



**BOYCE**  
THE COLLEGE *at* SOUTHERN

# Cooperating Teacher Handbook

(Supervised Teaching and FE Placements)  
**2019-2020**

Educator Preparation Program  
Revised: 04/23/2019

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# **Educator Preparation Program**

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## **Key Terms**

College Supervisor: The representative from Boyce College that completes evaluations on teacher candidates.

Cooperating Teacher: Teacher working with a Field Experience teacher candidate.

EPP: Educational Preparation Program (Boyce College)

EPSB: Educational Professional Standards Board

Field Experience: This is the time the Boyce teacher candidates spend in the classroom for limited times associated with a specific academic class and assignments. (See pgs. 5-6)

Field Experience Coordinator: The representative from Boyce College, which works with the schools to coordinate teacher candidate's time in the classroom.

Live Text: The assessment program used by Boyce College to gather data on students and placements.

Student Teaching: A period of 70 days a teacher candidate is in two dual placements teaching and completing assignments within the classroom. This is completed during ED 490.

Supervised Teacher: The schoolteacher working with the Boyce teacher candidate during their student teaching (supervised teaching)

Supervised Teaching: See Student Teaching

# Introduction

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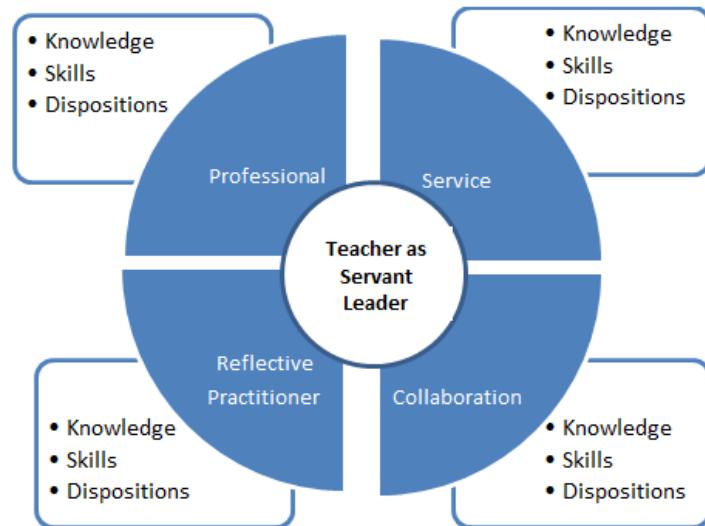
## Mission Statement

The mission of The Southern Baptist Theological Seminary is to be totally committed to the Bible as the Word of God, to the Great Commission as our mandate, and to be a servant of the churches of the Southern Baptist Convention by training, educating, and preparing ministers of the gospel for more faithful service. The Southern Baptist Theological Seminary, under the governance of its Board of Trustees, conducts its programs in an environment of spiritual nurture with a vision for the development of Christian leaders.

All aspects of the Boyce College teacher preparation unit, the course work, the field experiences, and the clinical experiences, are designed to develop these qualities with the goal of developing **teachers as servant-leaders**.

## Unit Goal

To evaluate the necessary qualities of a servant-leader (professionalism, service, collaboration and teacher as a reflective practitioner), the three major areas of **knowledge**, **skills**, and **dispositions** form the Boyce College teacher preparation unit *Conceptual Framework*. We believe each of these areas are the major goals of the unit, and the research supports the interactive nature of these areas in the development of **teachers as servant-leaders**.



## **Indicators of the development of the dispositions:**

### **1. Service:**

The teacher as servant-leader...

1. Believes the teacher is a servant first, and then a leader.
2. Believes relationships with others are based on integrity, honesty, and the value of each individual as a person and what each can contribute to the school as a professional learning community.

### **2. Collaboration:**

The teacher as a collaborator...

1. Values diversity as a fact that gives all individuals their own distinctive and God-given abilities.
2. Recognizes effective communication is a primary skill for effective collaborative leadership.
3. Believes collaboration is necessary to develop a school culture of a professional community of learners.

### **3. Reflection:**

The teacher as a reflective practitioner...

1. Knows personal growth of knowledge is a life-long process necessary for professional growth and effective servant-leadership.
2. Believes insights gained from teaching experience must be used to improve future student learning.
3. Recognizes the value of assessment data as a major source of information for reflection to improve daily teaching for student learning, and as a source for planning personal professional development.

### **4. Professional:**

The teacher as a professional....

1. Recognizes his/her own educational philosophy will guide him/her in being a professional within the work environment.
2. Reflects on the importance of the teacher and the school to the achievement and development of each child.

## **Overview of our model**

The Boyce College teacher preparation unit is a standards-based program with all components of the unit aligned strictly with the ten Interstate Teacher Assessment and Support Consortium (InTASC) standards. Course content, field and clinical experiences, the e-portfolio, and assessments are designed to develop the six state standards for teacher preparation units of Kentucky and the InTASC standards for training effective professional teachers. Candidates who complete the Boyce College Educator Preparation Program will be evaluated for meeting these standards. The Boyce College teacher preparation unit also adheres to the professional code of ethics adopted by the state for all certified personnel of Kentucky schools. Candidates are required to commit to these ethical principles as part of the preparation for teacher education.

