

Handbook For Student Teaching

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INTRODUCTION

The Student Teaching experience is an integral part of the Fort Hays State University Teacher Education program. It is our belief that a successful Student Teaching experience is based on a solid partnership among the candidate, cooperating teacher, and university/academic supervisors. The information in this handbook is designed to serve as a guide for improvement of communication between the candidate, cooperating teacher and supervisor. It should also help to provide a better understanding of the Student Teaching Process.

The Handbook for Student Teaching can be found at:

<http://www.fhsu.edu/coe/studentteaching/Student-Teaching-Handbook/>

The Education Preparation Provider at Fort Hays State University designed and follows the Shared Values and Beliefs for the Professional Educator. The framework is also available on our website at

[http://www.fhsu.edu/coe/facultycenter/accreditation/Shared-Values---Beliefs/.](http://www.fhsu.edu/coe/facultycenter/accreditation/Shared-Values---Beliefs/)

More information on the standards and teacher education support may be viewed at the Council for the Accreditation of Educator Preparation – www.caepnet.org. – and the Kansas State Board of Education website – <http://www.ksde.org/>

The Regulations and Standards for Kansas Educators, can be found at:

<http://www.ksde.org/Portals/0/TLA/Licensure/Licensure%20Documents/CertHandbook11-14.pdf>

Please contact me with any questions or concerns. We appreciate your commitment to this component of our educational program.

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TERMINOLOGY

Academic Supervisor is the university departmental instructor who will observe and advise the candidates in secondary education.

Candidate includes any student who is enrolled in student teaching that would result in teacher licensure.

Cooperating School is a Pre K-12 school which helps provide professional experience in the teacher education program.

Cooperating Teacher is a fully licensed instructor with skills as a mentor of teacher candidates and exemplifies excellence in teaching by demonstrating a positive impact on student learning. FHSU and the placement district choose the cooperating teacher through a cooperative effort. The Cooperating Teacher completes a Midterm and Final evaluation and provides written feedback to the candidate electronically via our web-based Tk20 system.

Evaluation is an observation of the candidate's teaching in the classroom completed by both the cooperating teacher and the university supervisor. Secondary candidates also receive evaluations from content area academic supervisors. Each candidate is evaluated with written feedback a minimum of 5 times at regular intervals throughout the semester (2 by the cooperating teacher and 3 by the university supervisor).

Teacher Education Institution is a university (FHSU) whose teacher education programs are fully approved by the Kansas State Department of Education and accredited by the National Council for Accreditation of Teacher Education (NCATE).

Tk20 is our web-based evaluation program designed for submitting all written feedback and evaluations.

University Supervisor is a professional educator who is responsible for evaluating the candidate a minimum of three times at regular intervals and providing written feedback (via Tk20) during the semester. University Supervisors shall be university faculty members, present or retired administrators, and/or retired teachers with preference to those teachers who at one point in their career have been designated as master teachers in their district.

Education Preparation Provider (EPP) (as defined by CAEP) The entity responsible for the preparation of education including a nonprofit or for-profit institution of higher education, a school district, an organization, a corporation, or a governmental agency.

CAEP (Council for the Accreditation of Educator Preparation) is a nonprofit and nongovernmental agency that accredits educator preparation providers.

COPTSP (Council on Preparation of Teachers and School Personnel) serves as an advisory policy committee that advises and assists the dean of the College of Education and Technology in all phases of the teacher education program.

ADMISSION TO STUDENT TEACHING

A student who has been admitted to teacher education may apply to enroll in student teaching prior to February 15 for the fall semester or prior to September 15 for the spring semester.

Application forms are available online at <https://tk20.fhsu.edu/campustoolshighered/start.do>

Requirements for Admission to Student Teaching:

A. Admission to Teacher Education

To qualify for admission to student teaching, the candidate must have been previously admitted to Teacher Education. Students normally apply for admission to Teacher Education during the latter part of the sophomore year or beginning of the junior year.

Requirements for Admission to Teacher Education

1. Candidates who do not hold a bachelor's degree must have achieved a cumulative 2.75 GPA including a minimum of 36 hours of General Education credit.
2. Candidates who hold a bachelor's degree from a regionally accredited college or university must have achieved a 2.75 GPA on the last 60 hours of college credit OR have a cumulative GPA of 2.75.
3. Candidates who do not hold a bachelor's degree must have PPST scores of Math 172, Writing 172, and Reading 173 or Core (CASE-Core Academic Skills for Educators) scores of Math 150, Writing 162 and Reading 156 OR have ACT scores of 22 in Math Total Score, English-Total Score, and Reading-Total Score. If a candidate does not achieve a score of 22 in one of those areas of the ACT, the candidate may meet the requirement in that area by achieving a passing score on the PPST or Core (CASE) in the corresponding area. For purposes of admission to the teacher education program, ACT, PPST and Core test scores are valid for up to 6 years from the date the test was taken. Any ACT, PPST or Core test scores more than 6 years old will not be accepted. A waiver request regarding test recency may be submitted for review.
4. Candidates must have completed the following courses with a grade of "C" or higher: English Composition I, English Composition II, Fundamentals of Oral Communication, College Algebra or higher and Elements of Statistics. Diversity in the U.S, and Computer Information Systems are not required if the candidate has a bachelor's degree already.
5. Candidates must have completed the following pre-professional education courses with a grade of "C" or higher: Foundations of Education, Human Growth and Development, Introduction to Instructional Technology, Early Field Experience (secondary), and Children's Literature (elementary).
6. Complete the Application for Admission to Teacher Education.
7. Completion of a Background check (valid for 4 years from the time the check is completed-Policy G.3). If prior charges are shown, the COET Background Check Committee will determine entry in the program, per COPTSP Policy G.3.
8. Verification of a recent negative TB skin test (test valid for up to 4 years from the date the test was taken.)
9. Submission and approval of an acceptable Professional Introduction Video.
10. Approval for admission to teacher education by the Council on Preparation of Teachers and School Personnel including having approval from the candidate's department and having met all departmental requirements.
11. Candidates who, after submitting an Application to Teacher Education, have not taken coursework in a two year timespan, must reapply to the program by completing a new Application to Teacher Education and must meet current program requirements.

12. Candidates must meet requirements of Policy G.2 – Disposition Assessment of Initial and Advanced Candidates.
13. Admission to teacher education is not basely solely on the above criteria. Other factors such as a history of repeating course(s), dispositions, etc. will also be considered.

B. Candidates must have completed a successful background check within four years of the student teaching experience to comply with FHSU requirements. Additional background checks may be required of the candidates if deemed necessary by FHSU or the school district who is offering the student teaching placement.

