PART 1: POLICIES AND PROCEDURES

THE PROFESSIONAL SEMESTER AND THE YEAR-LONG PLACEMENT

The year-long professional semester begins with the Methods semester (Residency 1) prior to the student teaching semester. The methods semester requires placement with a highly qualified cooperating teacher and it is expected the candidate will employ a range of instructional strategies, inquiry-based, hands-on learning activities, critical thinking skills and formative and summative assessments to reach all learners. Candidates have learned to assess, diagnose and prescribe for student learning and behavior and are expected to continue this during the practice teaching, or methods semester. Ideally the cooperating teacher for residency 1 (methods semester) will remain through the student teaching (Residency II) placement. In many cases, it is not possible to continue this placement due to many factors.

During Residency II, or the Professional Semester (Student Teaching) candidates will exemplify the traits of a polished, professional educator. Our student teachers will design and model learning experiences that connect learning to authentic, real world situations. Our student teacher are effective teachers who understand the importance of high level cognitive processes, including problem-solving, project-based learning, analytical thinking skills and creativity.

Student teachers will begin the professional semester on the first day teachers report to their districts. This means candidates will participate in all events in preparation for the school year, or returning from Winter Break. This includes all faculty professional development, long-range planning, team meetings, parent open-house/PTA meetings and instructional planning.

Eastern Kentucky University Office of Clinical Experiences makes every effort to place student teachers with highly qualified Cooperating Teachers in the school setting. You will learn from your Cooperating Teacher, but there may be days when you find teaching to be more of a challenge. This semester will provide both rewarding and also difficult days. You will find students who are excited and happy to have you in the classroom, and also those who be more difficult to reach. This is what you have been preparing for and we encourage you to view this as an opportunity for professional growth. On your more difficult days, you will want to reach out to your cooperating teacher(s), other teachers at your school or your university supervisor for support and encouragement. Always keep in mind, this has been your career goal for the past few years. You can learn from the less successful as well as more positive and rewarding teaching experiences.

PURPOSE OF STUDENT TEACHING

The student teaching experience provides an opportunity for the candidate to demonstrate the skills acquired in all previous clinical placements and encourages continuous professional growth throughout the professional semester. The student teacher will work with one or more cooperating teachers and one university supervisor. The student teacher is expected to fully participate in all requirements of the cooperating teacher, including duties, planning and instruction, faculty meetings, team meetings, parent conferences etc. The student teacher will adhere to the schedule and calendar of the school assignment.
The student teacher will have opportunities to:

- Apply knowledge and expertise learned from the educator preparation program at EKU
- Create and implement engaging, research-based lessons and assess student understanding all throughout the semester
- Participate in co-teaching with the cooperating teacher and others in the classroom from day one of the student teaching experience.
- Engage in reflective practice throughout the semester.
- Participate in regular and extracurricular school activities
- Become a part of a planning team making instructional decisions
- Engage in professional decision making and collegial interaction with other student teachers and professionals in your school
- Build relationships with students and families and practice communicating with families

APPLICATION FOR STUDENT TEACHING

The application for student teaching opens for only two weeks each semester. The application window for fall semester is September 1-15 and the spring semester is February 1-15. The application can be accessed using EKU Direct.

ELIGIBILITY FOR STUDENT TEACHING

A teacher candidate must fulfill all requirements for their licensure program prior to admission to student teaching.

