safe for all students.

STANDARD 4: THE TEACHER IMPLEMENTS AND MANGAGES INSTUCTION.

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge

4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.

Uses a variety of instructional strategies that engage students throughout the lesson on tasks aligned with learning objectives.

4.2 Implements instruction based on diverse student needs and assessment data.

Implements instruction based on contextual information and assessment data.

4.3 Uses time effectively.

Establishes efficient procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work so that there is minimal loss of instructional time.

4.4 Uses space and materials effectively.

Uses classroom space and materials effectively to facilitate student learning.

4.5 Implements and manages instruction in ways that facilitate higher order thinking.

Instruction provides opportunity to promote higher-order thinking.

Appendix B: Kentucky Teacher Standards Initial Level

STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS	
The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge	
5.1 Uses pre-assessments.	Uses a variety of pre-assessments to establish baseline knowledge and skills for all students
5.2 Uses formative assessments	Uses a variety of formative assessments to determine each student's progress and guide instruction.
5.3 Uses summative assessments.	Uses a variety of summative assessments to measure student achievement.
5.4 Describes, analyzes, and evaluates student performance data.	Describes, analyzes, and evaluates student performance data to determine progress of individuals and identify differences in progress among student groups.
5.5 Communicates learning results to students and parents.	Communicates learning results to students and parents that provide a clear and timely understanding of learning progress relative to objectives.
5.6 Allows opportunity for student self-assessment.	Promotes opportunities for students to engage in accurate self-assessment of learning.

STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY	
The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.	
6.1 Uses available technology to design and plan instruction.	Uses technology to design and plan instruction.
6.2 Uses available technology to implement instruction that facilitates student learning.	Uses technology to implement instruction that facilitates student learning.
6.3 Integrates student use of available technology into instruction	Integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs.
6.4 Uses available technology to assess and communicate student learning.	Uses technology to assess and communicate student learning.
6.5 Demonstrates ethical and legal use of technology.	Ensures that personal use and student use of technology are ethical and legal.

Appendix B: Kentucky Teacher Standards Initial Level

STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING

The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

7.1 Uses data to reflect on and evaluate student learning.

Reflects on and accurately evaluates student learning using appropriate data.

7.2 Uses data to reflect on and evaluate instructional practice.

Reflects on and accurately evaluates instructional practice using appropriate data.

7.3 Uses data to reflect on and identify areas for professional growth.

Identifies areas for professional growth using appropriate data.

STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

8.1 Identifies students whose learning could be enhanced by collaboration

Identifies one or more students whose learning could be enhanced by collaboration and provides an appropriate rationale

8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.

Designs a plan to enhance student learning that includes all parties in the collaborative effort

8.3 Implements planned activities that enhance student learning and engage all parties.

Implements planned activities that enhance student learning and engage all parties

8.4 Analyzes data to evaluate the outcomes of collaborative efforts.

Analyzes student learning data to evaluate the outcomes of collaboration and identify next steps.

Appendix B: Kentucky Teacher Standards Initial Level

STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT.

The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

9.1 Self assesses performance relative to Kentucky's Teacher Standards.

Identifies priority growth areas and strengths by thoroughly and accurately assessing current performance on all the Kentucky Teacher Standards

9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.

Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues

9.3 Designs a professional growth plan that addresses identified priorities.

Designs a clear, logical professional growth plan that addresses all priority areas

9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.

Shows clear evidence of professional growth and reflection relative to the identified priority areas and impact on instructional effectiveness and student learning

STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION

The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.

Identifies leadership opportunities in the school, community, or professional organizations and selects one with the potential for positive impact on learning or the professional environment and is realistic in terms of knowledge, skill, and time required.

10.2 Develops a plan for engaging in leadership activities.

Develops a leadership work plan that describes the purpose, scope, and participants involved and how the impact on student learning and/or the professional environment will be assessed.

10.3 Implements a plan for engaging in leadership activities.

Implements the approved leadership work plan that has a clear timeline of events/actions and a clear description of how impact will be assessed.

10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.

Analyzes student learning and/or other data appropriately to evaluate the results of planned and executed leadership efforts.

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.

- A. 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:
1. The candidate shall comply with the Professional Code of Ethics for Kentucky Certified Personnel. <http://www.epsb.ky.gov/legal/ethics.asp>
 2. The candidate shall comply with all policies, statutes, rules and procedures established by state and local agencies as well as Northern Kentucky University.
 3. The candidate shall comply with all rules and regulations of the local school(s) for any field experiences assignment or class assignment.
 4. The candidate shall recognize, respect and plan for the diversity that exists in the classroom and greater community.
 5. The candidate shall create and maintain a safe physical and emotional learning environment.
 6. The candidate shall collaborate with others in a positive, cooperative and courteous manner.
 7. 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.
- B. 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:
1. The candidate shall obtain permission to use and shall give appropriate citations for any work of another person used in her/his assignments.
 2. The candidate shall submit only his/her original work.
 3. The candidate shall comply with all fair use and copyright requirements when installing and using software on any computer.
 4. The candidate shall use email and other web-based communication tools (e.g. social networks) in a responsible and professional manner at all times.
 5. 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.

