EDUCATION AND LABOR CABINET
Education Professional Standards Board
(Amendment)

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
CERTIFICATION STATEMENT:

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 (EPSB). KRS 161.030 requires that a certificate be issued to a person who has completed a program approved by the EPSB~~[Education Professional Standards Board]~~. KRS 161.042 requires the EPSB~~[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.

Section 1. Cooperating Teacher Eligibility Requirements.

(1) The cooperating teacher, whether serving in a public or nonpublic school, shall have:

(a) A valid teaching certificate or license for each grade and subject taught; and

(b) At least three (3) years of teaching experience as a certified educator. Notwithstanding the foregoing, a teacher with less than three (3) years of experience may serve as a cooperating teacher if the teacher has at least two (2) years of teaching experience, the employing district recommends the teacher to serve as a cooperating teacher, and the educator preparation provider determines the teacher is qualified.

(2) A teacher assigned to a teaching position on the basis of a provisional or emergency certificate issued by the EPSB~~[Education Professional Standards Board]~~ shall not be eligible for serving as a cooperating teacher.

(3) Prior to student teacher placement, a cooperating teacher shall receive training approved by the EPSB~~[Education Professional Standards Board]~~ and provided at no cost to the cooperating teacher by the educator preparation institution which shall include the following components:

(a) Basic responsibilities of a cooperating teacher;

(b) Best practice in supporting the student teacher; and

(c) Effective assessment of the student teacher.

(4) Each educator preparation institution shall file an electronic report with the EPSB~~[Education Professional Standards Board]~~ every semester which identifies the following:

(a) Each candidate at 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;

(e) The cooperating teacher's years of experience as a certified or licensed educator; and

(f) The number of days the cooperating teacher supervised the student teacher during the semester.

Section 2. Admission to Student Teaching. Admission to student teaching shall include a formal application procedure for each teacher candidate.

(1) 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.

(2) 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:

(a) Engagement with diverse populations of students which include:

1. ~~[Students from a minimum of two (2) different ethnic or cultural groups of which the candidate would not be considered a member;]~~

~~[2.]~~ Students from different socioeconomic groups;

2. ~~[3.]~~ English language learners;

3. ~~[4.]~~ Students with disabilities; and

4. ~~[5.]~~ Students from across elementary, middle school, and secondary grade levels;

(b) Observation in schools and related agencies, such as~~[including]~~:

1. Family Resource Centers; or

2. Youth Service Centers;

(c) Student support programs~~[tutoring]~~;

(d) Interaction with families of students;

(e) Observation of ~~[Attendance at]~~ school board and school-based council meetings;

(f) Observation of ~~[Participation in]~~ a school-based professional learning community; and

(g) Opportunities to assist teachers or other school professionals.

(3) The educator preparation institution shall maintain electronic records that confirm all candidates enrolled in student teaching have fulfilled the field experiences required in subsection (2) of this section. ~~[Beginning July 1, 2019, the educator preparation institution shall maintain electronic records in the Kentucky Field Experience Tracking System (KFETS) that confirm all candidates enrolled in student teaching have fulfilled the field experiences required in subsection (2) of this section.]~~

Section 3. Cooperating Teacher to Student Teacher Ratio. The ratio of student teachers to cooperating teachers shall be one-to-one.

Section 4. University Supervisor.

(1) The university supervisor shall conduct a minimum of four (4) observations of the student teacher in the actual teaching situation, with a maximum of two (2) that may be remote~~[a portion of which may be remote. Requests for remote observation(s) shall be submitted to and approved by EPSB prior to observation(s)]~~.

(2) The observation reports shall be filed as a part of the student teacher record and used as a validation of the supervisory function.

(3) 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.

(4) University supervisors shall receive training approved by the EPSB~~[Education Professional Standards Board]~~ and provided at no cost to the university supervisor by the educator preparation institution which shall include the following components:

(a) Basic responsibilities of a university supervisor;

(b) Best practice in supporting the student teacher; and

(c) Effective assessment of the student teacher.

Section 5. Professional Experience.

