

Text of 16 KAR 5:040	Explanatory Notes and Scenarios
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	
<p>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.</p>	<p>This section provides the basis for the EPSB's regulation of student teaching. As noted, 16 KAR 5:040 establishes Kentucky's standards for admission, placement, and supervision in student teaching.</p> <p>Educator preparation programs in Kentucky may have standards for admission, placement, and/or supervision of student teaching that exceed these requirements; however, no program may have standards that are lower than or that circumvent these regulations.</p>

Text of 16 KAR 5:040	Explanatory Notes and Scenarios
Section 1	
<p>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.</p>	<p>A student seeking a P-12 certification may work with the same teacher for a balanced experience as required by 16 KAR 5:040 Section 6 (4)(a), if the cooperating teacher is assigned to more than one level. For example, a music teacher whose assignment includes classes at an elementary school and a high school may serve as a cooperating teacher for a student teacher being certified in P-12 music.</p> <p>Even if the student teaching experience occurs outside the state, these regulatory requirements apply.</p>
Section 2	
<p>Section 2. Cooperating Teacher Eligibility Requirements.</p> <p>(1) The cooperating teacher, whether serving in a public or nonpublic school, shall have:</p> <p>(a) A valid teaching certificate or license for each grade and subject taught; and</p> <p>(b) At least three (3) years of teaching experience as a certified educator.</p>	<p>The EPSB no longer requires that a cooperating teacher have a master's degree or have taught in the same school the previous year.</p> <p>A cooperating teacher's three years of teaching as a certified educator must be complete before the student teaching placement begins. The KTIP year counts as a year of teaching.</p> <p>A teacher could be identified as a potential cooperating teacher during his/her third year of teaching; when student teaching begins, however, the cooperating teacher must have three years of experience.</p>

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<p>(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.</p>	<p>A teacher may hold more than one type of certificate; that teacher may serve as a cooperating teacher only in the content area for which s/he is certified, and that area must match the student teacher's certification area. For example, if a certified high school chemistry teacher teaches 4 chemistry classes but also teaches 1 physics class on the basis of an emergency certificate for physics, that teacher may not serve as a cooperating teacher for a student teacher being certified in physics, nor may the student teacher being certified in chemistry teach the physics class.</p>
<p>(3) The district and educator preparation program shall select teachers to be cooperating teachers who demonstrate the following:</p>	<p>Selecting cooperating teachers and assigning student teachers are collaborative processes involving both the P-12 school/district and the preparation program.</p>
<p>(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 pre-service 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.</p>	<p>Since the selection of cooperating teachers and the placement of student teachers are collaborative processes, both parties are responsible for ensuring that cooperating teachers have these skills. It is imperative that only teachers who can effectively support a student teacher's development be asked to serve as cooperating teachers.</p> <p>Programs may have additional requirements for their cooperating teachers; those requirements must be established in addition to rather than in place of these regulatory requirements.</p>

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<p>(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.</p>	<p>Teacher leader endorsement programs address skills and information that would enhance a teacher's performance as a cooperating teacher. The endorsement is not a requirement for serving as a cooperating teacher and should receive consideration only after the skills listed in Section 2(3)(a)-(f) have been demonstrated.</p>
<p>(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:</p>	<p>The preparation programs are responsible for ensuring their cooperating teachers are appropriately prepared. 16 KAR 5:040 outlines the regulatory requirements for the training, but many programs choose to go above and beyond what is required.</p> <p>A cooperating teacher who completes an EPSB approved co-teaching training is not required to repeat the training to serve as a cooperating teacher for a different institution.</p>
<p>(a) Basic responsibilities of a cooperating teacher;</p>	<p>Since the EPSB is responsible for making sure the requirements of 16 KAR 5:040 are met, we want to be sure every cooperating teacher knows what the regulation requires.</p> <p>Once a teacher has completed the 5:040 assessment, s/he will not have to repeat it unless there are substantial changes in the regulation.</p>

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<p>(b) Best practice in supporting the student teacher; and</p>	<p>Each institution is responsible for being sure its cooperating teachers are trained in best practices for supporting the student teacher. Since all Kentucky student teachers are required to co-teach during their student teaching experience, the basic elements of co-teaching are included in this component.</p> <p>Several programs across the state have collaborated on trainings to address this requirement, and other programs are providing their own trainings. Either way is fine, but the trainings do have to be approved for the cooperating teacher to be considered “trained” on this element.</p>