Appendix C

- C. 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:
1. The candidate shall treat PK-12 and university clinical educators, PK-12 students, staff, colleagues, faculty and others with respect at all times.
 2. 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.
 3. The candidate shall exhibit professional responsibility for completion of course assignments in the required time frame.
 4. The candidate shall demonstrate professional responsibility through full participation in all course activities and compliance with attendance policies in accordance with each course syllabus.
 5. The candidate shall exhibit professional responsibility for completion of course assignments in the required time frame.
 6. 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.
 7. 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.
- D. Candidates must demonstrate personal conduct consistent with professional behavior. Behaviors consistent with this standard include, but are not limited to the following:
1. 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.
 2. The candidate shall consistently attend classes and meetings. Failure to keep appointments and frequent absenteeism or tardiness in class or field assignments is unacceptable.
 3. 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.
 4. 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.

Appendix C

5. 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.
6. 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.
7. The candidate shall not issue implied or explicit threats to faculty, PK-12 clinical educators, PK-12 students, staff or colleagues.
8. The candidate shall not attend class or field assignments under the influence of any non-prescribed drugs or medications or alcohol.
9. 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.

Appendix C

PROCEDURES FOR VIOLATION

1. 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:
 - a. An oral admonition or reprimand.
 - b. A written admonition or reprimand.
 - c. Conditional requirements for continuation in the course.
 - d. A failing grade for an assignment.
 - e. A failing grade in the course.
 - f. 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. ...

2. 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:

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

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3. 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.
4. 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

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028 requires that the Education Professional Standards Board develop a professional code of ethics. This administrative regulation establishes the code of ethics for Kentucky school certified personnel and establishes that violation of the code of ethics may be grounds for revocation or suspension of Kentucky certification for professional school personnel by the Education Professional Standards Board.

Section I. Certified personnel in the Commonwealth:

- (1) Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;
- (2) Shall believe in the worth and dignity of each human being and in educational opportunities for all;
- (3) Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession:

(a) To students:

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

(b) To parents:

1. Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student;
2. Shall endeavor to understand community cultures and diverse home environments of students;

Appendix D

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.

(c) 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.

Section 2. Violation of this administrative regulation may result in cause to initiate proceedings for revocation or suspension of Kentucky certification as provided in KRS 161.120 and 704 KAR 20:585. (21 Ky.R. 2344; eff. 5-4-95; recodified from 704 KAR 20:680, 7-2-2002.)

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.

MAINTAIN IN DATABASE	
TP I – Full Admission	<p><u>Knowledge</u> 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</p> <p><u>Dispositions</u> Dispositions/ Professional Behaviors Checklist</p> <p><u>Foliotek</u></p>
TP II – Admission to Clinical Experiences	<p><u>Knowledge</u> Course Success with a C or better Overall GPA of 2.75 Professional GPA of 2.75 Content GPA 2.75</p> <p><u>Skills</u> University C.E. Lesson Evaluation PK-12 C.E. Lesson Evaluation</p> <p><u>Dispositions</u> Dispositions/ Professional Behaviors Checklist</p> <p><u>Foliotek</u></p>
TP III – Program Completion	<p><u>Knowledge</u> 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</p> <p><u>Skills</u> University C.E. Lesson Evaluation PK-12 C.E. Lesson Evaluation</p> <p><u>Dispositions</u> Dispositions/ Professional Behaviors Checklist</p> <p><u>Foliotek</u></p> <p><u>Teacher Work Sample</u></p>

Appendix F

Co-Teaching

- Kentucky Education Professional Standards Board (EPSB) has adopted a co-teaching approach to mentoring which was developed at St. Cloud State University in Minnesota.
- The co-teaching student teaching model has the P-12 clinical educator and teacher candidate together immediately so they can begin a professional teaching relationship. Lessons are planned and taught by both the P-12 clinical educator and teacher candidate, resulting in the teacher candidate being seen by students as a “real teacher” from the beginning of the experience.
- The most effective use of co-teaching comes when the teacher candidate and P-12 clinical educator collaboratively determining which lessons lend themselves to this style of teaching, and planning accordingly.

Co-Teaching consists of

- Two teachers (P-12 clinical educator and teacher candidates) working together with groups of students – sharing the planning, organization, delivery and assessment of instruction, as well as the physical space.
- Both teachers are actively involved and engaged in all aspects of instruction.