This includes:

- Successful completion and demonstration of knowledge and skill sets of Clinical V
- Completion and documentation of a minimum of 200 clinical hours in a variety of school settings which have allowed participating in the following:
  
  (a) Engagement with diverse populations of students, which include:
      1. Students from a minimum of two (2) different ethnic or cultural groups of which the candidate would not be considered a member;
      2. Students from different socioeconomic groups;
      3. English language learners;
      4. Students with disabilities and
      5. Students from across elementary middle, 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

- Application to Student Teaching and approval of application
- Successful completion of all required course work
- GPA of 2.75
- Professional Liability Insurance
- Medical check with physician or at the EKU Health Clinic
• TB Risk Assessment
• Completed the Promoting Positive Behavior in Schools Training (KET training modules with certificate)

ADMISSION TO STUDENT TEACHING (TRANSITION 3)

Admission to the Professional Semester occurs during the application process for student teaching. Admission to the professional semester requires successful completion and demonstration of knowledge and skill sets of Clinical V for recommendation to the Professional Semester. The teacher candidate is required to apply for student teaching the semester prior to the student teaching semester. The application must be approved by the advisor and the Office of Clinical Experiences before admission is granted. The applicant must demonstrate successful completion of all required course work and a GPA of 2.75. The student teacher applicant must provide proof of professional liability insurance, a medical check and TB Risk Assessment and KET certificate for Promoting Positive Behavior training modules. The applicant must provide the actual criminal background check for the county requested and demonstrate evidence of successful experience with diverse populations prior to the professional semester. All student teacher applicants will be notified of their admission prior to the end of the semester of the application.

ATTENDANCE

Student teachers are expected to be in attendance all day, every school day for the duration of the professional semester.

• The placement begins the first day district teachers must report to schools at the beginning of the student teaching semester, not the first day the university begins the semester.
• Student teachers follow the district calendar for holidays and scheduled breaks. Student teachers do not follow the university calendar for fall or spring breaks.
• Student teachers are expected to attend school level meetings, conferences, professional development activities, faculty meetings, after school events.
• Student teachers are expected to keep a daily calendar of attendance and provide a copy to their cooperating teacher, university supervisor and Office of Clinical Experiences

If a student teacher is unable to attend school for any reason, it is the responsibility of the student teacher to notify the cooperating teacher and the university supervisor of the absence prior to the beginning of the school day, and to submit lesson plans or other material as appropriate to fulfill professional responsibilities. The seventy day minimum requirement is not waived for illness. Candidates must continue in the placement until the minimum days are met, even if this means returning to the school placement after the commencement ceremony.

Praxis exams:

Student teachers may use up to one full day or two half days to take required Praxis Examinations but must have prior approval of the cooperating teacher and university supervisor. The website for Praxis is:

Praxis: www.ETS.org
Praxis Help: www.praxisprepinfo.com

Professional conferences
Student teachers may spend one day or two half days during the student teaching semester attending 1. Conferences of professional organizations (i.e. KEA-SP) or 2. Participating in other approved professional development experiences. These activities require prior approval of the university supervisor, in consultation with the student teacher’s cooperating teacher. Validation of attendance at professional conferences or professional development activities with a certificate of attendance must be provided to the university supervisor and cooperating teacher. Student teachers are encouraged to share their experience with others at the school.

PLACEMENT REQUESTS AND ASSIGNMENTS

Student teachers may make requests to schools/districts in the EKU service region when making application for student teaching. It is encouraged student teachers request their methods cooperating teacher in order to fulfill the yearlong residency if possible.

The Office of Clinical Experiences makes every effort to accommodate student teachers requests to complete the professional semester outside the EKU service region. The student teacher must request a Waiver Form for Student Teaching by emailing: ekustudentteaching@eku.edu. Student teachers making this request must be a strong candidate in good standing and demonstrate the ability to work independently, take the initiative, and demonstrate exemplary clinical experiences and dispositions with grades of A in all clinical courses. The waiver is due on or before the last day of the official application window (September 15 or February 15). Approval for waiver requests is contingent on finding a qualified cooperating teacher and EKU university supervisor.

Student teacher applicants will be notified of their acceptance to Transition 3 (Professional Semester/Student Teaching) and of the cooperating teacher(s) and placement districts/schools on or before the final examination dates of the semester of application.