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<p>(c) Effective assessment of the student teacher.</p>	<p>Since policies regarding the assessment of the student teacher vary across programs in the state--and sometimes across programs within an individual IHE--each institution is responsible for preparing cooperating teachers to assess student teachers' performance.</p> <p>This component of the training also addresses information and processes that are unique to institutions and programs. Although the EPSB has very specific rules about student teaching and various national standards may apply, Kentucky's educator preparation programs often go well beyond such requirements. As long as the EPSB's requirements are being met, programs are encouraged to innovate! It is possible to request that the board waive a regulation per http://www.lrc.ky.gov/krs/161-00/028.pdf; Institutions of Higher Education (IHEs) are welcome to contact EPSB staff regarding the process for requesting a waiver by the board. Each waiver must be requested, considered, and granted by the board individually.</p> <p>A cooperating teacher certainly may make suggestions for innovation to a program; Kentucky remains a leader in educator preparation by embracing ideas for innovation from many sources.</p>

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<p>(6) Beginning September 1, 2013, educator preparation programs shall maintain a pool of cooperating teachers who have met the requirements of this section.</p>	<p>The EPSB will maintain a list of teachers who have completed the required training regarding the basic responsibilities of a cooperating teacher and best practices in supporting the student teacher, which includes co-teaching training. Each preparation program should maintain records regarding cooperating teachers who have finished the program-specific training in Section 2(5)(a)(b)(c).</p> <p>Each program is responsible for ensuring that it has trained a pool of cooperating teachers from which to choose.</p> <p>Completing the training does not guarantee that an individual will be asked to serve as a cooperating teacher.</p>
<p>(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:</p>	<p>This process is carried out online. The process plays a role in allowing the EPSB to monitor student teaching placements, maintain records related to student teaching, and pay cooperating teachers.</p>
<p>(a) Each candidate in the educator preparation institution enrolled in student teaching (b) The candidate's assigned school; (c) the cooperating teacher assigned to each candidate; (d) The cooperating teacher's area of certification; (d) 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.</p>	<p>This information is reported and monitored to ensure placements are made in accordance with regulatory requirements.</p>

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<p>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.</p>	<p>This section addresses the EPSB's requirements for candidate admission to student teaching, which is a separate process and admission decision from being admitted to an educator preparation program. The specific requirements here are the EPSB's baseline requirements; individual programs may have additional requirements.</p> <p>Schools and districts may have additional rules with which candidates must comply.</p> <p>To avoid a delay in beginning student teaching, candidates and educator preparation programs are encouraged to plan well ahead to ensure that all of these requirements are met. A delay in beginning student teaching could result in a candidate's being unable to meet the requirements for student teaching in that semester.</p>
<p>(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.</p>	<p>A TB risk assessment is required; a full TB test may not be necessary. Educator preparation programs generally have information about places where candidates may have a TB risk assessment completed. It is not safe to assume that student health services on a college campus, the local health department, or any other provider will be able to complete a TB risk assessment on short notice.</p> <p>Educator preparation programs should share this information with their candidates well ahead of the beginning of student teaching so the candidates are able to complete a TB risk assessment.</p>

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(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.	Educator preparation programs work with their candidates to ensure each candidate is aware of and adheres to the Professional Code of Ethics for Kentucky School Personnel.

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<p>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:</p>	<p>Revisions to 16 KAR 5:040 introduced significant changes to pre-student teaching field experience requirements for Kentucky educator preparation programs and their candidates. These requirements are built on a solid research base and reflect the professional judgment of educators involved in the development of the regulation. For a brief review of related research and promising practices, consult <i>Transforming Teacher Preparation Through Clinical Practice: A National Strategy to Prepare Effective Teachers</i>, also referred to as the NCATE Blue Ribbon Panel Report, which is available online.</p> <p>Required field experiences are to be woven into the preparation programs, not completed outside the programs and merely reported back to the program. It is every preparation program's responsibility to ensure that these field experiences are planned and carried out as integral parts of their candidates' preparation program before student teaching. Field experience requirements are also an important component of accreditation.</p> <p>A key provision of Section 3(3) is that 200 hours of pre-student teaching field experiences must occur "in a variety of primary through grade 12 (P-12) school settings." All candidates complete a minimum of 200 hours of field experiences across elementary, middle, and high schools levels. These hours allow candidates to experience the developmental continuum as a context for their own work with children in schools.</p>