(1) 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 institution 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.

(2) A student teacher shall be placed in the corresponding grade level(s) of certification being issued upon completion of designated program[not be placed in a setting that is not consistent with his or her planned certification content and grade range].

(3) The student teacher placement shall provide the student teacher with the opportunity to engage with diverse populations of students.

(4) 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. Institutions unable to locate a placement aligned with grade level requirements in this section shall submit an alternative placement request to EPSB staff. EPSB staff may pre-approve the alternative placement request if the alternative placement request includes:

(a) A description of the efforts of the institution to locate a placement aligned with grade level requirements in this section;

(b) The rationale for the choice of the identified alternative placement; and

(c) [Statements of support for the alternative placement from the principal and the cooperating teacher; and]

[(d)] Evidence of the candidate's variety of field experiences prior to student teaching.

All alternative placement requests shall be placed on the consent agenda for the next regularly scheduled meeting of the EPSB[board] and shall be contingent upon [board] approval by the EPSB. The EPSB waiver committee may review submissions prior to the EPSB[board] meeting and recommend that the EPSB[board] move items from the consent items to the action or waiver items on the agenda. Pre-approval shall not be granted if the alternative placement does not meet the criteria set forth in this subsection. All alternative placements that are not eligible for pre-approval shall be placed on the agenda of the next regularly scheduled meeting of the board as a waiver item for consideration.

1. Candidates pursuing a primary through grade 12 certificate shall have their student teaching balanced, as determined by the educator preparation provider to meet candidate needs, between an elementary school placement and middle school or high school placement.

2. Candidates pursuing an elementary certificate shall have their student teaching balanced,as determined by the educator preparation provider to meet candidate needs, between a placement in primary through grade 3 and a placement in grade 4 or grade 5.

3. Candidates seeking dual certification in either middle school or secondary content areas shall have their student teaching balanced, as determined by the educator preparation provider to meet candidate needs, between[equal placements][in] both content areas.

4. Candidates seeking dual certification in elementary and special education shall have their student teaching balanced, as determined by the educator preparation provider to meet candidate needs, between an elementary placement and either a middle school or secondary placement.

(5) [The educator preparation institution shall use the Kentucky Teacher Internship Program Teacher Performance Assessment documents established in 16 KAR 7:010.]

[(6)] A student teacher shall not have responsibility for the supervision or instruction of P-12 students without the direct supervision of a certified educator. Notwithstanding the

foregoing, a student teacher with the requisite certification to do so may serve as an emergency certified substitute teacher as set forth in subsection (6) of this section.

(6) An educator preparation provider may allow experience that a candidate gains as a properly certified emergency certified substitute teacher to count towards the student teacher placement.

(7) ~~[A student teacher shall not receive direct compensation for student teaching.]~~

~~[(8)]~~ The educator preparation institution shall maintain electronic records that confirm that all students meet the requirements of this section.

Section 6. Compensation of Cooperating Teachers.

(1) The EPSB~~[Education Professional Standards Board]~~ may make arrangements with local school districts to compensate a cooperating teacher.

(2)

(a) The educator preparation institution shall electronically submit a report of all cooperating teachers and their corresponding student teachers to the EPSB~~[Education Professional Standards Board]~~:

1. On or before September 30 for a cooperating teacher supervising a student teacher during the fall semester; or

2. On or before February 15~~[1]~~ for a cooperating teacher supervising a student teacher during the spring semester.

(b) Each report shall include:

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 EPSB Identification~~[Social Security]~~ number;

3. The student teacher's full name, EPSB Identification~~[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.

(c) If an educator preparation institution fails to provide the report by the date established in paragraph (a) of this subsection, the EPSB~~[Education Professional Standards Board]~~ shall not be liable for payment under this administrative regulation.

(3)

(a) The electronic voucher shall be electronically signed by the cooperating teacher and the university supervisor as verification of the cooperating teacher's service to the student teacher and submitted to the EPSB~~[Education Professional Standards Board]~~:

1. On or before December 15 during the fall semester; or

2. On or before May 15~~[1]~~ during the spring semester.

(b) If a cooperating teacher fails to provide the completed electronic payment voucher by the date established in paragraph (a) of this subsection, the cooperating teacher shall not be eligible to receive any compensation available under this administrative regulation.