C. Admission to Student Teaching

1. Minimum overall GPA of 2.75 or 2.75 based on the last 60 hours of coursework, if a Bachelor’s degree is held and 2.75 GPA in the teaching field.
2. Satisfactory completion of all required coursework, including an observation and participation experience.
3. No grade lower than a “C” in professional education courses.
4. Favorable recommendation from the department in the student’s subject area for teaching.
5. Satisfactory results from Background Check conducted within the past four years or documentation of an Emergency Kansas Substitute license.
6. Approval for admission to student teaching by the Council on Preparation of Teachers and School Personnel (COPTSP).

D. Requirements before beginning Student Teaching

The following documents must be on provided to the cooperating school office

1. Student Teaching Certificate (Professional Services will mail your certificate to the principal or HR department at your cooperating school.)
2. Blood-borne pathogen training certificate (completed within coursework before student teaching)
3. TB skin test certificate (completed before student teaching)

As a student at Fort Hays State University and as a participant in pre-professional field experiences, including student teaching, you are to adhere to the standards set forth in the Code of Competent Performance for Kansas Educators, beginning on page 12 in this document, and the Candidate’s Code of Ethics, beginning on page 13 in this document. Please remember that when you are in the field, you are required to demonstrate knowledge, skills, and dispositions (behaviors and attitudes) of a professional educator, regardless of the minimal age difference that may exist between you and your students.

The Shared Values and Beliefs for Professional Educators at FHSU

"Education professionals prepared at Fort Hays State University will have the technological, pedagogical and content knowledge, skills and dispositions to design, lead, model, and teach collaboratively in diverse settings."

Technological, Pedagogical, and Content Knowledge	
Elements	Descriptors
<i>TPACK 1 – Candidates integrate current and emerging digital tools to collect, analyze, and present information.</i>	<ul style="list-style-type: none"> Utilizes a variety of materials and media resources and continually adapts to changes to technology
<i>TPACK 2 – Candidates demonstrate proficiency in oral and written communication skills.</i>	<ul style="list-style-type: none"> Communicates clearly and effectively in speaking, writing, and other media in various settings Uses effective questioning skills and effectively facilitates discussion
<i>TPACK 3 – Candidates select, design, administer, and interpret a variety of appropriate assessments.</i>	<ul style="list-style-type: none"> Uses appropriate assessments to evaluate stated objectives Uses a variety of assessment tools and minimizes sources of bias Adapts resources/tools to meet student needs Maintains records accurately to monitor student achievement
<i>TPACK 4 – Candidates incorporate theories and research to design and implement effective learning environments for all students.</i>	<ul style="list-style-type: none"> Provides clear and appropriate behavioral expectations Helps students work productively and cooperatively with each other Includes both verbal and nonverbal communication Establishes and maintains positive and safe classroom/school/district environment Uses a variety of motivational strategies to achieve learning Encourages student ownership of classroom/school/district activities to foster learning Uses a variety of specific strategies to support the diverse tapestry of the United States and the world Recognizes how personal perceptions and expectations influences interactions with others Uses research processes to improve practice and facilitate systems change
Technological Knowledge	
<i>TK 1 – Candidates model and teach safe, legal, and ethical use of digital information and technology.</i>	<ul style="list-style-type: none"> Uses technology appropriately and effectively within a classroom/school/district setting
Technological Content Knowledge	
<i>TCK 1 – Candidates design/facilitate diverse learning activities that incorporate digital tools and resources.</i>	<ul style="list-style-type: none"> Utilizes specific technologies that are best suited for addressing subject matter learning Prepares students/teachers in highly individual and flexible ways Facilitates experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments
Content Knowledge	
<i>CK 1 – Candidates design/facilitate lessons/opportunities that reflect subject content and academic knowledge.</i>	<ul style="list-style-type: none"> Demonstrates knowledge of content/standards Has clear, appropriately written objectives for instruction Relates instruction to objectives and assessment is linked to objectives Creates both short and long-range plans Creates plans that activate prior knowledge and promote critical thinking






	<ul style="list-style-type: none"> • Is prepared to teach lessons • Shows creativity in lesson design/facilitation and encourages student creativity
<i>CK 2 – Candidates design/facilitate and implement interdisciplinary units of study.</i>	<ul style="list-style-type: none"> • Integrates instruction across multiple content areas • Integrates instruction within the content area • Aligns instruction to professional/state standards
Pedagogical Content Knowledge	
<i>PCK 1 – Candidates make/facilitate curricular decisions based on data.</i>	<ul style="list-style-type: none"> • Uses formal and informal assessment strategies to evaluate student learning • Provides feedback to students/teachers • Maintains accurate records • Uses a variety of resources in evaluating curriculum • Reflects on experiences in the classroom/school/district and revises practices accordingly
<i>PCK 2 – Candidates collaborate with other professionals to identify and design strategies and interventions to ensure student/teacher learning.</i>	<ul style="list-style-type: none"> • Supports Response to Intervention to identify and provide appropriate intervention for all students • Demonstrates an understanding of the importance of interdisciplinary collaboration to enhance the learning of all students and teachers
<i>PCK 3 – Candidates design/facilitate and adapt lessons/opportunities to meet the diverse needs of all students.</i>	<ul style="list-style-type: none"> • Creates and implements instruction that accommodates different learning styles, needs, and abilities
<i>PCK 4 – Candidates reflect on their practice and make necessary adjustments based on data to develop effective learning opportunities for all students and teachers.</i>	<ul style="list-style-type: none"> • Evaluates student learning and bases future instruction on assessed data • Understands common misconceptions and guides learners to accurate conceptual understanding • Uses a variety of assessment tools that address individual learning needs
Pedagogical Knowledge	
<i>PK 1 – Candidates model the dispositions expected of professional educators as identified in state and institutional standards.</i>	<ul style="list-style-type: none"> • Models the value of differences and respect for others • Works collaboratively with school personnel, communities, and families • Is ethical and professional in practice • Maintains confidentiality • Establishes productive relationships with families in support of student learning and well-being • Dresses professionally and maintains good personal hygiene
<i>PK 2 – Candidates engage in and reflect on professional learning opportunities.</i>	<ul style="list-style-type: none"> • Reflects on constructive feedback • Engages in professional learning through involvement in educational organizations • Reflects on experiences in the classroom/school/district and revises practices accordingly • Uses professional literature, the wisdom of colleagues and other resources to support own growth as a professional • Demonstrates the leadership roles and responsibilities of educators and the purpose and contribution of education organizations
Technological Pedagogical Knowledge	
<i>TPK 1 – Candidates communicate and collaborate using digital tools.</i>	<ul style="list-style-type: none"> • Uses technology to communicate and collaborate with stakeholders

DISPOSITION STATEMENT

The Professional Educator at Fort Hays State University believes that all students can learn and takes into account the following dispositions:



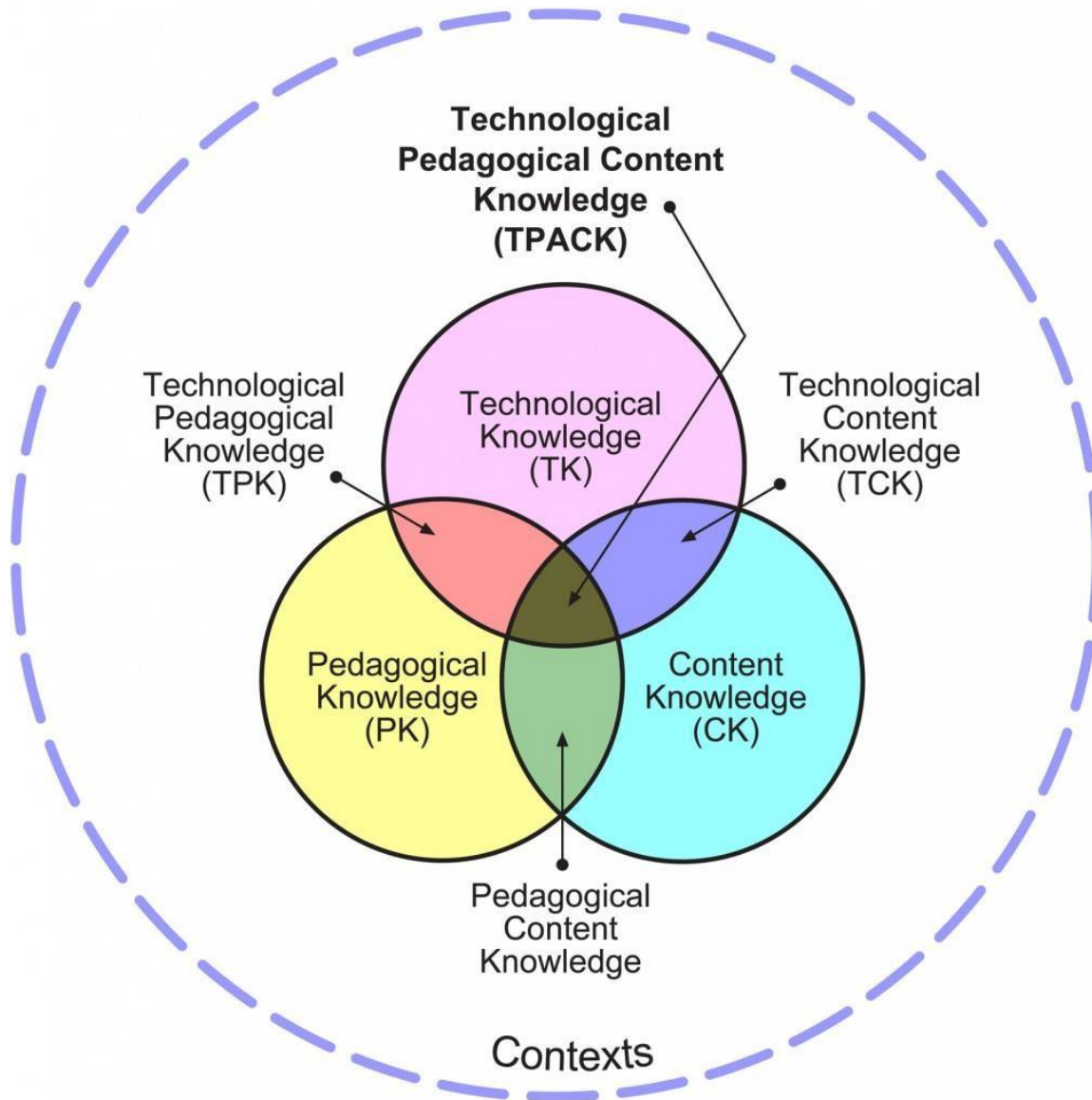
The candidate

-  is highly sensitive to and demonstrates respect for student differences.
-  engages in and reflects on professional learning opportunities.
-  assumes professional education roles.
-  advocates, models, and teaches safe, legal, and ethical uses of digital information and technology.
-  exhibits the dispositions toward practice and implementation of education pedagogy.



FORT HAYS STATE UNIVERSITY

COLLEGE OF EDUCATION
& TECHNOLOGY



CODE OF COMPETENT PERFORMANCE FOR KANSAS EDUCATORS

(Adopted by the Kansas State Board of Education)

Competence Related to Curriculum and Instruction

The competent educator promotes inquiry, promotes the acquisition of knowledge and formulates instruction as it relates to the assignment.

1. The Kansas educator shall demonstrate knowledge of curriculum and instruction appropriate to the assignment.
2. The Kansas educator shall demonstrate the use of instructional objectives to meet student needs.
3. The Kansas educator shall demonstrate techniques in meeting student needs to promote learning.

Competence Related to Evaluation

The competent educator establishes evaluation practices to promote learning.

1. The Kansas educator shall evaluate curriculum and instructional goals.
2. The Kansas educator shall assess individual growth appropriate to the assignment.

Competence Related to Management

The competent educator promotes management skills to foster individual growth.

1. The Kansas educator shall demonstrate skill in the management of individuals.
2. The Kansas educator shall comply with the management requirements of local school board policies, state regulations and state laws.

Competence in Human Relations

The competent educator possesses the human relations skills, which promote the school programs.

1. The Kansas educator shall work cooperatively with others.
2. The Kansas educator shall demonstrate conflict management skills.
3. The Kansas educator shall demonstrate communication skills.

Ethical Conduct Related to Students

1. The Kansas educator shall refrain from disclosing confidential or damaging information that affects the student unless disclosure is required by district policy or law.
2. The Kansas educator shall refrain from using professional relationships with students for personal or private advantage.
3. The Kansas educator shall make reasonable effort to protect the student from conditions detrimental to learning, health or safety.

Ethical Code Related to the District

The Kansas educator shall fulfill the employment obligations to the district.

1. The Kansas educator shall refrain from falsifying any documents related to the employment process.
2. The Kansas educator shall adhere to the conditions of the contract.
3. The Kansas educator shall accept no gratuities, gifts or favors that influence professional decisions.
4. The Kansas educator shall refrain from willfully making false statements about the operation of the school district.

Ethical Conduct Related to the Profession

The ethical educator promotes personal integrity and honesty in the performance of professional responsibilities.

1. The Kansas educator shall maintain professional effectiveness by respecting and obeying the law.
2. The Kansas educator shall refrain from disclosing confidential or damaging information that affects colleagues unless disclosure is required by district policy or law.

Kansas Educator Code of Conduct/Ethics

The Kansas Educator Code of Conduct/Ethics can be reviewed at:

http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf

GENERAL POLICIES RELATING TO STUDENT TEACHING

The following policies reflect both current research findings on supervision and Kansas state statutes for student teaching. These policies are intended to assure the potential for success to every candidate placed by Fort Hays State University.

Absences: Candidates must receive approval for all absences from their university supervisor. Candidates are responsible for notifying the cooperating teacher, and the building-level administrator when they are unable to attend school.

Employment: Employment during student teaching is strongly discouraged.