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	<p>Most of these experiences occur in P-12 schools during the regular school day. As indicated in some of the specific requirements (e.g., “Observations in schools and related agencies,” “Interactions with families of students,” “Attendance at school board and school-based council meetings”), however, the intention is not that every field experience must occur in an actual school during the school day. Nevertheless, the setting must be the type of setting in which “school activities” occur, and the activities themselves must be the kinds of activities that are intended to occur in school settings.</p> <p>Tutoring students at a community center, for example, could be a “school activity” even though it occurs in a community center, as long as the tutoring is the type of activity that occurs in P-12 schools. Working with P-12 students in a university summer writing program could be a “school activity” as long as the activities are the types of activity that are intended to occur in school settings.</p>
<p>(a) Engagement with diverse populations of students which include:</p> <ol style="list-style-type: none"> 1. Students from a minimum of two (2) different ethnic or cultural groups of which the candidate would not be considered a member; 2. Students from different socioeconomic groups; 3. English language learners; 4. Students with disabilities; and 5. Students from across elementary, middle school, and secondary grade levels; 	<p>The EPSB has developed an online system, the Kentucky Field Experience Tracking System (KFETS), for candidates enrolled in any course with a field experience component to report that field experience electronically. Each program will still decide which hours are acceptable for its courses and will decide how the experience will be assessed. That system is expected to come online in the fall 2013 semester.</p> <p>More information about KFETS will be available on the EPSB web site and through educator preparation programs.</p>

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<p>(b) Observation in schools and related agencies, including:</p> <ol style="list-style-type: none"> 1. Family Resource Centers; or 2. Youth Service Centers; 	<p>When KFETS is operational, candidates will report the required activities via that system, but educator preparation programs will still be responsible for validating and assessing the experiences.</p> <p>There is no set number of hours for each activity; programs will establish guidelines and determine how those will be met through their courses. Information about how the field experience requirements are met will be part of the program approval information each program submits to the EPSB for review.</p>
<p>(c) Student tutoring;</p>	<p>Tutoring P-12 students during the school day or outside the school day would meet this requirement. As a reminder, since field experience is a component of the educator preparation program, paid work does not count for field experience. A candidate who works as a tutor would not count that paid time for experience.</p>
<p>(d) Interaction with families of students;</p>	<p>Interaction with students' families is an important component of a teacher's work and may take many forms. Because of the sensitive nature of this type of activity, it is important for educator preparation programs to work closely with P-12 educators when planning these experiences. Interacting with parents when they visit the school or participate in a school event is acceptable; 16 KAR 5:040 does <i>not</i> require home visits.</p>
<p>(e) Attendance at school board and school-based council meetings:</p>	<p>Note that this is an "and" rule: candidates are required to attend <i>both</i> a school board meeting and a school-based council meeting.</p>

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(f) Participation in a school-based professional learning community; and	No amount of time is specified for participation in a school-based PLC. This required activity could be used to develop a professional relationship between the student teacher and the cooperating teacher prior to beginning the placement. Other approaches may also be acceptable.
(g) Opportunities to assist teachers or other school professionals.	Experiences assisting--not just observing or interviewing--school professionals other than teachers are encouraged. Librarians, guidance counselors, speech pathologists, and other professionals, including classified staff, play important roles in schools. The amount of time dedicated to working with those individuals is a program decision that should be included in the program review documents submitted to the EPSB.
(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.	When it is fully operational, KFETS will allow candidates to report field experiences electronically, but educator preparation programs will still be responsible for reviewing and validating those reports before granting the candidate credit for having completed the experience.
(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.	This provision requires electronic records so that the records may be submitted, reviewed, updated, etc. No single format is required.

Section 4

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<p>Section 4. Cooperating Teacher to Student Teacher Ratio. The ratio of student teachers to cooperating teachers shall be one (1) to one (1).</p>	<p>In the past, individual teachers sometimes had multiple student teachers. A 1:1 ratio ensures that every student teacher receives as much individual feedback and support as possible from the cooperating teacher and has opportunities to assume the role of “lead” teacher in the classroom. These opportunities are especially important now that co-teaching is a required component of student teaching.</p> <p>Two teachers who team teach in their normal work assignments may both serve as cooperating teachers at the same time; each of the two teachers would be assigned to one student teacher.</p>
<p>Section 5</p>	
<p>Section 5. University Supervisor.</p>	<p>The term “university supervisor” includes supervisors who work with student teachers on behalf of any educator preparation program, regardless of the organizational structure.</p>
<p>(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.</p>	<p>Information about the number of observations is provided in program review documents. These observations are expected to be done in person while the student teacher is teaching; although the “classroom” may be a gymnasium, a library, or another instructional setting, the observation is to be done in person.</p> <p>“Written reports” include documents that are provided to the student teacher electronically. Written reports not only provide evidence of what information was shared with the student teacher but also provide important data that preparation programs can use to support their continuous improvement.</p>