(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 days served by all cooperating teachers reported for the fiscal year.

(b) The payment shall be allocated to a cooperating teacher based upon the number of days the teacher supervised a student teacher as reported in subsections (2) and (3) of this section, not to exceed more than seventy (70) days in a semester.

(5) Payments to cooperating teachers shall be disbursed to the school districts or to cooperating teachers in nonpublic schools by the EPSB[~~Education Professional Standards Board~~]:

(a) On an annual basis; and

(b) On or before June 30.

(6) Any payment of state funds under this administrative regulation shall:

(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

(b) Not supplant the educator preparation institution's compensation responsibility.

L. AMBER SNELL, Board Chair

APPROVED BY AGENCY: August 31, 2026

FILED WITH LRC: August 31, 2026 at 3:10 p.m.

PUBLIC HEARING AND COMMENT PERIOD: A public hearing on this administrative regulation shall be held on November 23, 2026, at 10 a.m. ET, in the State Board Room, Fifth Floor, 300 Sower Boulevard, Frankfort, Kentucky 40601. Individuals interested in being heard at this hearing shall notify this agency in writing by five (5) workdays prior to the hearing, of their intent to attend. If no notification of intent to attend the hearing was received by that date, the hearing may be cancelled. A transcript of the public hearing will not be made unless a written request for a transcript is made. If you do not wish to be heard at the public hearing, you may submit written comments on the proposed administrative regulation. Written comments shall be accepted through November 30, 2026. Send written notification of intent to be heard at the public hearing or written comments on the proposed administrative regulation to the contact person.

CONTACT PERSON: Todd G. Allen, General Counsel, Kentucky Department of Education, 300 Sower Boulevard, 5th Floor, Frankfort, Kentucky 40601, phone 502-564-4474, fax 502-564-9321, email regcomments@education.ky.gov.

REGULATORY IMPACT ANALYSIS AND TIERING STATEMENT

Contact Person:Todd G. Allen Phone: 502-564-4474 Email: todd.allen@education.ky.gov

Subject Headings:Education, Education: Elementary, Education: Secondary

(1) Provide a brief summary of:

(a) What this administrative regulation does:

This administrative regulation complies with KRS 161.042, which requires the Education Professional Standards Board (EPSB) to promulgate an administrative regulation relating to student teachers as well as cooperating teachers, by establishing the standards for admission, placement, and supervision in student teaching.

(b) The necessity of this administrative regulation:

This administrative regulation is necessary to comply with KRS 161.042, which requires the EPSB to promulgate an administrative regulation relating to student teachers as well as cooperating teachers, by establishing the standards for admission, placement, and supervision in student teaching.

(c) How this administrative regulation conforms to the content of the authorizing statutes:

KRS 161.042(1) states: "The Education Professional Standards Board shall provide through administrative regulation for the utilization of the common schools for the preparation of teacher education students from the colleges and universities." Further, in (3) of that same statute, it says: "The Education Professional Standards Board shall promulgate administrative regulations defining the professional requirements and general duties of a supervising teacher and requirements for a local school district and school to be used for this purpose." This administrative regulation establishes the standards for admission, placement, and supervision in student teaching, including the requirements of the cooperating teacher.

(d) How this administrative regulation currently assists or will assist in the effective administration of the statutes:

This administrative regulation complies with KRS 161.042, which requires the EPSB to promulgate an administrative regulation relating to student teachers as well as cooperating teachers, by establishing the standards for admission, placement, and supervision in student teaching.