Employment Interviews: Candidates are encouraged to make appointments for employment interviews. Interviews may be on-campus or at district sites. A reasonable number of interviews requiring missing school will be allowed. These occasions must be arranged in advance with the cooperating teacher, the university supervisor, and the building-level administrator.

Extended Illnesses: When the candidate is absent for an extended period of time due to illness, a note may be required. The student teaching placement may be extended upon the evaluation of the circumstances written by the candidate's physician.

Incompletes: An incomplete grade for student teaching can be issued at the discretion of the Director of Field Experience or the Department Chair of Teacher Education, in consultation with the University Supervisor, Cooperating Teacher and Candidate.

Substituting: Under no circumstances should the candidate assume full responsibility for the classroom while the cooperating teacher is absent from the school. Kansas law prohibits candidates from serving as substitute teachers for other teachers or for the cooperating teacher. A licensed teacher must be assigned to the classroom in the event of the cooperating teacher's absence.

Strike/Walkout: In the event that the cooperating teacher chooses to participate in activities such as a strike or a walkout, the candidate will return to the university campus until such activities have been resolved.

Vacations: Candidates will follow the public school schedule for vacations, in-service days and holidays.

Visitations/Evaluations: A university supervisor orientation visit is scheduled early in the semester. The university supervisor will visit the candidate in the classroom for evaluation a minimum of 3 times at regular intervals following the orientation visit. The cooperating teacher will evaluate the candidate a minimum of 2 times at regular intervals. An observation form is completed during each evaluation.

Evaluations are completed at regular intervals determined by FHSU. Although the total number of evaluations may vary, a minimum of 5 evaluations (3 by the university supervisor and 2 by the cooperating teacher) are required. University supervisor visits may be announced or unannounced. The candidate's teaching schedule will be kept current with the university supervisor.

OBJECTIVES OF STUDENT TEACHING

Student teaching is a segment of the total teacher education program. Its purpose, as is the purpose of all other aspects of the program, is to assist candidates in developing the competencies they need to function as professional educators.

Student teaching provides prospective teachers with the opportunities to bridge the gap between the theoretical and practical dimensions of education. Through working in actual classroom situations under the supervision of experienced teachers, candidates are able to develop and strengthen the knowledge, skills, and dispositions necessary for effectiveness as teachers.

ROLES OF INDIVIDUALS

Role of the Candidate

Student teaching is a significant responsibility. To be successful, the candidate is expected to act at all times as if he or she is under contract as a regular teacher in the school. The candidate is to be well prepared for all teaching opportunities, be present at the scheduled hours, and be diligent in carrying out delegated responsibilities. The candidate is to also recognize at all times that the education of the student in the class is of primary importance.

All education candidates of Fort Hays State University, prior to being recommended to the Kansas State Department of Education for initial licensure, must complete a Kansas Performance Teaching Portfolio (KPTP) and achieve a score of 20. KPTP is to be completed during the student teaching semester for undergraduate candidates and during the final course for Transition to Teaching candidates.

The KPTP score will constitute a part of the student teaching grade. If the first score on the KPTP is below 20 points, the candidate will receive no higher than a grade of "C" in the student teaching course.

Remediation Policy

Any candidate who does not meet the cut score (20) on the KPTP may be subject to a remediation process. The revised KPTP must be submitted within 10 days after the score is placed in Tk20. A \$30 fee will be assessed to the candidate for rescoring the KPTP.

It is the responsibility of all candidates to work in conjunction with their University Supervisor to establish dates in which evaluations will take place.

Role of the Cooperating Teacher

The university recognizes that the first responsibility of the cooperating teacher is to the students. FHSU will work in conjunction with placement district to assign a Cooperating Teacher who has skills as a mentor of teacher candidates and exemplify excellence in teaching by demonstrating a positive impact on student learning. Upon acceptance, the university believes that the cooperating teacher has assumed the responsibility for providing assistance to the candidate to enrich this phase of experience.

There is strong evidence to show that candidates model the behavior of their cooperating teachers. Both positive and negative teaching qualities of the cooperating teachers influence the candidates' future actions in their classrooms. The Formative and Summative Evaluation form is designed for the cooperating teacher and candidate to focus on the candidate's competencies. The cooperating teacher and candidate will review the completed

evaluation together. Where there are needs for further skill development, the cooperating teacher should offer guidance regarding how to improve teaching effectiveness.

The Tk20 evaluation is designed for the Cooperating Teacher and the Candidate to focus on the Candidate's competencies.

Role of the University Supervisor

The function of the supervisor is to assist the cooperating teacher and candidate whenever necessary. Good communication and agreement on program details are essential. Cooperating teachers should not hesitate to contact the supervisor regarding a serious concern.

No fewer than three visits and evaluations are made to each candidate by University Supervisors. The primary purpose of the visit is to observe and determine the candidate's progress, and to visit with the candidate and cooperating teacher about perceptions of teaching and any problems encountered. An observation form is completed during each visit.

It is suggested that the Cooperating Teacher notify the University Supervisor as soon as possible when recognizing issues which could result in an unsuccessful experience. The University Supervisor and the Academic Supervisor will report any issues to the FHSU Director of Field Experience or the Teacher Education Department Chair.

1. Maintain good relations with the candidate, the cooperating teacher, the principal, and the school system.
2. Help clarify the university concept of the roles of individuals in the learning experience.
3. Assist the cooperating teacher in planning learning experiences.
4. Observe the candidate in actual classroom instruction a minimum of 3 times.
5. Confer with the candidate before and after each visit with written feedback.
6. Assist the cooperating teacher in evaluating the candidate.
7. Prepare final evaluations and submit electronically through the Tk20 system.
8. Keep informed about the public school setting and the teacher education programs.
9. Keep informed of assigned candidate's progress.
10. Offer corrective feedback to the candidate.
11. Counsel with the candidate about preparing for employment in teaching.

For candidates who are teaching in specific subject areas such as mathematics or music, an academic supervisor will also visit the school to confer with the candidate and observe the candidate in the classroom at least 1 time.

Role of the Academic Supervisor

The academic supervisors (those chosen from the academic disciplines in which the students are teaching) observe candidates teaching in their subject matter areas at least once. All Academic Supervisors will submit a completed Tk20 evaluation. Their input and grade will assist in determining the final grade of the candidate.

An Academic Supervisor also has the following special responsibilities:

1. Monitor carefully the candidate's teaching experiences and consult, as often as necessary, with the University Supervisor as to the candidate's progress.

2. Observe the candidate's teaching proficiency in the academic subject matter.
3. Advise candidates specifically on lesson planning, organization, and presentation as the processes pertain uniquely to the subject matter area.
4. Work closely with the cooperating teachers in an effort to assist them in helping candidates teach the subject matter effectively.
5. Recommend and prescribe specific methodology and/or materials in the subject matter area to help candidates succeed and help cooperating teachers guide them to that success.