## **Quality Assurance System**

The Boyce College Quality Assurance System (QAS) is based on the belief that the teacher candidate's knowledge and skills become the foundation of the effective professional teacher. Developing servant-leaders requires teacher candidates to first have the disposition to serve and second to value the importance of being a collaborative and reflective team-oriented professional teacher. The assessment is based on the conviction that teacher dispositions (attitudes, beliefs, and values) are a primary issue for all aspects of the professional teacher. Without core beliefs, values, knowledge, pedagogical and professional educator skills, and involvement in service and leadership, the teacher educator will lack the deep and enduring roots of professionalism. Therefore, the Boyce EPP believes the growth of knowledge, application of skills, and demonstration of servant-leadership involvement are vitally connected to the dispositions of the teacher candidate.

Assessment is central to a teacher education preparation unit. The comprehensive assessment plan is fully detailed in the Quality Assurance System handbook. This document contains a summary of the assessment components as they relate to field experience and student teaching in relation to the supervising and cooperating teachers. The purpose of these evaluations is to assure that each candidate is prepared as an initial professional teacher as a servant-leader with the skills of being a professional, service, collaboration, and reflection.

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## FIELD EXPERIENCE

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### Roles and Responsibilities

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#### **Cooperating School**

The cooperating school retains the legal responsibility for the safety and welfare of its pupils. Additionally, the cooperating school ensures cooperating teachers understand and follow established local school district and school policies and procedures. The following areas are normally addressed by district and school-level policies: punctuality; handling of absences; personal and professional conduct; dress and grooming; attending to assigned responsibilities such as hall duty with the cooperating teacher; professional knowledge and competence; and discipline and classroom control. In the instance that a field experience student violates one of the school policies or procedures, the cooperating school is to notify Dr. Tucker immediately. Field experience students must be under the constant and daily supervision of a qualified cooperating teacher. Students are **not** to serve as substitute teachers during the field experience assignment. In the absence of the cooperating teacher, a substitute teacher may need to assume the ultimate responsibility for the operation of the classroom.

#### **Cooperating Teacher**

The cooperating teacher is expected to indicate willingness to participate in Boyce College's training of teacher candidates, uphold the policies of Boyce College's field experience and student teaching program, and exhibit a positive attitude working with Boyce College's education students. Throughout the placement, cooperating teachers are expected to model effective teaching behaviors while allowing the Boyce College student to observe and develop an individual teaching style.

In selecting a cooperating teacher, Boyce College requires, beyond the requirements of the EPSB, the following:

1. Recommended by the respective school principal;
2. Be the teacher of record for the class the student teacher is to be assigned;
3. Willing to guide, support, analyze, and evaluate the teacher's work;
4. Have a demonstrated ability to engage in effective classroom management techniques that promote an environment conducive to learning;
5. Have a demonstrated ability to model best practices for the delivery of instruction;
6. Have a mastery of the content knowledge or subject matter being taught;
7. Demonstrate the aptitude and ability to contribute to the mentoring and development of a pre-service educator;
8. Have an ability to use multiple forms of assessment to inform instruction; and
9. Have an ability to create a learning community that values and builds upon students' diverse backgrounds and cultures.

Specific responsibilities of the Cooperating Teacher are outlined below:

- Confirm placement start date by signing the Confirmation of First Visit for Field Experience form provided by student and watch the video with the teacher candidate. If teacher candidates do not make contact or miss a class, the cooperating teacher is to contact the Teacher Education Chair or Director of Field Experience and Clinical Practices immediately to notify them.
- Collaborate with the student at the beginning of each placement to determine an acceptable attendance schedule.
- Collaborate with the student during each visit to the classroom to incorporate the student in classroom activities as able.
- Evaluate the performance of the student in LiveText.
- Approve the student's submitted placement hours in LiveText.
- Contact the Teacher Education Chair *immediately* if major weaknesses are detected in a student's performance.
- Contact the Teacher Education Chair *immediately* if the Boyce College student violates any school policies or practices.

### **Teacher Candidate**

During the field experience placement, Boyce College students are to assume responsibility for initiating contact with their cooperating teacher. Additionally, they are to be proactive in fostering communication with their cooperating teacher throughout the duration of the placement, following all the guidelines outlined in the Teacher Candidate Procedures for Field Experience.

Additional responsibilities include, but are not limited to, the following:

- Complete the Professional Code of Ethics and Confidentiality Agreement.
- Have a complete and current Volunteer Records Check, CEA membership, LiveText account, and KFETS account.
- On a daily basis, record in LiveText and KFETS hours of teaching, observing, and participating during the field experience placement, which the Cooperating Teacher will approve.
- Accept and follow through on recommendations and suggestions made by Cooperating Teachers and other degree professionals relating to improving instructional effectiveness.
- Adhere to the dress code policy of the school field experience is being completed.