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(2) The observation reports shall be filed as a part of the student teacher record and used as a validation of the supervisory function.	The EPSB relies on this type of evidence to validate compliance with regulations. In addition, this is the type of evidence required for accreditation.
(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.	The amount of time required for each of the four on-site teaching observations is unspecified but should be included as part of the record. When the student teacher's schedule has discrete classes, each observation would typically be at least one class period in length. It is important to minimize interference with classroom instruction when scheduling and carrying out the observations.
(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.	Various avenues of communication may be used to ensure that the university supervisor is accessible to the student teacher and school personnel; this accessibility enhances the four scheduled on-site visits.
(5) The educator preparation program shall select a clinical faculty member to serve as a university supervisor who demonstrates the following:	Programs have a variety of ways of selecting clinical faculty members to serve as university supervisors; many different models are acceptable. Regardless of how they are chosen, it is important that all university supervisors demonstrate the knowledge, skills, and dispositions listed here so they can support a student teacher effectively.

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<p>(a) Effective classroom management techniques that promote an environment conducive to learning;</p> <p>(b) Best practices for the delivery of effective instruction;</p> <p>(c) Dispositions that contribute to the mentoring and development of a pre-service educator;</p> <p>(d) Knowledge and skills in the use of formative and summative assessments; and</p> <p>(e) The ability to participate in a community of professionals committed to supporting the effective instructional practice of each student teacher.</p>	<p>These elements are essential capacities for student teachers' university supervisors.</p>
<p>(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:</p>	<p>Just as with cooperating teachers, training is required for university supervisors. Completing this training does not ensure that an individual will be selected to serve as a university supervisor.</p>
<p>(a) Basic responsibilities of a university supervisor;</p>	<p>Since the EPSB is responsible for making sure the requirements of 16 KAR 5:040 are met, we want to be sure every cooperating teacher knows what the regulation requires.</p> <p>Once a teacher has completed the 5:040 assessment, s/he will not have to repeat it unless there are substantial changes in the regulation.</p>

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<p>(b) Best practice in supporting the student teacher; and</p>	<p>Each institution is responsible for being sure its cooperating teachers are trained in best practices for supporting the student teacher. Since all Kentucky student teachers are required to co-teach during their student teaching experience, the basic elements of co-teaching are included in this component.</p> <p>Several programs across the state have collaborated on trainings to address this requirement, and other programs are providing their own trainings. Either way is fine, but the trainings do have to be approved for the cooperating teacher to be considered “trained” on this element.</p>

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(c) Effective assessment of the student teacher.	<p>Since policies regarding the assessment of the student teacher vary across programs in the state--and sometimes across programs within an individual IHE--each institution is responsible for preparing cooperating teachers to assess student teachers' performance.</p> <p>This component of the training also addresses information and processes that are unique to institutions and programs. Although the EPSB has very specific rules about student teaching and various national standards may apply, Kentucky's educator preparation programs often go well beyond such requirements. As long as the EPSB's requirements are being met, programs are encouraged to innovate! It is also possible to request that the board grant a waiver; IHEs are welcome to contact EPSB staff regarding the process for requesting a waiver by the board. Each waiver must be requested, considered, and granted by the board individually.</p> <p>A cooperating teacher certainly may make suggestions for innovation to a program; Kentucky remains a leader in educator preparation by embracing ideas for innovation from many sources.</p>
(7) Beginning September 1, 2013, educator preparation programs shall maintain a pool of clinical faculty members who have met the requirements of this section.	Educator preparation programs should maintain records regarding their trained clinical faculty to ensure compliance with this regulation.
Section 6	
Section 6. Professional Experience.	

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<p>(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.</p>	<p>Student teachers are in the final stages of entry into the education profession. Because this mentored experience includes the last opportunities most student teachers will have to prepare for teaching independently, it is important that they learn to manage all of the classroom teacher’s responsibilities on their own.</p> <p>At the same time, the board has indicated that student teachers are to have “extended co-teaching experiences” as part of their preparation program. Research indicates that P-12 students who are co-taught by a teacher candidate and a cooperating teacher benefit from having a student teacher more than students who do not have a co-teaching pair.</p> <p>Co-teaching training provided by every educator preparation program prepares cooperating teachers and university supervisors to work effectively with student teachers in this model.</p>
<p>(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.</p>	
<p>(3) Beginning September 1, 2013, the student teacher placement shall provide the student teacher with the opportunity to engage with diverse populations of students.</p>	