BOOT CAMP

The Office of Clinical Experiences provides mandatory Boot Camp for student teachers. Day 1 of Boot Camp is scheduled during the summer for fall placements and late December for spring student teachers. Day 1 of Boot Camp is orientation to student teaching, ethics of the profession, confidentiality training, and meeting with university supervisors. Lunch is provided on Day 1 of mandatory Boot Camp.

Day 2 of Boot Camp is held on the first day of the official EKU calendar. Day 2 includes breakout sessions on various topics by practicing teachers in the field. These breakout sessions are designed for student teacher professional growth and impact on student teaching experiences. Topic examples include: assessment in the classroom, classroom management strategies, differentiation for gifted learners, innovative technology etc.

LEGAL ISSUES RELATED TO STUDENT TEACHING

According to regulation 16 KAR 5:040, “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.” Although the student teacher assigned to a school will assume major responsibility for a full range of teaching duties, it is the cooperating teacher who is the person legally responsible for the class to which he/she is assigned.
Student teachers may not assume full responsibility of the classroom without the supervision of a certified teacher who is employed by the school district.

The student teacher MAY NOT serve as a substitute teacher during student teaching placement. A regular or substitute teacher employed by the district must be present in the classroom when the student teacher is teaching.

This policy is based on various opinions delivered from the attorney general’s office, and reflected in KRS 161.042. The student teacher does not yet have a regular or emergency teaching certificate from the Department of Education and therefore is not authorized to teach except under supervision.

PROFESSIONAL LIABILITY INSURANCE COVERAGE

Eastern Kentucky University requires all student teachers to purchase educator liability insurance prior to placement in the school. Educator Legal Liability coverage describes a policy that covers wrongful acts of employees, including student teachers, operating within the scope of their duties. Wrongful acts include failure to educate, fiscal irresponsibility, libel and slander, discrimination invasion of privacy, broadcasting or telecasting activities.

EKU Office of Clinical Experiences does not endorse any insurance carrier, but do make student teachers aware that organizations such as the National Education Association/Kentucky Education Association Student Program (KEA-SP) provides insurance coverage through student memberships.

The Kentucky Association of Professional Educators provides up to $2 million in coverage of activities conducted in the member's professional capacity. The website is:
http://www.kentuckyteachers.org/insurance.htm

EKU MEDICAL EXAMINATION FORM/TUBERCULOSIS RISK FORM

State regulation requires that a record or report from a valid and current medical examination, which includes a tuberculosis (TB) risk assessment is part of the admission to student teaching. Current has been defined as within the year of student teaching. The medical examination form is located on the website, but is included here. Other standard medical examination forms will also be accepted. A copy of the form signed by the doctor may be scanned to:
ekustudentteaching@eku.edu
STUDENT TEACHING MEDICAL FORM

EKU ID#_________________________ Phone Number ________________________

Name
(Last) __________________ (First) __________________ (MI or Maiden Name) __________________

Address
(Street) __________________ (City) __________________ (State) __________________ (Zip) __________

History: (Attach additional sheets if necessary)

Medical: (All serious medical and psychiatric diseases: Diabetes, Epilepsy, etc.)

Physical:
1. General Appearance ______
2. Eyes, Nose, Throat ______
3. Heart_______________
4. Lungs_______________
5. Blood Pressure ______
6. Pulse_______________
7. Abdomen_______
8. Nervous System _____

Tuberculosis Risk Assessment: _____ Positive _____ Negative Date: _______________

Date Issued ________________________ Physician’s Signature ______________________

The student teacher should return this letter to no later than October 15th for the spring semester or March 15th for the fall semester. Please return via a scanned copy to ekustudentteaching@eku.edu or in person to Combs 424
EKU BACKGROUND CHECK

All student teachers must provide a copy of the background check for the district they will be student teaching. Student teachers will need to go to the district administration offices and use the EKU background check form, request the fingerprint for criminal background check.

In an amendment to KRS. 042 the legislation reads:

“All student teachers shall be subject to the state and national criminal record checks required of certified hires under provisions of KRS. 160.380.”