## Evaluations

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Cooperating Teachers are responsible for completing assessments associated with each field experience placement. Below is a list of all assessments associated with Field Experience that could be completed by a Cooperating Teacher.

### Cooperating Teachers:

#### » Service Evaluation

Due: End of Placement  
LiveText Evaluation

This is an assessment of the field experience student's dispositions as demonstrated during their time in the cooperating teacher's classroom. This assessment is for those classes in which the teacher candidate is not teaching a required lesson plan. The characteristics evaluated are based on the performance standards of the Kentucky Teacher Standards and valued dispositions of the Boyce EPP. This assessment is to be completed at the conclusion of the student's hours in the classroom.

#### » Teacher Candidate Evaluation

Due: End of Placement  
LiveText Evaluation

This is an assessment of the field experience student's dispositions as demonstrated during their time in the cooperating teacher's classroom. The characteristics evaluated are based on the performance standards of the Kentucky Teacher Standards and valued dispositions of the Boyce EPP. This assessment is to be completed at the conclusion of the student's hours in the classroom. It is possible that a student would complete field experience hours for two or more classes with the same cooperating teacher. In this situation, only one "Field Experience Teacher Candidate Evaluation" needs to be completed for the student, although the assessment will appear on each LiveText placement.

#### » Boyce Teaching Lesson Observation

Due: During lesson Taught  
LiveText Evaluation

This rubric is for evaluating the lessons taught within the classroom. This is to be completed while the student teaches the lesson, or as soon after the lesson as possible, not to exceed two days. In order to give guidance and clear areas of improvement to the student, please do not mark each rubric grade "exceptional." Additional feedback and comments are desired to help the student improve performance and for the EPP to make necessary changes. If you do not observe a portion of the evaluation, select "N/A." Several field experience placements require the field experience student to teach multiple lessons. In this instance, there will be multiple assessment rubrics in LiveText for the cooperating teacher to complete.

#### » Lesson Plan Evaluation

Due: Before/After  
lesson taught  
LiveText Evaluation

This assessment evaluates the lesson plans that are written by the teacher candidate. The lesson plans should include all of the required sections. The assessments should be used to gather data on the students as necessary. The plan should be written to meet the needs of all the students in the class.

## » EPP Program Review and Feedback

Due: End of Placement  
Google Docs Evaluation

This assessment provides the Cooperating Teacher an opportunity to provide feedback on the field experience student's performance and provide suggestions for program/preparation improvement. The link to complete this form electronically will be sent out to all cooperating teachers by the LiveText coordinator within the last three weeks of the Boyce Semester.

# Field Experience Placement Requirements

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## ED 200 Introduction to Teacher Education

**Field Experience Hours:** 10 hours

**Teaching Lessons Required:** None

**Assessments Completed by Cooperating Teacher:**

Service Evaluation

EPP Program Review and Feedback

**Course Description:** Students will examine educational philosophy with an investigation of the theories, research, and diversity issues that bear on classroom management. Understanding the importance of planning, student self-regulation, consistent communication, assessment and problem solving also comprise the content of the course.

## ED 220 Teaching Exceptional Learners

**Field Experience Hours:** 15 hours (with 5 hours one-on-one or small group tutoring)

**Teaching Lessons Required:** 1 lesson

**Assessments Completed by Cooperating Teacher:**

Teacher Candidate Evaluation

Boyce Teaching Lesson Observation

EPP Program Review and Feedback

**Course Description:** This course introduces the student to the characteristics of exceptional learners. It will examine principles and practices of effectively instructing exceptional learners as inclusions of the regular classroom.

## ED 235 Integrated Studies for Elem Grades

**Field Experience Hours:** 5 hours

**Teaching Lessons Required:** None

**Assessments Completed by Cooperating Teacher:**

Service Evaluation

EPP Program Review and Feedback

**Course Description:** The course content covers the three areas of the elementary curriculum that are integrated into the core curriculum of the elementary grades. These areas include art, music, and physical education/health. The course is divided into three segments of instruction for each of these areas to teach the elementary teacher methods and strategies to integrate art, music, and PE into the regular elementary classroom core curriculum.

## ED 236 Integrated Studies for Elem Grades

**Field Experience Hours:** 5 hours

**Teaching Lessons Required:** None

**Assessments Completed by Cooperating Teacher:**

Service Evaluation

EPP Program Review and Feedback

**Course Description:** The course content combines classroom instruction and student engagement focusing on integration of the content areas. This course will provide practical knowledge for blending content areas to maximize student learning and to prepare teachers to meet the needs of all of their students across the curriculum. Emphasis is placed on helping teachers adapt strategies, choose materials, and design units that integrate subject areas across a student-centered curriculum. The course is designed to help develop teaching/learning strategies and to integrate curriculum in the classroom. Additionally, students focusing on elementary level education will demonstrate the ability to integrate and apply knowledge for instruction, adapt to diverse students, promote the development of critical thinking and problem solving and active engagement in learning, and utilize communication to foster collaboration.