(2) If this is an amendment to an existing administrative regulation, provide a brief summary of:

(a) How the amendment will change this existing administrative regulation:

This amendment updates the regulation to allow a teacher with less than three (3) years of experience to serve as a cooperating teacher; remove the requirement for the student teaching experience to including "[e]ngagement with [s]tudents from different ethnic or cultural groups"; permit up to two (2) of the four (4) observations of student teachers to be done remotely; clarify that dual certification in elementary and special education requires student teaching in an elementary placement as well as a middle or high school placement; and, permit an educator preparation provider to allow experience as an emergency certified substitute teacher to count towards the student teacher placement.

(b) The necessity of the amendment to this administrative regulation:

This amendment provides for increased flexibility as it allows more individuals to serve as cooperating teachers, specifically teachers with less than three (3) years of experience under certain conditions. Further, the amendment allows for experience as an emergency certified substitute teacher to count towards the student teacher placement. Additionally, this amendment also adds clarity to the regulation, particularly around the use of remote observations during the student teacher placement as well as on balancing placements for candidates seeking dual certification in elementary and special education. This latter change is intended to ensure all students, regardless of certification pursued, are completing two student teacher placements. The need for two placements split between elementary school and middle or high school remains, particularly in light of literacy and numeracy requirements.

(c) How the amendment conforms to the content of the authorizing statutes:

KRS 161.042(1) states: "The Education Professional Standards Board shall provide through administrative regulation for the utilization of the common schools for the preparation of teacher education students from the colleges and universities." Further, in (3) of that same statute, it says: "The Education Professional Standards Board shall promulgate administrative regulations defining the professional requirements and general duties of a supervising teacher and requirements for a local school district and school to be used for this purpose." This administrative regulation, as revised by this amendment, establishes the standards for admission, placement, and supervision in student teaching, including the requirements of the cooperating teacher. (d) How the amendment will assist in the effective administration of the statues: This administrative regulation, as revised by this amendment, establishes the standards for admission, placement, and supervision in student teaching, including the requirements of the cooperating teacher. Specifically, it provides for increased flexibility as it allows more individuals to serve as cooperating teachers, specifically teachers with less than three (3) years of experience under certain conditions. Further, this amendment allows for experience as an emergency certified substitute teacher to count towards the student teacher placement. Additionally, this amendment also adds clarity to the regulation, particularly around the use of remote observations during the student teacher placement as well as on balancing placements for candidates seeking dual certification in elementary and special education. This latter change is intended to ensure all students, regardless of certification pursued, are completing two student teacher placements. The need for two placements split between elementary school and middle or high school remains, particularly in light of literacy and numeracy requirements.

(d) How the amendment will assist in the effective administration of the statutes:

No answer provided.

(3) Does this administrative regulation or amendment implement legislation from the previous five years?No.

(4) List the type and number of individuals, businesses, organizations, or state and local governments affected by this administrative regulation:

Student teachers in Kentucky, Kentucky public school districts, Kentucky Department of Education, and educator preparation programs.

(5) Provide an analysis of how the entities identified in question (4) will be impacted by either the implementation of this administrative regulation, if new, or by the change, if it is an amendment, including:

(a) List the actions that each of the regulated entities identified in question (4) will have to take to comply with this administrative regulation or amendment:

Student teachers in Kentucky will have to meet applicable requirements in this regulation prior to seeking educator certification from the EPSB. Kentucky public school districts hosting student teachers will have to collaborate with educator preparation programs to ensure the student teaching experience, including the assignment of a qualified cooperating teacher, meets the requirements of this regulation. Kentucky Department of Education staff that support the work of EPSB and educator preparation programs will have to implement the requirements of this regulation.

(b) In complying with this administrative regulation or amendment, how much will it cost each of the entities identified in question (4):

Implementation of this amendment is not expected to substantially increase costs for any entity identified in question (4). Minimal administrative burdens may result to Kentucky Department of Education staff as well as to educator preparation programs implementing the amended regulation. Any costs or burdens to student teachers as well as to Kentucky public school districts are anticipated to be minimal, at most, and to be the same under this amendment as they were under the prior regulation.