Co-Teaching in Kentucky will provide

- Kentucky Regulations have changed (16 KAR 5:040—**Appendix A**) Requires “...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...”
- “...opportunities to develop and demonstrate the practical skills, knowledge, and professional dispositions essential to help all P-12 students learn and develop.”

Appendix F

PARTICIPANTS IN THE TRIAD

Role of the P-12 Clinical Educator

- Help the teacher candidate feel comfortable and welcome
- Review school policies and procedures
- Encourage teacher candidate to get involved in school activities
- Share materials and ideas
- Assist the 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; allow the teacher candidate to try new ideas
- Communicate expectations
- Be understanding and patient
- Maintain consistency and accountability

Role of the University Clinical Educator

- Provide a systematic and consistent presence during the clinical experience
- Provide program information to the P-12 clinical educator and teacher candidate
- Observe and provide feedback on a regular basis
- Act as confidant for both the P-12 clinical educator and teacher candidate
- Be an advocate for the teacher candidate
- Help the team build good communication and facilitate positive interactions
- Set clear expectations; be honest about a teacher candidate's performance
- Handle the difficult situations that might come up
- Schedule three-way conferences at the beginning and end of the experience
- Be knowledgeable in and supportive of the use of co-teaching strategies

Role of the Teacher Candidate

- Come ready to learn; be enthusiastic and show initiative
- Introduce yourself to team members and school personnel
- Ask questions and discuss professional issues
- Share ideas and work cooperatively; be flexible
- Help with all classroom responsibilities...record keeping, grading, etc.
- Know your content and be a continuous learner
- Plan engaging, standards based lessons
- Know and implement co-teaching strategies
- Accept feedback and put suggestions for improvement into practice
- Be proactive in initiating communication with your triad members
- Demonstrate respectful behaviors
- Be reflective about your practice
- Be patient with yourself and your cooperating teacher
- Be a sponge; learn all you can from everyone in the building

Appendix F

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 teachers share the instruction, are free to interject information, and available to assist students and answer questions.

Appendix G

College of Education & Human Services

Northern Kentucky University

PK-12 Clinical Educator Tuition Waiver Application

This form **must be returned to MEP 263A** (Department of Teacher Education) for a signature from the Director of Clinical Experiences. 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 Account Number NOT SS#	
_____ Home Address	_____ City, State & Zip	
_____ Phone Number (Home and Cell)	_____ 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 2013 or Spring 2013)	_____ Number of hours earned (ex. 8 weeks = 3 hours)	_____ Hours good through (i.e., expire after) (ex: Fall 2013 & Spring 2014)
_____ Institution where hours are to be used	_____ Number of hours to be used	_____ Semester and year hours to be used
_____ PK-12 Clinical Educator's Signature	_____ PK-12 Clinical Educator's Name	_____ Date
_____ Principal's Signature	_____ Principal's Name	_____ Date
_____ Clinical Experience Director's Signature	_____ Clinical Experience Director's Name	_____ Date

Please carefully read the tuition waiver instructions before calling the advising office for assistance.

Stephanie Biggs, Academic Assistant for Clinical Experiences, (859) 572-5230 Fax: (859)-572-6006
reinckes1@nku.edu

Mail: Attention Jill Niemeyer
Northern Kentucky University
College of Education and Human Services
MEP 263A Highland Heights, KY 41099

09/2013

Appendix G

Tuition Waiver Application for PK-12 Clinical Educator of Teacher Candidates

In accordance with KRS 164.2845 Tuition-free courses for PK-12 Clinical Educator.

- 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, with prior approval of the course-offering institution can take a maximum of (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 (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 excluding the Doctoral Program. 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) PK-12 Clinical Educators of an NKU student teacher qualify.
- 2) The tuition waiver applies to the waiver of tuition only and does not include mandatory student fees, course fees, online fees, textbooks, or other charges or fees assessed by the course-offering institution. The financial aid office will have no knowledge of the fees and how much each student's bill will actually be.
- 3) A total of sixteen (16) weeks of assigned supervision of student teachers is required to qualify for six (6) credit hours with a tuition waiver. Assigned supervision of teacher candidates for eight (8) weeks is required to qualify for three (3) credit hours with a tuition waiver. The maximum number of tuition-free hours is **12 semester hours per academic year**.
- 4) 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.
- 5) Each student must be in good academic and financial standing at Northern Kentucky University.
- 6) A graduate (graduate level) class is a taxable benefit which the student is responsible for reporting.
- 7) All classes are subject to availability each semester; students are subject to all regulations for NKU.
- 8) **A PK-12 Clinical Educator must use their tuition waiver within three (3) consecutive semesters following THE SEMESTER in which the teacher candidate 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, 2013, the teacher may use the tuition waiver through fall, 2014. Summer semester is considered a term.**
- 9) Tuition waivers are not transferable to another person. They may be used in any public post-secondary institutions must follow that institution's policies.