STUDENT TEACHING CERTIFICATES

The Board of Education of any educational unit or director of a child care center may enter into contracts with colleges and universities for the placement of candidates in their schools. The State Department of Education, by rules and regulations, shall provide for the issuance of candidate certificates and may authorize persons holding such candidate certificates to assume responsibilities of teachers in schools within limitations prescribed by the Kansas State Department of Education. Kansas State Department of Education certificates will be issued without charge.

A NOTE TO THE COOPERATING TEACHER

You are about to enter into an exciting partnership—sharing and contributing to the teacher education programs to ensure competency of our future teacher graduates! It is challenging, exciting, and instructive for the candidate, and for you, even though you may have been involved in teaching for several years.

The profession makes unrelenting demands on your time. Being involved in training new teachers can be extremely demanding if one is to do the job well. This section of the handbook will help with that time drain and facilitate the teaching of the various components the beginner needs to know. If candidates have been trained competently before coming to you, they will have theoretical knowledge of many of these components; but it is in their relationship with you where they will acquire the background to understand the realities that flesh out the theory. They will begin handling the classroom on their own, gain experience in methods, as well as form attitudes to help transform them into teachers confident enough to be student centered and open to ideas. This handbook will help the candidate be specifically accountable to the matters in question and to focus on their reactions and responses to what they are experiencing. At the same time, it will help the university supervisor focus on what needs exploration or remedy in the candidate's knowledge, skills, and dispositions.

We encourage the candidate to keep a daily journal to enter his/her thoughts, situations, questions, and observations. These points may be good discussion areas for you and the candidate as well as serving as a resource for the candidate when working as a first-year teacher.

It is suggested that the Cooperating Teacher notify the University Supervisor as soon as possible when recognizing issues which could result in an unsuccessful experience. The University Supervisor and the Academic Supervisor will report any issues to the FHSU Director of Field Experience or the Teacher Education Department Chair.

COOPERATING TEACHER QUALIFICATIONS

Arrangements for the placement of candidates are made as a cooperative effort between the University and the administrator of the placement school or the individual designated by the school district or child care setting. The University is not obligated to place student teachers with cooperating teachers or mentors who do not meet established criteria. The following criteria are considered minimal by the University for the selection:

1. The cooperating teacher must hold a bachelor's degree and licensure in the teaching field assignment. In addition, it should be agreed by the coordinator and the building administrator that this person is capable of assuming the responsibilities of the cooperating teacher.
2. The cooperating teacher must have skills as a mentor of teacher candidates and exemplify excellence in teaching by demonstrating a positive impact on student learning.
3. The cooperating teacher should have had at least three years' experience, one semester of which is in the host building.
4. Continued professional growth on the part of the cooperating teacher should be evident. This may include advanced study, travel, and other professional activities.
5. The Office of Professional Services shall attempt to place students in classroom environments which are diverse in learning experiences (COPTSP POLICY C.2 DIVERSIFIED FIELD PLACEMENTS).

RESPONSIBILITIES OF THE COOPERATING TEACHER

The cooperating teacher is the key facilitator in the development of a future teacher. It is the cooperating teacher who helps more than anyone else in fitting all the pieces together to form a complete picture in the candidate's professional development.

Each candidate who comes from Fort Hays State University is a senior who is completing the professional education requirements for teaching. Cooperating teachers have a unique opportunity to provide guidance in many areas that will help the candidate develop the ability to assume the responsibilities of a fully prepared and qualified professional educator.

If candidates are to develop their teaching abilities to the level expected of a professional educator, we suggest that the inclusion of competency-based supervision is essential. The cooperating teacher serves as an example, guide, advisor, and mentor to the candidate.

COOPERATING TEACHER CHECKLIST

Preliminary Steps:

Interview the candidate to discover his/her reasons for wanting to become a teacher, his/her learning styles, perception of strengths and weaknesses in working with others, outside experiences which may strengthen teaching experience, preliminary concerns (usually classroom management areas), willingness and availability to participate in student activities in and out of school. This discussion should take place early in the first week of student teaching in an informal setting.

The Student Teaching Assignment Form will provide an opportunity for all Cooperating Teachers to read and learn more about the student teaching candidate and his/her reasons for the wanting to become a teacher. This form will be sent to the building principal upon request.

Check off each item after it has been presented to the candidate.

Orientation

The cooperating teacher will:

1. Facilitate the acceptance of the candidate by the faculty of the school and the students.
2. Become acquainted with the Handbook for Student Teaching and familiarize the candidate with district policy manuals and relevant faculty handbooks.
3. Help the candidate become acquainted with and adhere to rules and procedures of the school.
4. Make certain the pupils accept the candidate as a teacher with equal authority in the classroom.
5. Have a teacher's desk beside the cooperating teacher's desk for the candidate, if possible.
6. Introduce the candidate to the students the first day of class.
7. Introduce the candidate to other members of the school, alerting the candidate to each person's special areas of expertise or talent, and encourage the candidate to consult with them.
8. Provide a tour of the school.
9. Provide seating chart(s).
10. Encourage the candidate to monitor and assist in student learning.
11. Present curriculum—courses of study, goals and objectives, unit and lesson plans.
12. Provide background experience on children with problems—what is being done (including appropriate school policy and procedures).
13. Familiarize the candidate with your school crisis plan.
14. Ask the candidate to write an introductory letter to parents.
15. Ask the candidate to make an introductory bulletin board, if appropriate.
16. Provide necessary teaching resources such as: grade book, plan book, educational supplies, materials and references. Provide electronic access to necessary teaching materials and programs or software that are school specific.
17. Advise the candidate of the requirement that he/she attend and participate in faculty meetings, curriculum committee meetings, professional meetings, workshops, etc.
18. Make certain the candidate has a clear understanding of the goals and objectives of the district, school and cooperating teacher's classes.

19. Advise the candidate of your intent to meet with him/her after school and/or each morning prior to the first period class.
20. Review the procedures (formal and informal) used in procuring supplies, securing equipment, and materials.
21. Accompany or encourage the candidate to drive through the neighborhoods in which the students live.
22. Discuss and familiarize the candidate with the economic life and history of the area and discuss the social and ethnic composition of the area.
23. Introduce the candidate to counselors who will make available cumulative records, test scores, and observation reports regarding his/her students.
24. Review attendance procedures and policies.
25. Review fire and disaster drill procedures.
26. Review field trip policies and procedures.
27. Review school and classroom grading policies and the format for keeping school and classroom records.
28. Review student assembly, lunch, and school day schedules.
29. Introduce to principal, assistant principals, secretaries, and custodian and describe the specific role of each.