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<p>(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.</p>	<p>EPSB staff are frequently asked about options that qualify as "equivalent" to seventy full days of student teaching. If a program has a question about a particular model that may satisfy this requirement, the program is encouraged to contact the Division of Educator Preparation for guidance.</p>
<p>(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.</p>	<p>Questions about this requirement are addressed by the Division of Educator Preparation. If a preparation program anticipates difficulty in scheduling this balanced placement, the program is encouraged to contact the Division of Educator Preparation for guidance.</p>
<p>(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.</p>	<p>This balanced placement must correspond to the "grade levels and content areas of the student teacher's certification program." A placement that is limited to a particular content area, such as social studies or science, does not meet this requirement, even if the placement is at the appropriate grade level(s).</p>
<p>(c) Candidates seeking dual certification in either middle school or secondary content areas shall have equal placements in both content areas.</p>	<p>This provision ensures that upon completion of student teaching, candidates are prepared to teach in all areas for which they are certified.</p>
<p>(5) Beginning September 1, 2013, the educator preparation program shall support the student teacher's placement and classroom experiences by:</p>	<p>The requirements of (5) apply to the educator preparation programs, not the districts. Programs work collaboratively with schools and districts to ensure all of these requirements are met. Evidence is collected in each program's assessment system; there is no single system for reporting these experiences.</p> <p>See (6) below for an explanation of how these required experiences relate to KTIP.</p>

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(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;	See (6) below for an explanation of how these required experiences relate to KTIP.
(d) Requiring the use of technology by the student teacher to: 1. Enrich the learning of P-12 students; and 2. Support the student teacher's professional growth and communication; and	See (6) below for an explanation of how these required experiences relate to KTIP.
(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.	See (6) below for an explanation of how these required experiences relate to KTIP.
(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.	It is incumbent on preparation programs to prepare candidates to complete the internship as provided in the Kentucky Teacher Internship Program successfully. Programs that wish to modify the KTIP requirements for use in student teaching work with the EPSB staff to ensure this is carried out.

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(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.	There is no EPSB requirement that student teachers “solo” for any part of their experience. Many programs require that a student teacher assume all or most of the planning, delivery, and assessment of instruction at some point during the student teaching semester; however, the student teacher is not to be left with students without the 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.	Student teachers may be employed elsewhere in the school district of which their cooperating school is a part, but they may not be employed by the cooperating school during student teaching. The EPSB does not have a rule regarding other employment during student teaching. Some educator preparation programs have policies about employment during student teaching, but they are not based on an EPSB rule.
(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	Maintaining electronic records ensures that the EPSB or another accrediting body can examine evidence of proper placement.
Section 7	
Section 7. Compensation of Cooperating Teachers.	
(1) The Education Professional Standards Board may make arrangements with local school districts to compensate a cooperating teacher.	In addition to the compensation provided by the EPSB, some educator preparation programs offer additional compensation to cooperating teachers. These regulations apply only to the compensation provided by the EPSB.

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<p>(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:</p> <ol style="list-style-type: none"> 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. 	<p>Although these dates are the deadlines, it is advisable for preparation programs to submit this information much sooner so any difficulties with a placement are addressed before the placement begins. Waiting until October 15 or February 15 opens the possibility that a student teacher could begin a placement that does not meet all the regulatory requirements.</p> <p>Coordinators in each preparation program work with the EPSB Division of Educator Preparation to submit this information and are welcome to contact the EPSB with questions about submitting this information.</p>
<p>(b) Each report shall include:</p> <ol style="list-style-type: none"> 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. 	

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<p>(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.</p>	
<p>(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.</p>	
<p>(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:</p> <ol style="list-style-type: none"> 1. On or before December 15 during the fall semester; or 2. On or before May 1 during the spring semester. 	
<p>(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.</p>	

Text of 16 KAR 5:040	Explanatory Notes and Scenarios
<p>(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.</p> <p>(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.</p>	
<p>(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:</p> <p>(a) On an annual basis; and</p> <p>(b) On or before June 30.</p>	<p>Districts typically distribute this payment on a June paycheck.</p>
<p>(6) Any payment of state funds under this administrative regulation shall:</p> <p>(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</p> <p>(b) Not supplant the educator preparation institution's compensation responsibility.</p>	
<p>Section 8. Incorporation by reference. (1) "Instructions for Electronic Payment Vouchers", October 2011, is incorporated by reference.</p>	

Text of 16 KAR 5:040	Explanatory Notes and Scenarios
<p>(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.)</p>	