## ED 310 Elementary Math P-5

**Field Experience Hours:** 10 hours

**Teaching Lessons Required:** 1 lesson

**Assessments Completed by Cooperating Teacher:**

Teacher Candidate Evaluation

Boyce Teaching Lesson Observation

EPP Program Review and Feedback

**Course Description:** This course is designed to train elementary teachers in the application and content knowledge of elementary mathematics. The course is also designed to enhance pre-service teacher's understanding of the ways in which children learn mathematics and to equip them with methods to teach the covered content areas to elementary students.

## ED 311 Elementary Math P-5 II

**Field Experience Hours:** 10 hours

**Teaching Lessons Required:** 1 lesson

**Assessments Completed by Cooperating Teacher:**

Teacher Candidate Evaluation

Boyce Teaching Lesson Observation

EPP Program Review and Feedback

**Course Description:** This course is designed to help pre-service teachers broaden their content knowledge of elementary mathematics, specifically in the areas of measurement, geometrical concepts, probability and data analysis. The course is also designed to enhance preservice teachers' understanding of the ways in which children learn mathematics and to equip them with methods to teach the covered content areas to elementary students. This course will employ the use of manipulatives and hands-on learning as students seek to both understand and effectively communicate mathematical concepts and ideas.

## ED 315 Literacy Assessment

**Field Experience Hours:** 15 hours

**Teaching Lessons Required:** 2 lessons (Literacy Unit)

**Assessments Completed by Cooperating Teacher:**

Teacher Candidate Evaluation

Boyce Teaching Lesson Observation: one for each lesson taught (2 total)

EPP Program Review and Feedback

**Course Description:** This course is a study of research-based assessment and instruction to support literacy learning among students with a wide range of strengths, weaknesses or abilities. Some of the topics we will discuss will include: Reading and interpreting School Reports cards, understanding the student report card, assessing diverse learners, culturally sensitive assessments, interpreting assessment data, prescribing instruction, aligning student needs with various materials and teaching techniques, various types of assessment instruments, current issues in assessment research. Students will assess a struggling reader (kindergarten through fifth-grade) outside of class, learn about reading assessment from a variety of sources, compile an investigative report and present the findings in class, and demonstrate their competencies on an examination.

#### ED 320 Teaching Science P-5

**Field Experience Hours:** 10 hours

**Teaching Lessons Required:** 1 lesson

**Assessments Completed by Cooperating Teacher:**

Teacher Candidate Evaluation

Boyce Teaching Lesson Observation

EPP Program Review and Feedback

**Course Description:** The basic content of science for the elementary school curriculum will be reviewed according to the Kentucky Core Content for Assessment, grades P-5. This course will also include instruction in the principles and practices of the pedagogy of science instruction in the elementary P-5 classroom.

#### ED 330 Teaching Social Studies P-5

**Field Experience Hours:** 10 hours

**Teaching Lessons Required:** 1 lesson

**Assessments Completed by Cooperating Teacher:**

Teacher Candidate Evaluation

Boyce Teaching Lesson Observation

EPP Program Review and Feedback

**Course Description:** This course will emphasize the diverse nature of the world, the multiplicity of cultures, and the necessity of social studies instruction to help learners to live in a global and culturally diverse society. The student will learn the interdisciplinary nature of teaching social studies in the elementary P-5 classroom.

#### ED 410 Teaching Language Arts P-5

**Field Experience Hours:** 25

**Teaching Lessons Required:** 1 lesson

**Assessments Completed by Cooperating Teacher:**

Teacher Candidate Evaluation

Boyce Teaching Lesson Observation

EPP Program Review and Feedback

**Course Description:** This course presents an integrated approach to teaching language arts based on current research of best practice, tested instructional methodologies, materials, assessment techniques for language arts instruction P-5 and the application of contemporary media and computer technology for the elementary grades. Course content is based on

developmental processes and assessment that focuses on the interrelatedness of all language arts areas.

### ED 420 Teaching Reading P-5

**Field Experience Hours:** 25 hours

**Teaching Lessons Required:** 2 lessons (Literacy Unit)

**Assessments Completed by Cooperating Teacher:**

Teacher Candidate Evaluation

Boyce Teaching Lesson Observation: one for each lesson taught (2 total)

EPP Program Review and Feedback

**Course Description:** A study of the current models and theories for teaching reading in the elementary school, the best practices for effective literacy growth, the assessment tools and techniques available to the teacher of literacy and the materials for use in teaching literacy P-5. Emphasis is on teaching through a balanced literacy approach.

### ED 430 Classroom Management

**Field Experience Hours:** 5 hours

**Teaching Lessons Required:** None

**Assessments Completed by Cooperating Teacher:**

Service Evaluation

EPP Program Review and Feedback

**Course Description:** An investigation of the theories, research, school safety, and diversity issues that bear on school and classroom management. Issues of classroom organization, rules and discipline, planning, student self-regulation and participation, consistent communication, assessment, and problem solving also comprise the content of the course.