You should go to the school district office where you have requested to student teach this spring in order to get this criminal background check processed. Student teachers assigned to Model Laboratory School should go to the Madison County Schools office.

Laurel County
Jessamine County
Jefferson County
These school systems require the completed results of both the state and the federal crime checks before allowing student teachers to begin.

Fayette County
Go to: 701 East Main Street
Contact person: Becky Hearn
859-381-4190
Background checks are done electronically for federal and state. The hours to request this are: M-F 8:00 AM-4:00 PM.
COST: $40.00 to be paid either by check or money order only!!

Madison County
Go to: Madison County Bus Garage, 230 North Keeneland Drive to have fingerprints made
Purchase a money order or certified check for payment in the amount of $34.75 made payable to Madison County Schools.
Bring fingerprint card and payment to the Madison County Board of Education office, 550 South Keeneland Drive.

Attached is a form to present at the local district office. Notice that there is a place for a school official or secretary to sign, indicating that you have initiated this background check. You must return the signed form on or before October 15th for the spring semester and March 15th for the fall semester.
CRIMINAL BACKGROUND CHECK FORM

The bearer of this form is an EKU student teacher candidate requesting to student teach in your school district for the next semester.

Under KRS 160.380, student teachers are required to process the same criminal background check as newly hired teachers (Kentucky State Police and FBI background checks).

Therefore, EKU student teachers have been instructed to process the background check at the school district where they may begin student teaching and pay the costs required by the district.

Please sign below to indicate that this student teacher has processed a criminal background check with your school district.

STEP 1:

_______________________________________ Student Teacher (Print)

_______________________________________ EKU Identification Number

_______________________________________ School District

_______________________________________ School Official/Secretary/Signature

_______________________________________ Date

STEP 2:

I, ________________________________, will pick up my background check from the Board of Education from the County in which I would like to student teach and turn it in to the EKU Student Teaching Office in Combs 424 by March 15th for the fall semester and October 15th for the Spring semester.

If you have further questions, please contact us by email at ekustudentteaching@eku.edu or by phone, 859-622-1544.
PROFESSIONAL DISPOSITIONS

Teacher candidates are expected to exhibit accomplished professional dispositions throughout the professional semester. The four areas of dispositions are: communications, interactions with others, teaching and learning and professionalism. The rubric is below and the expectation is a score of accomplished or exemplary all semester.

**Dispositions: Teacher Candidate Dispositions Assessment**

<table>
<thead>
<tr>
<th>Emerging</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Professional standards of practice-communications.</td>
<td>- Inconsistent in ability to effectively and appropriately communicate in virtual and face to face contexts with other adults and/or students. * Uses informal or non-Standard English when speaking or writing.</td>
<td>- Works with other adults and has developed skills of collaborative interaction appropriate for both face to face and virtual contexts (speaking, writing, and listening).</td>
<td>- Works with other adults across the school and community (e.g., professionals, students, families, paraprofessionals) and has developed skills of collaborative interaction appropriate for both face to face and virtual contexts (speaking, writing, and listening).</td>
</tr>
<tr>
<td>KTS 1.1, 3.1</td>
<td>During clinical fieldwork the candidate does not yet communicate in a professional manner as evidenced by an inability to be easily understood by other adults across the school and community, or by inappropriate use of slang, or numerous mistakes of language mechanics/syntax/usage in oral or written expression, or, the candidate's communications are frequently off work-related topics. Lacks withitness in classroom setting.</td>
<td>During clinical fieldwork the candidate generally engages in professional communications as evidenced by an ability to work with other adults across the school and community (e.g., professionals, students, families, paraprofessionals), but oral and written expression is still developing toward a professional level, or the candidate's conversations can tend to wander off work-related topics.</td>
<td>During clinical fieldwork the candidate consistently engages in professional quality communications as evidenced by an ability to work effectively, and collaboratively, with other adults across the school and community (e.g., professionals, students, families, paraprofessionals). The candidate speaks and writes in a professional manner (e.g., using academic language and Standard English). Aside from occasional pleasantries, the candidate's conversations are focused on the work at hand.</td>
</tr>
<tr>
<td>InTASC 1k, 2o, 3q, 8q</td>
<td></td>
<td></td>
<td>During clinical fieldwork the candidate always engages in professional quality communications as evidenced by an ability to work effectively, and collaboratively with other adults across the school and community (e.g., professionals, students, families, paraprofessionals). The candidate speaks and writes clearly and in a professional manner (e.g., using academic language and standard English) while contributing to a school culture that supports high expectations for student learning.</td>
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<tr>
<td>PGES 4.d, 4.e</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CAEP 1.1</td>
<td></td>
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</tr>
</tbody>
</table>
2. Professional standards of practice—interactions with others.