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- 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) A student **MUST REGISTER FOR CLASS/ES BEFORE THE TUITION WAIVER WILL BE POSTED.**
- 12) IF STUDENTS INDICATE THEY ARE USING 6 HOURS BUT ONLY USE 3, THEY MUST RE- SUBMIT THE FORM UPDATING THE INFORMATION.
- 13) PLEASE INCLUDE NKU ID NUMBER FROM *MYNKU* ACCOUNT INSTEAD OF SS#.
- 14) **This waiver form must be validated at least one week prior to class registration.** This includes information from teachers using waiver, principal's signature, and the Director of Clinical Experiences' signature. The Director's office will deliver the application to the Office of Financial Aid (AC 416).
- 15) Tuition Waiver forms are available on the NKU College of Education & Human Services Clinical Experiences website - <http://coehs.nku.edu/content/dam/coehs/docs/studentTeaching/Tuition%20Waiver%20092013.pdf> and in the College of Education & Human Services Advising Center (MEP 230). Validation will be completed by the Director of Clinical Experiences.
- 16) This form must be returned to the Director of Clinical Experiences by fax, mail, or in person; with all necessary information and signatures.

Appendix H

APPROPRIATE USE OF TECHNOLOGY

As technology changes in our fast growing society, questions surrounding the appropriate use of technology in the classroom need to be addressed.

It is our goal to maintain the integrity of the teaching profession by using technology to further the educational process of our students and the P-12 students they teach.

Appropriate use of a computer and cell phone will be determined by each local school district. Teacher candidates are in a transitional phase from student to the person of authority in the classroom. Regulations cannot touch on every situation, therefore one must make good decisions based upon regulations set forth by NKU and the policies of a given 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.

Regardless of the school district's policy, a teacher candidate must submit a written request for using a local district's computers, located on **page 42** of this appendix. This form must be signed by the teacher candidate, the P-12 clinical educator, and the university clinical educator. This signed document should be kept in the possession of the university clinical educator to be used for reference.

A teacher candidate must understand the difference between a secure site, which is found in most businesses and schools, versus a public site. Teacher candidates must keep in mind that they are constantly under scrutiny and one must seek advice when accessing computer resources. **REMEMBER** that whatever work is done on a computer is the property of that school and can be scrutinized without warning.

The following are particular instances where the school district's authorized web site **MAY** be utilized by the teacher candidate with permission from the Director of Clinical Experiences and the P-12 clinical educator.

1. Submission of homework by students
 2. Blogs with pedagogical content
 3. Accessing blackboard assignments
 4. Accessing educational journals
- At the request of the PK-12 Clinical Educator**

The following are examples of web sites or situations that should **NEVER** be utilized by a teacher candidate for the purposes of clinical experiences.

1. Facebook, Twitter, Tumblr, and other social media
3. eHarmony, or any comparable site
4. Networking
5. Personal e-mails, with the exception of checking and responding to e-mails sent by the Director of Clinical Experiences, with permission of the P-12 clinical educator
6. Any website of a social or entertainment nature

Appendix H

Regulations concerning the usage of cell phones are:

1. Text messaging, phoning, and all social networking is prohibited with P-12 students.
2. Cell phone should be turned off during classes. Messages can be checked only on personal time, before or after school, or during lunch.
3. Text messaging is prohibited during class time.
4. Ring tones should be removed and a professional greeting recorded.
5. Email and social networking is prohibited during class time.

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

Appendix H

REQUEST FOR PERMISSION TO USE A SCHOOL DISTRICT'S COMPUTER FOR CLINICAL EXPERIENCES

Please Print

Semester: Fall _____ Spring _____

Teacher Candidate: _____

School: _____

School District: _____

P-12 Clinical Educator: _____

University Clinical Educator: _____

Reason for Permission:

_____ Class attendance

_____ Class grades

_____ Internet research

_____ Drills/skills

_____ Other (please specify

I understand that I will not communicate with students through social networking sites such as Facebook, Twitter, e-harmony, etc., or through phone texting, Skype, etc.

I understand that I will not access these sites during the school day for my own personal use.

Teacher Candidate's Signature: _____

P-12 Clinical Educator's Signature: _____

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:

1. 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.

2. 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

I have been informed of the advisability of obtaining civil liability insurance for coverage during clinical experiences and have been provided information below about how to obtain coverage by the Office of the Director of Clinical Experiences of Northern Kentucky University.

The insurance is through KAPE. You may contact KAPE directly at the following address, www.kentuckyteachers.org and click on the membership tab at the top, or you can get the forms through Sara Runge's office. The cost to join is \$25.00.

It is the teacher candidate's responsibility to obtain professional liability insurance.
Students participating in the C.O.S.T. program must purchase civil liability insurance.

The teacher candidate may have liability insurance through home owner's policy

or

The teacher candidate may waive responsibility for obtaining civil liability insurance.