### ED 485 Clinical Experience I: Teaching

**Field Experience Hours:** 50 hours

**Teaching Lessons Required:** 3-5 lessons (1 unit)

**Assessments Completed by Cooperating Teacher:**

Teacher Candidate Evaluation

Boyce Teaching Lesson Observation: one for each lesson taught (3-5 lessons, 1 unit)

EPP Program Review and Feedback

**Course Description:** The student will be placed in an accredited school, either public or private, for 50 hours of an internship under the direction and supervision of a professional classroom teacher. Interaction with the elementary level children on a regular weekly schedule is required for the duration of the 50 required on-site hours. Writing and teaching the TWS unit is required during this course. Assignments for learning the basics of the profession of teaching will be required and evaluated by the Boyce Supervisor of Field Experience.

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## ***SUPERVISED TEACHING***

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The supervised teaching experience (ED 490) has a twofold purpose in the Boyce EPP:

1. Gives the teacher candidates the opportunity to engage in the daily activities of professional teaching and learn how to cope with the demands and pressures of the teaching/learning process;
2. Analysis of the growth in the skills and dispositions of the teacher candidates' professional teaching.

The Boyce College EPP was designed with the definitive purpose of developing teaching skills through the early field experience co-teaching requirements followed by the supervised teaching semester as a gauge of the success of the early teaching exposure. We believe the Boyce College teacher candidate will demonstrate the value of the early teaching experience by greater skill in teaching during the supervised teaching semester. More developed teaching skills and increased ability to focus on learning the skills of servant-leadership are major aims of the preparation of a successful professional teacher through the Boyce College EPP.

Once the teacher candidate has been admitted to Supervised Teaching by the Council on Teacher Education (CTE), the candidate will be assigned a school and cooperating teacher where the supervised teaching will be performed. The Coordinator of Field and Clinical Experiences and the cooperating school administration is responsible for arranging the student teacher placement(s). All student teacher placements will be in a public or private school in the Louisville area. While a candidate may request a certain school placement, no guarantee is given for a placement in that school. The student teacher candidate is never to negotiate a school placement independent of the Boyce College Department of Teacher Education. All placements are ultimately the responsibility of the Boyce College educational unit.

### **Supervised Teacher Placement**

- A student teacher in the Elementary Education P-5 degree program will be placed in a *dual placement*, one in a grade K-3 class, and one in a grade 4-5 class, under supervision of a classroom teacher designated as the cooperating teacher for two 35-day placements (full professional semester).
- The onset of teaching responsibilities for the teacher candidate is usually preceded by an initial adjustment period, observations of the cooperating teacher, orientation for learning about the school and its policies, and planning and collaboration with the cooperating teacher before actual teaching responsibilities begin.

## Roles and Responsibilities

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### Supervising Teacher

The supervising teacher is expected to indicate willingness to participate in, uphold the policies of Boyce College's student teaching program, and exhibit a positive attitude working with Boyce education students. Throughout the placement, supervising teachers are expected to model effective teaching behaviors while allowing the Boyce College student to observe and develop an individual teaching style.

Per state regulation 16 KAR 5:040 Section 2 (5), all supervising teachers of student teachers must complete the three (3) part [Co-Teaching Online Training](#) prior to the student's arrival into their classroom.

“Co-Teaching is when two educators Co-Plan, Co-Instruct, and Co-Assess a group of students with diverse needs in the same general education classroom.”

3 Part Co-Teach Training:

- Part A: Basic responsibilities of a cooperating teacher supervisor (Edmodo Quiz)
- Part B: Best practice in supporting a student teacher (videos)
- Part C: Effective assessment of the student teacher (Boyce Cooperating Teacher Handbook)

Please visit the Boyce College Teacher Education Program webpage under the section labeled [“Co-Teaching Online Training”](#) for further information regarding this requirement.

The primary responsibility of a cooperating teacher is the academic well-being of the student he/she is assigned. The decision to accept a student teacher will have an effect on the successful school experience for the students in the classroom as the student teacher will gradually share teaching responsibilities.

The cooperating teacher's responsibilities include:

1. Attending Boyce College Student Teacher Orientation  
(November before Spring Semester, Late July before school begins for Fall Semester, or another designated session but before the student teaching begins).
2. Becoming acquainted with the background, special interests, and educational experiences of the student teacher.
3. Guiding the student teacher in the use of **co-teaching** during the lesson preparation and teaching.
4. Preparing students in advance so the students will view the student teacher as a professional staff member whose decisions will be supported by the teacher.
5. Orienting the student teacher to school policies and classroom procedures and policies including daily/weekly schedule, expected time of arrival and departure, dress code, strategies for grouping students, behavior management procedures, methods of assessment, policies, curriculum, student IEPs and collaborative arrangements.