KTS 9.1, 9.2  
InTASC 9j, 9o  
PGES 4f  
CAEP 1.1  

- Inconsistently demonstrates a positive, respectful attitude toward others.  
  During clinical fieldwork, the Candidate does not generally behave in a professional manner, or may have caused others to repeatedly feel disrespected, or the candidate sees differences in culture, gender, ability, and language as a deficiency in someone else without self-examination of his or her own biases.

- Demonstrates a positive, respectful attitude toward others.  
  Interacts with colleagues in a professional manner  
  During clinical fieldwork, the Candidate generally behaves in a professional manner that demonstrates a positive and respectful attitude toward others, but may have been counseled once by university or school-based personnel. The Candidate is beginning to engage in a self-examination of his or her own attitudes related to differences in culture, gender, ability, and language, and their potential impact on learners.

- Demonstrates a positive, respectful attitude toward others.  
  Consistently interacts with colleagues in a professional manner to enhance practice and support student learning.  
  During clinical fieldwork, the Candidate consistently behaves in a professional manner that demonstrates a positive and respectful attitude toward others. The Candidate is committed to on-going self-examination of his or her own attitudes related to differences in culture, gender, ability, and language, and their potential impact on learners.

- Demonstrates a positive and respectful attitude toward others.  
  Takes initiative to grow and develop professional relationships with faculty/staff and family/community members to enhance practice and support student learning.  
  During clinical fieldwork, the candidate always behaves in a professional manner that demonstrates a positive and respectful attitude toward others while taking the initiative to develop professional relationships with faculty/staff and family/community members to enhance practice and support student learning. The Candidate is committed to on-going self-examination of his or her own attitudes related to differences in culture, gender, ability, and language, and their potential impact on learners.

Abides by the expectations of the profession (e.g., ethics, standards of practice, laws/policies, demands of the profession, commitment to the learner) with prompting, guidance and support.  

During clinical fieldwork, the Candidate fails to demonstrate a commitment to, or respect for the learner, or is unable to demonstrate sufficient knowledge of how learners grow and develop, or fails to recognize the strengths and weaknesses of various learners, or rarely reflects on elements of professional practice.

Generally abides by the expectations of the profession (e.g., ethics, standards of practice, laws/policies, demands of the profession, commitment to the learner) with prompting.  

During clinical fieldwork, the Candidate generally demonstrates a commitment to and respect for the learner, is gaining knowledge of how learners grow and develop, and recognizes relative strengths and weaknesses of various learners, and generally reflects on elements of professional practice.

Abides by the expectations of the profession (e.g., ethics, standards of practice, laws/policies, demands of the profession, commitment to the learner) independently.

Articulates and reflects on elements of the professional standards.

During clinical fieldwork, the Candidate always demonstrates a commitment to and respect for the learner, possesses a basic knowledge of how learners grow and develop, accepts responsibility for the learner's growth and development, recognizes relative strengths and weaknesses of various learners, and consistently  
pleasantries, the candidate's conversations are focused on the work at hand.  

