Placement Procedures
for P-12, Middle, and Secondary
Student Teachers

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Introduction

Student teaching is probably the most essential and valuable component of a teacher education program. It is the final opportunity for students to practice what they have learned on the university campus but--more importantly--it is a chance for them to continue their academic and professional growth as critical thinkers, creative planners and effective practitioners.

A student teacher, no matter how academically competent, is not equipped with all the skills necessary to demonstrate total competence in the classroom. Consequently, great care is taken in choosing a cooperating school and district. ESU advisers approve student teaching assignments based on their knowledge of the school/district program, personnel adequacy and administrative willingness to accept responsibility for sharing the teacher education mission.

The teacher education mission is best demonstrated by carefully selecting host schools and cooperating teachers and by viewing a student teaching assignment as the final opportunity to nurture a teacher candidate toward becoming a critical thinker, a creative planner, and an effective practitioner. Though it rarely happens today, any circumstance in which a student teacher is seen as “extra help” would be considered unsatisfactory. The emphasis in the joint mission between ESU and the school districts must be on the student teacher’s professional growth as indicated on the enclosed brochure, “The Teachers College Conceptual Framework”, describing the university’s aspirations for teacher candidates.

Please read this policy handbook before placing a student teacher. The policies herein have been approved by Emporia State’s Council on Teacher Education and The Teachers College Dean. In addition to university policies, Emporia State adheres to the regulations issued by the Kansas State Board of Education: K.A.R. 91-19-1, 91-19-2 and 91-19-6. These regulations are printed at the conclusion of this handbook.

If, after reading this handbook, your school/district is able to accept a student teacher, please complete and return the assignment request form. In the event that you are unable to accept the student teacher placement, please return the form as soon as possible so there is adequate time to seek another placement. If you have questions, contact Dr. Sue Peterson (speterso@emporia.edu) or Mrs. Cheryl Protheroe (cprother@emporia.edu) in the Office of Professional Education Services, phone: (620) 341-5447. We want to cooperate in this endeavor and certainly appreciate your willingness to assist in this very important aspect of teacher education.
GEOGRAPHICAL LOCATION OF HOST SCHOOLS

Teacher education candidates from Emporia State University (ESU) are assigned in a variety of locations, grade levels, and subject areas. The most common assignment is to one of the many public or private schools within a hundred mile radius of the campus. Private or parochial schools are used if they are state accredited; high schools should be accredited by the North Central Association of Colleges and Schools or a similar regional accrediting agency. Some candidates will request to be assigned to a school outside the state of Kansas or to schools not within the hundred mile radius. Approval of these assignments is on an individual basis. Occasionally, a candidate will be placed outside the United States. The variety of schools that assist ESU’s candidates is a strength of ESU’s teacher education program.

ESU’s ASSISTANCE

The Office of Professional Education Services carefully monitors the field experiences of each student teacher by providing two services. The first service is contact with the student teacher and cooperating schools. ESU supervisors visit each student teacher regularly. The Office of Professional Educational Services reviews the reports of each visit and, when necessary, continues communication with the school. In circumstances in which a student teacher is assigned outside the 100 mile radius of the campus, part-time field supervisors, in contrast to campus supervisors*, are used. Field supervisors are qualified educators given special training to oversee the work of student teachers assigned to their areas. The second service the office provides is to train cooperating teachers through several delivery methods. For example, one self-paced module program can be completed during the semester in which the student teacher is assigned for one hour of academic credit (EL 866).

*Campus supervisors include those assigned to ESU's Teachers College and the student teacher's content area specialty. All secondary, dual (P-12), and middle-school student teachers receive visits from two supervisors.

QUALITIES OF HOST SCHOOLS

To ensure a student teacher experience is in compliance with local, state and national standards for pre-service teacher education, the school to which the student is assigned must be accredited by the Kansas State Department of Education.

Each student teacher is required to obtain from student teaching a basic understanding of legal, financial, and organizational principles involved in the total school program. Therefore, the school where a student teacher is assigned should be large enough to meet these criteria:

1. A desirable school for the placement is one which provides experiences within a department, within the total school, and within the community. The school assists in integrating the student teacher into school and community activities. This may include assistance with housing, transportation, and other matters which could help the student teacher function with the status of a regular faculty member.
2. The student teacher will work with a faculty whose regular staff members function as a cohesive unit by use of democratic procedures.