6. Making the student teacher feel useful, comfortable, and an integral part of the school staff by planning initial activities together.
7. Providing the student teacher with instructional materials, access to student records, and appropriate audiovisual equipment.
8. Helping the student teacher to develop lesson plans.
9. Reviewing lesson plans prepared by the student teacher 48 hours prior to formal observations by the college supervisor and principal (if applicable).
10. Observing the student teacher and conferring at least weekly to analyze performance and provide constructive feedback leading to professional growth and improvement.
11. Conducting at least 2 formal observations.
12. Engaging in reflective conversations with the student teacher following each solo teaching experience, focusing on strengths and areas for growth or concerns.
13. Submitting copies of the formal evaluations to the Director of Field Experiences and Clinical Practice.
14. Conferring with the college supervisor on student teacher evaluations to assess consistency in performance.
15. Advising college supervisor of student teacher's strengths and growth needs.
16. Meeting with the college supervisor to reach consensus on a grade for the student teacher.
17. Submitting an evaluation of the student teacher's preparation to the College Supervisor.
18. Completing the "Cooperating Teacher Payment Voucher" once received from the Education Professional Standards Board on or before December 15 for a cooperating teacher supervising a student teacher during the fall semester, and on or before May 10 for a cooperating teacher supervising a student teacher during the spring semester.

### **Teacher Candidate**

1. Attend all scheduled on-campus weekly supervised teaching seminars.
2. ***Student Expenses:*** Be responsible for all expenses incurred, including transportation to the supervised teaching school site, meals, lodging, and any incidental costs related to the supervised teaching experience.
3. ***School Calendar:*** Be subject to the calendar and policies of the assigned school, including all faculty meetings, school activities, field trips with the assigned class, athletic events the cooperating teacher is required to attend, and other school-wide activities. The student teacher DOES NOT follow the Boyce College calendar for holidays and breaks. This must entail two complete 35-day placements at the school assigned.
4. ***Attendance:*** Strive for 100% attendance during the supervised teaching experience. Any absences must be excused absences only for illness and/or emergencies. For any absence the student teacher must notify the school principal, the cooperating teacher, and the Boyce College Supervisor in charge of the evaluations, prior to or no later than the start of the school day on the morning of the day of the absence. In the case of job interviews during the student teaching day, always clear this with the school and with the Boyce College Coordinator of Field and Clinical Experiences before scheduling the interview.
5. ***Snow Days:*** If school cancellations due to snow or other inclement weather prevent the student teacher from completing the required 70 days of student teaching by the end of the Boyce College semester, the student teaching must continue until the 70 days are

fulfilled. If this causes the student teacher to be in student teaching after the graduation date, the student teacher will be allowed to participate in the commencement ceremonies, but the degree will not be completed until the required 70 days of student teaching are fulfilled.

6. **Daily Log of Student Teacher Activities:** A form is provided for this purpose. It is a state requirement for the teacher candidate to have a record of a minimum of 70 full days (full professional semester) in the supervised teaching experience and a recorded log of the total hours of teaching performed in the classroom during the supervised teaching experience.
7. **Teacher Work Sample (TWS) Unit:** Plan and implement a TWS Unit of instruction in collaboration with the cooperating teacher. During the initial weeks of the student teaching first placement, the student teacher must begin collaboration and planning with the cooperating teacher for the unit topic for the Teacher Work Sample Unit of Instruction. The unit should be taught for a 5 to 7-day series of lessons and is to be completed during the first of the dual placements. The planning and implementation of the TWS Unit must follow explicitly the TWS Guide.
8. **Solo teaching time:** A “solo” is defined as a series of days teaching all classes (or subjects) during which the cooperating teacher is responsible to teach regularly. It is advised that the solo teaching should not be performed until the middle or latter part of each of the dual placements in order to give the student teacher ample experience teaching and becoming acclimated to the class before undertaking the full teaching responsibilities of the class. The student teacher must spend at least one week solo teaching. The solo teaching days will be determined by the cooperating teacher, according to the curriculum schedule and in collaboration with the student teacher.
9. **Seminar Assignments:** Complete the assignments given during the weekly seminars: electronic LiveText e-portfolio, which includes a CV, introduction letter, lesson plans, references etc. as required by the Boyce EPP.
10. **Appropriate Dress:** Dress in an appropriate and professional manner that is always in compliance with the dress code of the school placement.
11. **Termination of Student Teaching:** 1) In the event that the principal of a school where a student teacher is placed recommends the removal of the Boyce College student teacher, removal will be immediate and the student teacher will receive a failing grade. 2) If the Boyce College supervisor in consultation with the cooperating teacher, and/or the school principal, determines that the student teacher is failing to meet the InTASC Standards and identified Boyce College dispositions, or is causing a serious disruption to the learning process of the children, the supervisor may recommend to the Coordinator of Field and Clinical Experiences that the student teacher be removed, with the option of applying in a succeeding semester. In extreme cases, the Supervisor and Coordinator of Field and Clinical Experience, may recommend to the Dean of Boyce College that the teacher candidate be removed from the EPP without option to reapply.
12. **Extension of Student Teaching Semester:** If the Boyce College supervisor in consultation with the cooperating teacher believes the student teacher needs an extended time to achieve the goal and purposes of student teaching, it may be extended. The student teacher would then teach on a full-time basis for an assigned period to be evaluated further in areas of concern. An “incomplete” (I) grade may be given until the extended time evaluation process is completed.