Abides by the expectations of the profession (e.g., ethics, standards of practice, laws/policies, demands of the profession, commitment to the learner) independently.

Articulates and reflects on elements of the professional standards.

<table>
<thead>
<tr>
<th>KTS 9.1, 9.2</th>
<th>InTASC 9j, 9o</th>
<th>PGES 4f</th>
<th>CAEP 1.1</th>
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</thead>
<tbody>
<tr>
<td>Demonstrates one of the following:</td>
<td>Demonstrates two of the following:</td>
<td>Demonstrates three of the following:</td>
<td>Demonstrates all of the following:</td>
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<tr>
<td>• appropriate professional appearance</td>
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**During clinical field work, the Candidate has failed to abide by Board of Education policy, or the ethical or legal expectations of the profession.** The Candidate often arrives late for clinical assignment or arrives unprepared to do quality work. In the opinion of the Clinical Educator or school staff, the candidate’s appearance is generally not professional or in accord with local school norms.

**During clinical field work, the Candidate always abides by Board of Education policy and the ethical and legal expectations of the profession.** The Candidate generally arrives in time for clinical assignment but may be rushed signing in and organizing materials, and lose time at the beginning of the classroom tasks. In the opinion of the Clinical Educator or school staff, the candidate’s appearance is not fully professional or may be out of accord with local school norms.

**During clinical field work, the Candidate consistently arrives in advance of clinical assignment to permit him or her to sign in, organize materials, and begin co-teaching, classroom assignments on time.** In the opinion of the Clinical Educator and without objection from the school staff, the candidate's appearance is both professional and in accord with local school norms. The Candidate has formed the habit of self-reflection regarding his or her own practice.

**During clinical field work, the Candidate always abides by Board of Education policy and the ethical and legal expectations of the profession.** The Candidate arrived sufficiently in advance of all classroom responsibilities to permit him or her to sign in, organize materials, and begin instruction on time. In the opinion of the Clinical Educator and without objection from the school staff, the candidate's appearance is both professional and in accord with local school norms. The Candidate has formed the habit of self-reflection and is committed to evaluating his or her own practice.

Link to Candidate Dispositions Assessment:

**PROFESSIONAL CODE OF ETHICS**

The education profession holds all certified personnel to a high standard of conduct. In fact, the EPSB has identified three major areas of conduct and clearly states the expectations for all teachers, including
student teachers. Violations of the Code of Ethics can be reported to the EPSB for review and possible action.

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.

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, grabbing; rape; threats of physical harm; and sexual assault.

To Parents

1. Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student.

2. Shall endeavor to understand community cultures and diverse home environments of students.

3. Shall not knowingly distort or misrepresent facts concerning educational issues.

4. Shall distinguish between personal views and the views of the employing educational agency.

5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others.

6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities.

7. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.
To the Education Profession:

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

2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities.

3. Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law.

4. Shall not use coercive means or give special treatment in order to influence professional decisions.

5. Shall apply for, accept, offer or assign a position or responsibility only on the basis of professional preparation and legal qualifications.

6. Shall not knowingly falsify or misrepresent records of facts relating to the educator’s own qualifications or those of other professionals.

ISSUES AND CONCERNS IN THE STUDENT TEACHING PLACEMENT

From time to time, a student teacher may struggle in the student teaching placement. If this occurs, a conference with the cooperating teacher, university supervisor is necessary. If the situation continues or the student teacher continues to struggle, a meeting with the Director or Assistant Director of Clinical Experiences is required.

- A conference is scheduled with the student teacher and university supervisor and cooperating teacher.
- Interventions and support for the student teacher is established.
- Student teacher may be removed from the placement and a Professional Improvement Plan is developed. All parties must sign off on the Professional Improvement Plan.
- If student teacher successfully completes the Professional Improvement Plan he/she may return to the placement upon approval of cooperating teacher and university supervisor.
- It may be recommended the student teacher repeat the professional semester in a different placement and with a different cooperating teacher.