Planning and Instruction

The cooperating teacher will:

1. Clarify the candidate's responsibilities with respect to making lesson plans, classroom discipline, organizing materials, and pupil evaluation.
2. Ensure that the candidate's induction into actual teaching is at an appropriate rate for the candidate.
3. Be directly involved in teaching the candidate the skills of presentation and management.
4. Provide the candidate with information and materials basic to student teaching.
5. Involve the candidate in planning and evaluating learning experiences.
6. Model effective teaching practices/strategies.
7. Help the candidate to visualize what could happen during a lesson.
8. Confer about grading. The candidate may keep a grade book, but the cooperating teacher maintains all responsibility for grades.
9. Introduce team teaching and small group instruction before giving the candidate the responsibility for teaching a lesson to the entire class.
10. Plan and discuss problems together.
11. Ask for lesson plans a day in advance.
12. Give planning time and review pacing guide.
13. Guide the candidate in developing skills of discipline and control.
14. Review and discuss candidate reflections on lessons taught.

Mentorship of Candidate by Cooperating Teacher

The cooperating teacher will:

1. Meet regularly with the candidate.
2. Keep the candidate informed of progress, making suggestions as necessary.
3. Formally evaluate the candidate's progress a minimum of two times at regular intervals throughout the semester. An observation form is completed during each evaluation.
4. Give focused written feedback through lesson observation and conferences.
5. Question the candidate to increase awareness.
6. Help the candidate identify critical moments in the classroom.
7. Both the cooperating teacher and the candidate should keep a journal reflecting on the days lessons and decisions. Use this as a basis for discussion.
8. Encourage the candidate to discuss and reflect on his/her progress.
9. Be specific in suggestions for improvement.
10. After the first lesson, discuss the experience with reflective thinking and written feedback.
11. Videotape lessons—if possible tape lessons at least two times.
12. Provide positive written feedback.
13. Take time for daily discussions.
14. Observe the candidate's lessons for providing constructive, systematic and accurate written feedback on a regular basis.
15. Engage in joint problem solving about pedagogical issues.
16. Write a formal letter of reference for the candidate's files.

Professional Development

Additionally, the cooperating teacher is encouraged to:

1. Refrain from disclosing confidential or damaging information that affects the candidate unless district policy or the university requires the disclosure.
2. Include the candidate in parent conferences.
3. Encourage the candidate to have a professional role by including him or her in after school responsibilities when feasible.
4. Accept the candidate as a co-worker with equal status.
5. Provide the candidate with the opportunity to attend faculty meetings and student progress meetings.
6. Share your ideas and files.
7. Promote personal integrity and the understanding of the ethics of the profession.
8. Share information with the candidate about professional development opportunities (workshops, seminars, professional memberships).
9. Become familiar with guidelines for submitting evaluations.

SUGGESTED FORMAT FOR CONFERENCES

Supervising Teacher

Gives constructive suggestions and ideas

Feedback is objective based on cooperating teacher's intentions or acceptable analysis measures

Supervisor solicits and accepts candidate's ideas

Praises discriminately

Guides candidate in figuring out own problems and teaching strategies

Listens to what candidate has to say

Candidate

Offers own ideas

Clarifies own ideas and actions

Accepts supervisor's questions and suggestions

Gives suggestions for modification and opinions of teaching behavior and team relations

Reflects on own performance and evaluates according to intended purpose acceptable measures for analysis

Asks for supervising teacher's suggestions or ideas

Asks for clarification

Prepare Goal Plan

Some general topics that can be handled well in the conference setting are:

- Lesson planning (long and short range plans)
- Pupil progress assessment
- Parent-teacher conferences
- Candidate log of contacts with pupils' parents
- Classroom management and group discipline techniques
- Pupil records (cumulative records, teacher liability)
- Professional organizations and meetings
- Ethics
- Teaching strategies
- Pupil interest and skills
- Participation in school-community events
- Materials, resources, ordering supplies
- Employment procedures
- Testing

DISCUSSION TOPICS
for
**Cooperating Teachers, University Supervisors
and Academic Supervisors**

Below are suggested topics to discuss with the candidate during certain times in the semester. Candidates should grow professionally during the semester. Through discussion of the topics, university supervisors can help focus the candidate's professional development.

Early Semester		Mid Semester		Late Semester
Schedules	Verbal Skills Classroom Management	Discipline	Small Groups	Various Teaching Strategies
Student Punctuality	Questioning Techniques	Motivation	Individualization	Potential for Growth
Cooperation	Planning Ability	Use of Praise	Content Knowledge	Professional Development
Communication Skills	Activities (variation)	Use of Feedback	Self-analysis	Caring about Students
Enthusiasm for Teaching	Appropriate Level	Teacher Movement	Student Needs	Attitude toward teaching
Observation Skills	Starting class effectively	Probing	Gender bias	Rapport with others
Attitude	Transition time	Wait time	Overlapping	Follow through
Tact		Clarity of instruction	Use of signals	Confidence
Relationships	Content at appropriate level	Expectations for students	Questioning patterns	Levels of learning
Absences	Student centered	Non-verbal skills	Work with high achievers	Accepting of feedback
Attention to Detail	Physical environment	Content Knowledge	Work with low achievers	
Developing Objectives	Clarity of presentations	Field trips	Non-classroom supervision	
Standards	Sequencing of materials	Communication skills	Use of media	
Student Assessment	Ending class effectively		Communication with parents	
	Accommodations ELL Special Needs			

CANDIDATES BEGINNING EXPERIENCES: OBSERVATIONS

Objectives:

- To aid candidate in observation in the days preceding and following teaching experiences, and
- To compare effective teaching styles in different disciplines

Notes to the Cooperating Teacher

You will want to have a definite plan for the candidate's introduction to the teaching process. The first phase will be observation of the students he or she will be teaching. These observations will provide a sense of the building rhythm and expectation and the styles used for large and small group instruction. Included are observation forms that may help the candidate become involved in active listening and provide a basis for your discussion when you conference with your candidate. The shorter form is suggested for observation outside the discipline and the longer form for observation within the discipline in which the candidate is assigned.

Suggested Observations

- Two classes in one subject observed two different times in the daily schedule, taught by the same teacher.
- Same grade level subject such as freshman composition taught to different ability groupings followed by observing cooperative learning strategies. We encourage the cooperating teacher to meet with the candidate as soon as possible after the candidate completes these two observations for the purpose of discussing the advantages and disadvantages of both grouping strategies.
- Teachers employing higher level thinking skill strategies on a day-to-day basis in "regular" classroom situations.
- Large group instruction such as physical education, band, or choral music.
- Drill and practice classes such as keyboarding, foreign language or computer education.

Conferences in which the candidate is encouraged to analyze differences observed in disciplines, large and small group instruction, ability grouping, and teaching and learning styles should follow these observations.

OBSERVATION GUIDE

Early Observation Responsibilities for Candidates

Enclosed is an observation guide that we ask our candidates and cooperating teachers to discuss during the first two/three weeks of student teaching. This material is designed to give direction to the observation time that each candidate spends during the early stages of student teaching. We realize that the observation component is part of the entire learning experience during student teaching. Yet, we know that a significant amount of observation will be completed during the first two weeks. We feel that it is of significant importance to assess and determine the observation skills of candidates. Because cooperating teachers have a good grasp of what is taking place in their classrooms, we feel it will be to the candidate's benefit to compare his/her observations of students and classroom environment to the observations of the cooperating teacher.