**13. Student Teacher Legal Status:**

- A student teacher may not assume the role of substitute teacher in the event of the absence of the cooperating teacher. According to KRS 161.042 *A student teacher who is jointly assigned under agreement by a teacher education institution (e.g. Boyce College) 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.* From this legislative statement, it is clear that the student teacher “shall be subject to direction and supervision” and thus may not act as the regular teacher in the absence of the cooperating teacher since no supervision would be provided.
- The student teacher has no legal authority as a certified teacher in or outside the classroom. The cooperating teacher is the legal agent and therefore must always supervise the activities of the student teacher; however, it is not necessary for the cooperating teacher to be physically present with the student teacher at all times, but should be nearby or provide another certified personnel to supervise.
- The student teacher may not legally assume sole responsibility for any activities that occur away from the assigned school (activities such as field trips, competitions, etc.).
- Since a student teacher may be held liable for irresponsible behavior that may cause emotional or physical harm to anyone associated with the assigned school, it is necessary for the student teacher to have liability insurance during the supervised teaching experience. This insurance is provided through membership in the CEAIS-SP, a requirement for admission to supervised teaching at Boyce College.
- No compensation may be given to the student teacher by the local board of education for any services the student teacher may perform during the assigned student teaching.
- The student teacher must “keep in confidence all information about students...” according to the *Kentucky School Personnel Code of Ethics*.
- A student teacher charged with violation of criminal law shall be suspended immediately from supervised teaching until such case is legally settled. It is the responsibility of the student teacher to report such charges to the Boyce Coordinator of Field and Clinical Experiences, who will be responsible to communicate with the school principal such information and remove the student teacher from the assigned school.
- Because the student teacher places himself/herself in a liable situation by transporting students to and from school, while on field trips, or other activities, the student teacher may NOT at any time transport students in an automobile owned or driven by the student teacher.

**Appeals Procedure for Rejection of EPP or Supervised Teaching Application**

A teacher candidate may be denied admission to either the EPP or to supervised teaching and in such cases has the right of appeal. An appeal for reconsideration of the application for the EPP or supervised teaching must be submitted to the Chair of the Department of Teacher Education of

Boyce College. The appeal will be reviewed by the CTE in an official CTE meeting. The appeal is subject to the following standards:

### **The appeal...**

- ...must be formally submitted in writing and signed by the teacher candidate.
- ...must be submitted within 15 days following the denial of admission to the EPP or to supervised teaching.
- ...must clearly and concisely state the reason(s) why the teacher candidate believes the appeal should be reviewed.
- ...must be based on circumstances or conditions beyond the teacher candidate's control which caused the denial of admission.
- ...must be submitted within ten days after being received from the teacher candidate to the CTE for review.
- ...must be reviewed by the CTE within 30 days from receipt of the written appeal is subject to the decision of the CTE and is final for that semester.

Any teacher candidate denied admission to the EPP or to supervised teaching might reapply in a subsequent semester, following the same procedures as set forth in the application process.

## **Evaluations**

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The Boyce College Supervisor assigned to the student teacher to evaluate performance of classroom and leadership responsibilities will make a minimum of four observations. (Two in the first placement and two in the second placement) The supervising teacher will complete two evaluations (two by the first placement cooperating teacher and two by the second placement cooperating teacher.) The Boyce College Supervisor and the cooperating teacher(s) will both use the *Boyce Student Teacher Lesson Evaluation*. By the completion of the student teaching experience, all ten InTASC standards will be evaluated through the observation forms. A minimum aggregate mean rubric score of 2.5 is required for the ten standards. The evaluations are combined with the other required assignments to determine the teacher candidate's final grade and performance in the supervised teaching course. The mean score from the aggregation of these scores will determine the student teacher's final letter grade according to the following scale: 4=A, 3=B, 2=C, 1=D. A final mean score of no lower than 2 ("C") will be required for a passing grade for ED 490: Supervised Teaching.

### **Teacher Candidate:**

#### ➤ FINAL Student Teaching Reflection

Due: End of semester  
LiveText Evaluation  
Teacher Candidate

This assessment is completed by the Teacher Candidate *at the end of the second placement*. This evaluation will allow the teacher candidate to reflect on the experience and show growth and areas that could still be improved.

## ➤ Self-Assessment of Solo Teaching

Due: End of each  
Placement  
LiveText Evaluation  
Teacher Candidate

This self-assessment is completed by the Teacher Candidate at the end of each placement. This evaluation will allow the teacher candidate to reflect on the areas of planning and instruction during each solo teaching time. Both a rating and a explanation for the rating will be discussed on the evaluation.

## ➤ Solo Teaching Reflection Form

Due: End of each  
Placement  
LiveText Evaluation  
Teacher Candidate

This assessment is completed by the Teacher Candidate at the end of each placement. This solo teaching reflection form will be used following the solo teaching time that allows the teacher candidate to reflect upon the experiences during the solo teaching time and address areas of need.