3. The faculty members of the school participate in curriculum development at the local, state and national levels.

4. The faculty members have access to a computer including computer support, current resource materials, journals, research projects, etc.

5. In addition to faculty participation, the host school encourages active student organizations to provide opportunities for students to develop leadership skills. It provides on-going recognition for both student and faculty achievement.

6. The student teacher along with the cooperating teacher will have opportunities to participate in the curriculum and school activities during the cooperating teacher's regular contract hours, including contacts with parent groups.

7. The school should have sufficient course offerings to provide for a complete student teaching experience in any teaching field or combination of teaching fields. Where the school's curriculum is limited, special attention will be given to the cooperating teacher's professional and personal qualifications. Additional criteria for school selection would be determined by the student teacher's adviser from the appropriate content discipline.

**ROLE OF THE SCHOOL PRINCIPAL**

The principal of any school to which student teachers are assigned has a direct and significant impact on the success of the student teaching experience. Consequently, student teachers will be placed in schools whose principal will:

1. assist in the selection of enthusiastic, competent, and understanding cooperating teachers;

2. inform the cooperating teacher as early as possible regarding the assignment of a student teacher;

3. provide for the introduction of student teachers and cooperating teachers;

4. provide orientation sessions for student teachers which include a review of forms, special regulations, schedules, school policies, school philosophy, student discipline, handbooks, counseling services, personal habits, health regulations, extra-class activities, rights and responsibilities, community involvement, procedures for faculty meetings, and a tour of the school;

5. establish a favorable climate for student teachers by interpreting the university's teacher education program to faculty, students, parents, and the community;

6. counsel with student teachers regarding their professional development through modular course work (ED/EE 431) that complements the student teaching experience;
7. counsel with student teachers when appropriate concerning any personal problems that affect a student teacher’s performance; and

8. report any unacceptable behavior or performance of a student teacher to the Director of the Office of Professional Education Services.

**ROLE OF A COOPERATING TEACHER**

The cooperating teacher should model positive behavior in teaching, which demonstrates to the student teacher desirable professional and personal characteristics. The student teaching experience offers the best opportunity for the candidate to identify positive behaviors and incorporate them into his/her own teaching style. The following criteria are considered in the selection of the cooperating teacher. The cooperating teacher will:

1. hold a bachelor's degree, be a "highly qualified" teacher, and be fully licensed or certified in the subject area in which the student teacher is seeking licensure;

2. demonstrate above average abilities as a teacher and have at least three years experience, with a minimum of one semester in the host district;

3. demonstrate continuing professional growth, including advanced study, travel and other professional activities;

4. demonstrate good interpersonal communication skills, communicate effectively and regularly with the student teacher, provide the student teacher with evaluations of his/her performance, and prepare mid-semester and final evaluations during the student teaching term;

5. demonstrate mastery of subject matter and provide an environment conducive to creative teaching and abstract reasoning;

6. accept the student teacher as part of the teaching staff and acquaint him/her with the school facilities, policies and daily program;

7. provide assistance to the student teacher with assigned professional studies necessary for completion of competencies*; and

8. possess these personal characteristics: understanding, supportiveness, friendliness, being prepared, being organized, stimulating, imaginative, flexible, and self-confident.

*Each Emporia State student teacher must complete eleven competencies in the Professional Relations of Teachers Guidebook during the student teaching semester. Most of the information needed to satisfactorily complete this guidebook is provided through the university supervisor(s), cooperating teachers, principals, and/or other school professionals.
HOST SCHOOL SPECIAL SERVICES

Ideally, ESU’s teacher education candidates are placed in school systems that have an instructional support center and technological resources with internet access. Our candidates are trained to use a wide range of media materials and computer resources, so the university feels it is necessary to evaluate their classroom presentations under circumstances in which they can use a variety of materials and teaching resources. We therefore expect the library component of a support center to provide a variety of support materials for classroom instruction and to subscribe to a reasonable number of professional publications in addition to resources that are available by internet.

In addition to instructional support material, a host school should provide support personnel for the classroom teacher. Consultation/collaboration among professionals is increasingly important for student teachers to see modeled. This makes the educational process meaningful for each public school pupil. To enhance this aspect of the program, ESU seeks host schools that utilize ancillary personnel such as school counselors, school psychologists, speech/language therapists, teachers of reading, and adaptive or remedial education specialists. Under those conditions, the teacher education candidate develops while we are able to evaluate the student teacher in a full team situation.