We also believe that by discussing the observation requirements, the dialogue between the cooperating teacher and candidate will establish a focus that leads to a better understanding of the teaching process. This improved dialogue will assist the candidate in understanding the cooperating teacher's ideas related to classroom management, motivation, student performance, teaching strategies, why one method and not another was chosen and other related topics.

The dialogue will also foster a broader understanding by the candidate regarding the knowledge, skills, and dispositions necessary to be a successful educator. We encourage the cooperating teacher and candidate to discuss their perceptions as they relate to the General Observation Guide. This process will better prepare the candidate for actual classroom teaching.

In addition, cooperating teachers can determine early whether or not the candidate exhibits accuracy in observations and can articulate where trouble spots exist in the classroom.

GENERAL OBSERVATION GUIDE

We request candidates to keep a daily journal so they can discuss the following topics with their cooperating teachers during the first three weeks of the experience.

1. List classroom rules; describe the physical plan of the class and student movement.
2. Identify motivational techniques used (praise, simulation, success opportunities).
3. Outline a typical morning or class period.
4. Identify questioning strategies: levels (Bloom's Taxonomy); response patterns; wait time; who is asked; when are they asked?
5. Describe how groups are established—for what purpose does the teacher do this?
6. Outline interaction patterns among students in the class.
7. Check for student understanding—what methods are used and when does the teacher do this?
8. Guided practice—How/When does the teacher implement this?
9. Describe strategies used by the teacher to create interest or establish a mental set for learning.
10. Independent practice. Describe how it is organized - what are students who finish early expected to do? When is time allotted for independent practice?
11. Give examples of how the teacher “catches” students being good.
12. Identify three activities in which students are responding with interest and enthusiasm.
13. Identify three signals or non-verbal cues the teacher utilizes to control the class. When are they used?
14. Describe the behavior of three students who seem to have lost interest.
15. What classroom routines are evident? (Taking roll, lunch count, distributing papers, etc.)

***** Teaching Time Frame for Student Teachers *****

Recommended Timetable for Teaching:

Student teachers begin working in the classroom by observing and assisting the cooperating teacher, learning the names of students, becoming familiar with the student handbook as well as the faculty handbook. It is also highly recommended that each student teacher study and learn the school crises plan to be prepared in dealing with a school emergency. Introducing yourself to staff and faculty is also strongly recommended. This all takes about two weeks. During this time the student teacher will also work with students on an individual basis and in small groups in preparation for taking over the entire class. After the first or second week, the student teacher begins classroom teaching with one class and/or subject area. This progression of responsibility should continue until the cooperating teacher feels the candidate is ready to take the class on a full time basis. There may always be exceptions to this rule as cooperating teachers feel the responsibility to continue teaching certain subjects in preparation of standardized tests. The amount of full time teaching by the student teacher shall be determined by the cooperating teacher, however, it is a strong priority for student teachers to teach full time for at least half of their experience. With approximately two weeks prior to the completion of the placement, the student teacher will begin to turn over teaching responsibilities to the cooperating teacher. During this two week period the student teacher shall work with groups and individuals as well as observing other teachers in the building. These observations should be scheduled in advance. For those student teachers splitting their student teaching with Special Education, Early Childhood or ESOL, adjustments will need to be made to the above schedule. The 50% full time teaching rule still pertains as well as participation in IEP'S, parent meetings etc.

CLASSROOM MANAGEMENT

Effective classroom management is proactive. By thoughtfully establishing the physical and psychological environments in a classroom, teachers can prevent much misbehavior. Most candidates enter into their teaching experience with a naïve trust in students. If you have had little or no experience, you are likely to believe that if you treat students fairly, they, in turn, will treat you fairly. Perhaps it is logical to reason that if you are enthusiastic and conscientious about your teaching, they will respond with enthusiasm and vigor.

However, you might find that you are mistaken in your beliefs. As long as your cooperating teacher is sitting in the classroom, your classroom control seems to be satisfactory. But the first time the cooperating teacher leaves the class in your charge, you will then discover what discipline is about. Almost without warning, the class might erupt into resounding giggles, loud talking, or a general rumpus. The students may seem intent upon making a fool of you. Before long, you may begin to recognize that classroom control can be a major problem. Unless you can satisfactorily control a class and arrive at some order, you cannot begin to teach.

When there is a matter of discipline, you will need to be firm and admonish that person for breaking rules. Be fair, be honest, and be patient with the individual, letting him or her know that you care about his or her behavior and that you want to do all you can to help improve the behavior with his or her cooperation.

To establish your discipline plan for the classroom, you need to consult two sources. The school district discipline policy will give you the rough guidelines and the procedures. Next, ask your cooperating teacher for his or her advice. When you establish your plan, have no more than five rules. Make sure you can live with and enforce the rules you have established for your classroom management plan.

Establishing and communicating your discipline plan are the easy parts. Now you must enforce the plan that you have developed. The first few days are the key to your enforcement. It is more effective to be strict with classes in the beginning of the semester and to loosen up as the year progresses.

Some “Do’s:”

1. Be consistent every day so that the student knows what to expect.
2. Get to know your students as soon as possible. Learn their names as quickly as you can. Keep the seating chart handy for reference when conducting a class.
3. Work for a “we” feeling in the classroom—try to make all feel a part of the group.
4. Prepare your lessons very thoroughly. This will give you a feeling of security in what you are doing.
5. Develop a sincere enthusiasm (it’s contagious).
6. Analyze your voice qualities. A well-modulated voice helps achieve control.
7. The consequences should be immediate. Allowing the student to remain after school a week later does not have the same effect as staying in that night.
8. Remind them that they are responsible for their actions. Other classmates have a right to their education.
9. Be positive. Let them know that you still care.
10. Carefully analyze the reasons for your temporary losses of control.
11. Evaluate your control techniques with your cooperating teacher.
12. Plan activities that will keep students busy in a constructive way. Over plan by at least 15 minutes each day. Well-organized teachers rarely have classroom management problems.

Positive Classroom Management Techniques

Preventive techniques can help anticipate and prevent potential disruptions in the classroom. With your supervisor, review your lesson plans to see where some of the preventive techniques may be used such as “between activity fillers” and “adjusting teaching styles for individual learners.” Observe experienced teachers to learn when preventive techniques are used and how these affect classroom behaviors.

1. Give students a legitimate break

After a particularly difficult or frustrating assignment, allow the students to take a break. Change the activity to one that is not graded.

2. Create smooth transition

Give directions only after students have completed one assignment and are ready to listen. Students unable to process material quickly may become frustrated and act out. After an activity has been started, see it through to completion before beginning a second activity.

3. Keep distractions to a minimum

Don’t be easily distracted by an accidental stimulus. If you notice a paper on the floor, for example, ask students to pick it up after the discussion has been completed. Distractions can cause a break in student concentration.