## ➤ Dispositions Self-Assessment

Due: End of semester  
LiveText Evaluation  
Teacher Candidate

This assessment will be used to allow the teacher candidate the opportunity to self-assess on the Boyce EPP dispositions of professionalism, collaboration, servant leadership and reflective practitioner. Using the rating of a 4-point scale

(Beginner, Developing, Target and Advanced). The candidates will give an example supporting the self-rating of each disposition.

## ➤ TWS Unit

Due: End of first  
placement  
LiveText Evaluation  
Teacher Candidate

This performance assessment evaluates the candidate's effectiveness in preparing and teaching a planned unit and lessons. The TWS unit is an observational description of a teacher candidate's teaching efforts supported by relevant data which has been analyzed by the candidates to show the thinking process behind the artifacts.

## ➤ Boyce College EPP Completer Information Survey

Due: End of placement  
Google Evaluation  
Teacher Candidate

This assessment evaluates the EPP's relevance and effectiveness of the program. This will be completed by the completer of the program.

## ➤ Evaluation of Field Experience Cooperating Teacher

Due: End of each  
placement  
Google Evaluation  
Teacher Candidate

This assessment evaluates the cooperating teacher's relevance and effectiveness to the teacher candidate.

➤ Evaluation of Field Experience College Supervisor

Due: End of each placement  
Google Evaluation  
Teacher Candidate

This assessment evaluates the college supervisor's relevance and effectiveness to the teacher candidate.

**Supervising Teacher:**

➤ Student Teaching Teacher Candidate Evaluation

Due: At the end of the placement.  
Live Text Evaluation  
Supervising Teacher

This assessment evaluates the teacher candidate and the proficiencies within the classroom. This also evaluates the application of content knowledge and pedagogical skills, the impact on student learning, and the Boyce dispositions.

➤ Lesson Plan Evaluation

Due: After/Before the official lesson observation  
Live Text Evaluation  
Supervising Teacher

This assessment evaluates the lesson plans that are written by the teacher candidate. The lesson plans should include all of the required sections. The assessments should be used to gather data on the students as necessary. The plan should be written to meet the needs of all of the students in the class.

➤ Lesson Assessment

Due: After/During the official lesson observation  
Live Text Evaluation  
Supervising Teacher

This assessment evaluates the teacher candidate's instructional design and implementation within the classroom. This also will assess the impact on student learning, classroom management, the InTASC standards.

➤ Lesson Analysis

Due: After/During the official lesson observation  
Live Text Evaluation  
Supervising Teacher

This assessment evaluates the teacher candidate's Lesson Analysis form. This also will assess the impact on student learning, classroom management, the InTASC standards.

➤ EPP Program Review & Feedback by Supervising Teacher

Due: End of placement  
Google Evaluation  
Supervising Teacher

This assessment evaluates the EPP's relevance and effectiveness to the teacher candidate, supervising teacher, and school.

### **Eligibility Requirements (Field Experience and Supervising Teachers)**

A cooperating teacher is a teacher employed in a (P-12) school in Kentucky who contracts 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 (KRS 161.042).

The cooperating teacher, whether serving in a public or non-public school, shall have:

1. A valid Kentucky teaching certificate for each grade and subject taught;
2. Attained Rank II certification and at least three (3) years of teaching experience on a Professional Certificate;
3. Taught in the present school system at least one (1) year immediately prior to being assigned a student teacher;
4. Attended all three sections of the co-teaching training provided by the Educational Professional Standards Board. (Supervised Teachers only)

Teachers assigned to a teaching position based on probationary or emergency certificate issued by the Education Professional Standards Board under KAR Title 16 shall not be eligible for serving as a cooperating teacher. (Supervised Teachers only)

### **Co-Teaching**

Teacher candidates must teach lessons in collaboration with the cooperating teacher using the co-teaching model of instruction. Teacher Candidates will use these models when teaching for an observation from either the cooperating teacher or the college supervisor. The teacher candidate will submit eight lesson plans with formal observations during the sessions demonstrating the use of at least four strategies and these will be included in their portfolio.

Co-teaching is defined as two teachers working together with groups of students, sharing the planning, organization, delivery and assessment of instruction, as well as the physical space.

#### **Co-Teaching Models:**

1. **One Teach, One Observe:** One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation. It is important to remember that either (teacher candidate or cooperating teacher) could take on both roles.
2. **One Teach, One Assist:** One teacher has primary instructional responsibility while the other assists students' with their work, monitors behaviors, or corrects assignments. Often lending a voice to students or groups who would hesitate to participate or add comments.

3. **Station Teaching:** The co-teaching pair divides the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Often an independent station will be used along with the teacher led stations.
4. **Parallel Teaching:** Each teacher instructs half the students. The two teachers address the same instructional material and present the lesson using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio.
5. **Supplemental:** This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with these students who need the information and/or materials extended or remediated.
6. **Alternative (Differentiated):** Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however, the instructional methodology is different.
7. **Team Teaching:** Well planned, team-taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students' 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.