Another special service the student teacher needs to be involved in is co-curricular programs. We expect the student teacher to respond to pupils as participants in the co-curricular programs of the school system. Working with students in settings such as clubs, organizations, performance activities, and student government is a necessary part of the student teaching experience, provided this work is during the regular contract hours of a cooperating teacher. We look for a co-curricular program that complements the academic program; the balance between programs is carefully considered.

STUDENT TEACHING REGULATIONS

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.)

MENTORING REGULATIONS

91-41-1. Definitions.

(a) "Board" means any local board of education.

(b) "Certificated" or "licensed" means holding a valid certificate or license issued by the state board.

(c) "Continuous assistance" means ongoing, structured, and unstructured contact throughout the school year.

(d) "Kansas exemplary educators network" means the Kansas teacher of the year program, Milken family foundation national educator awards program, presidential award for excellence in math and science teaching, and the Christa McAuliffe fellowship program.

(e) "Mentor teacher" means a certificated or licensed teacher who meets the following criteria:
   (1) has completed at least three consecutive school years of employment in the same school district;
   (2) has been selected by the board on the basis of having demonstrated exemplary teaching ability as indicated by criteria established by the state board in these regulations; and
   (3) has participated in, and successfully completed, a training program for mentor teachers provided for by the board in accordance with guidelines prescribed by the state board.

(f) "Mentor teacher program" means a program established and maintained by a board for the purpose of providing probationary teachers with the professional support and continuous assistance of an on-site mentor teacher.

(g) "On-site" means at the location where a probationary teacher is assigned.
"Probationary teacher" means a certificated or licensed teacher to whom the provisions of K.S.A. 72-5438 through 72-5443, and amendments thereto, do not apply.

"School year" means July 1 through June 30.

"State board" means the state board of education.

"Training" means professional development provided to mentor teachers to enable them to support and assist probationary teachers. (Authorized by and implementing K.S.A. 2000 Supp. 72-1414; effective, T-91-1-18-01, Jan. 18, 2001; effective May 4, 2001.)

91-41-2. General requirements.

(a) Each board making application for a grant of state moneys for a mentor teacher program shall submit a completed application to the state board on or before August 1 of the school year.

(b) Each board receiving state funds for a mentor teacher program shall submit an annual evaluation report to the state board. The report shall be submitted on or before June 30. (Authorized by and implementing K.S.A. 2000 Supp. 72-1414; effective, T-91-1-18-01, Jan. 18, 2001; effective May 4, 2001.)

91-41-3. Criteria for evaluating applications and approving mentor teacher programs. Each board applying for approval of a mentor teacher program shall submit an application containing the following statements and descriptions:

(a) a statement of the district's purpose or purposes for establishment of the mentor teacher program;

(b) a description of the year-long continuous assistance activities to be provided under the program, including a description of the structured contact time between the mentor teacher and the probationary teacher and the unstructured opportunities to be provided under the program;

(c) a description of the expectations for district administrators in supporting the program;

(d) a description of how the mentor teacher program aligns with other professional development initiatives in the district;

(e) a description of the method to be used to assign a mentor teacher to a probationary teacher giving consideration to endorsement areas, grade levels, and building assignment;

(f) a description of the process to be used for reassignment of a successor mentor if the original mentor is unable to fulfill responsibilities; and

(g) a description of how the program will establish ongoing professional development and support for each mentor teacher under the program. (Authorized by and implementing K.S.A. 2000 Supp. 72-1414; effective, T-91-1-18-01, Jan. 18, 2001; effective May 4, 2001.)

91-41-4. Criteria for determining exemplary teaching ability for qualification as a mentor teacher. In determining whether a teacher has demonstrated exemplary teaching ability for qualification as a mentor teacher, each board shall consider the following criteria:

(a) professional competency as indicated by the board's most recent evaluation of the teacher under K.S.A. 72-9001 through K.S.A. 72-9006, and amendments thereto, including competency in the teacher's area of certification or licensure, effective communication skills, and efficacy of instruction; and

(b) recognition, if any, under national or state programs, including the national board teaching certification program and the Kansas exemplary educators network. (Authorized by and implementing K.S.A. 2000 Supp. 72-1414; effective, T-91-1-18-01, Jan. 18, 2001; effective May 4, 2001.)