4. Develop filler activities

Design interesting class breaks between activities, after difficult or frustrating tasks. Filler activities can include journal writing, riddles, or recitations.

5. *Divert student attention*

Sidetrack a disruptive student by calling the student's attention to something on the board, to another's work, requesting applause or appreciation of another's work.

6. *Develop unspoken signals*

A simple stare, raised eyebrow, flicking the lights on and off, or remaining silent and waiting, will let the group know their attention is necessary.

7. *Learn student tolerance levels*

Change the pace of the class when work is difficult, does not match their learning style, or has been going on for a prolonged period. Anticipate all-school activities and holidays with quiet lessons just before the event or at the end of the day.

8. *Move close to the disruption*

Move around the classroom. Standing close to a trouble spot gives students the support and attention needed to continue learning.

9. *Overlook minor disturbances*

If the behavior is not directly interrupting learning, or is a one-time or infrequent event, ignore the behavior if possible.

10. *Use logical consequences*

Make a direct appeal to logical consequences. The class that takes five minutes longer will have five minutes less for a fun activity. Logical consequences allow students to realize it is up to them to make the change.

11. *Remove potentially disruptive objects*

Quietly collect potentially disruptive objects and hold them until the end of the day. This discourages others from bringing objects to the classroom.

12. *Use adequate wait time*

Allow at least three seconds after asking questions and before calling for responses. Extend wait time before responding to questions from students.

13. *Use praise effectively*

Praise is the best preventive measure for curbing disruptions.

PROVIDING CLEAR INSTRUCTIONS

After the classroom rules are decided, explained to the students, and posted in the classroom, it is the teacher's responsibility to provide clear instructions. A teacher cannot set up a rule for every expected behavior, but a simple, direct instruction such as, "This is what I want you to do..." should be tried before more complicated techniques are initiated.

Corrective feedback or instructions such as, "This essay is unclear" or "Your work needs improvement" are too vague and promote student frustration. More instructive comments would be, "What do you think about including ____ in the second paragraph of the essay?" or "Perhaps it would help to check your work against the listing on page 26 before handing it in." Precise instructions cue students that you really care about their work and are interested in their progress.

In addition to precision, be consistent in providing routine instructions and check with students for feedback about how well the instruction is communicated. In some cases, it might be helpful for the students to explain what they have been instructed to do. A teacher should give instructions only when students are paying attention.

Examining this list of instructions may be helpful in evaluating how to be more specific.

<u>Vague</u>	<u>Explicit</u>
1. Come in before school and make up the rest of the literature test.	Come in at 7:45 and finish the essay on the literature test.
2. Show you have some responsibility.	Demonstrate responsibility by completing your homework assignments without being reminded.
3. Don't be so immature.	Spit wads are not thrown during Algebra II class. Note passing is not allowed during class discussions.
4. Don't take too long in the bathroom.	You have five minutes to go to the bathroom and wash the ink off your hands.
5. Show you have some manners.	Raise your hand. I'll call upon you when ____ has finished talking.

**RULES AND REGULATIONS GOVERNING STUDENT TEACHERS AND THE ISSUANCE
AND USE OF STUDENT TEACHING CERTIFICATES**

Article 19-Student Teachers

91-19-1. Definitions.

- (a) "Student teacher" means a student who has been issued a student teacher certificate by a teacher education institution to assume teaching responsibilities in an accredited or approved Kansas educational agency under the supervision of a cooperating teacher.
- (b) "Cooperating teacher" means a certified staff member of an accredited or approved educational agency to whom a student teacher has been assigned, and who is performing assigned duties in supervising and instructing the student teacher in actual teaching experiences with pupils.
- (c) "Teacher education institution" means a college or university engaged in teacher preparation and accredited by the state board of education or a state authorized agency of the state in which the institution is located.
- (d) "Approved educational agency" means an early childhood agency or an interlocal agency which has been granted approved status by the state board of education.
- (e) This rule and regulation shall take effect on and after July 1, 1989. *(Authorized by and implementing K.S.A. 72-1392; effective, E-70-36, July 31, 1970; effective January 1, 1971; amended May 1, 1979; amended July 1, 1989.)*

91-19-2. Student teacher certification.

- (a) Each individual serving as a student teacher in an accredited or approved educational agency in Kansas shall hold a valid student teacher certificate.
- (b) Issuance of student teacher certificates. Student teacher certificates shall be issued only to students who have fulfilled the requirements of the teacher education institution and have been recommended by the designated official responsible for teacher education at the teacher education institution. Only teacher education institutions shall issue student teacher certificates.
- (c) Provision and filing of certificates. The state board of education shall provide student teacher certificate forms to teacher education institutions. Each student teacher serving in an accredited or approved educational agency shall file a valid student teacher certificate in the office of the administrator of the accredited or approved educational agency. The certificate shall be returned to the student teacher upon completion of the student teaching assignment. A copy of the student teacher certificate shall be filed with the state board of education and with the teacher education institution.
- (d) Form of certificate. The form of the student teacher certificate shall be as prescribed by the state board.
- (e) This rule and regulation shall take effect on and after July 1, 1989. *(Authorized by and implementing K.S.A. 72-1392; effective, E-70-36, July 31, 1970; effective Jan. 1, 1971; amended May 1, 1979; amended July 1, 1989.)*

91-19-6. Student teacher contracts, liabilities and responsibilities.

- (a) Necessity for written contracts. Persons certified for student teaching shall engage in student teaching only in educational agencies which are accredited or approved by the state board of education and which have entered into a written contract with a teacher education institution. The contract shall set out all of the arrangements made between the teacher education institution and the cooperating accredited or approved educational agency.
- (b) Assignment of student teachers. Only teacher education institutions shall assign student teachers to cooperating accredited or approved educational agencies for the purpose of student teaching.
- (c) Student teacher responsibilities. Accredited or approved educational agency administrators and cooperating teachers to whom the student teachers are assigned, in cooperation with the designated officials of the teacher education institution and in conformity with the terms of the contract required by this rule and regulation, shall determine when and to what extent student teachers shall assume responsibilities or enter into teaching activities in the assigned accredited or approved educational agency.
- (d) Supervision of student teachers. Student teachers shall be under the supervision of cooperating teachers and administrators of the accredited or approved educational agencies to which they are assigned, and shall not be expected to assume tasks or responsibilities not generally assigned to teachers.
- (e) Compensation prohibited. No compensation shall be paid to student teachers performing assignments under contracts as provided in this rule and regulation.
- (f) Student teachers prohibited from serving as regular or substitute teachers. Certified student teachers shall be prohibited from serving as regular or substitute teachers in Kansas accredited or approved educational agencies.
- (g) This rule and regulation shall take effect on and after July 1, 1989. *(Authorized by and implementing K.S.A. 72-1392; effective, E-70-36, July 31, 1970; effective Jan. 1, 1971; amended May 1, 1979; amended July 1, 1989.)*