(c) As a result of compliance, what benefits will accrue to the entities identified in question (4):

Educator preparation programs and Kentucky public school districts hosting student teachers will benefit from the increased flexibility provided in this amendment allowing more individuals to serve as cooperating teachers, specifically teachers with less than three (3) years of experience under certain conditions. Further, student teachers as well as Kentucky public school districts will benefit from the increased flexibility provided in this amendment allowing experience as an emergency certified substitute teacher to count towards the student teacher placement. Finally, all entities will benefit from the clarity this amendment adds around the use of remote observations during the student teacher placement as well as on balancing placements for candidates seeking dual certification in elementary and special education. (6) Provide an estimate of how much it will cost to implement this administrative regulation:

(6) Provide an estimate of how much it will cost the administrative body to implement this administrative regulation:

(a) Initially:

There will be minimal, if any, cost to the EPSB and the Kentucky Department of Education to implement this administrative regulation.

(b) On a continuing basis:

There will be minimal, if any, cost to the EPSB and the Kentucky Department of Education to implement this administrative regulation.

(7) What is the source of the funding to be used for the implementation and enforcement of this administrative regulation or this amendment:

General funds.

(8) Provide an assessment of whether an increase in fees or funding will be necessary to implement this administrative regulation, if new, or by the change if it is an amendment:

None.

(9) State whether or not this administrative regulation establishes any fees or directly or indirectly increases any fees:

This administrative regulation neither establishes any fees nor directly or indirectly increases any fees.

(10) TIERING: Is tiering applied?

Tiering is not applied. The regulation applies uniformly.

FISCAL IMPACT STATEMENT

(1) Identify each state statute, federal statute, or federal regulation that requires or authorizes the action taken by the administrative regulation:
KRS 161.030, 161.028, and KRS 161.042.

(2) State whether this administrative regulation is expressly authorized by an act of the General Assembly, and if so, identify the act:
Yes, KRS 161.030, 161.028, and KRS 161.042.

(3)(a) Identify the promulgating agency and any other affected state units, parts, or divisions:
Kentucky Education Professional Standards Board and Kentucky Department of Education.

(b) Estimate the following for each affected state unit, part, or division identified in (3)(a):

1. Expenditures:

For the first year:Any expenditures are expected to be minimal.

For subsequent years:Any expenditures are expected to be minimal.

2. Revenues:

For the first year:This regulation is not expected to generate revenue.

For subsequent years:This regulation is not expected to generate revenue.

3. Cost Savings:

For the first year:No cost savings are anticipated.

For subsequent years:No cost savings are anticipated.

(4)(a) Identify affected local entities (for example: cities, counties, fire departments, school districts):
Kentucky public school districts hosting student teachers.

(b) Estimate the following for each affected local entity identified in (4)(a):

1. Expenditures:

For the first year:No expenditures are expected.

For subsequent years:No expenditures are expected.

2. Revenues:

For the first year:This regulation is not expected to generate revenue.

For subsequent years:This regulation is not expected to generate revenue.

3. Cost Savings:

For the first year:No significant cost savings are anticipated; however, administrative burdens may be decreased due to the increased flexibility provided in this amendment, particularly the change to allow experience as an emergency certified substitute teacher to count towards the student teacher placement.

For subsequent years:No significant cost savings are anticipated; however, administrative burdens may be decreased due to the increased flexibility

provided in this amendment, particularly the change to allow experience as an emergency certified substitute teacher to count towards the student teacher placement.

(5)(a) Identify any affected regulated entities not listed in (3)(a) or (4)(a):
Student teachers and educator preparation programs.

(b) Estimate the following for each regulated entity identified in (5)(a):

1. Expenditures:

For the first year:For student teachers, no expenditures are expected. For educator preparation programs, any expenditures are expected to be minimal.

For subsequent years:For student teachers, no expenditures are expected. For educator preparation programs, any expenditures are expected to be minimal.

2. Revenues:

For the first year:This regulation is not expected to generate revenue.

For subsequent years:This regulation is not expected to generate revenue.

3. Cost Savings:

For the first year:For student teachers, cost savings are expected to be minimal but may be seen with allowing experience as an emergency certified substitute teacher to count towards the student teacher placement. For educator preparation programs, cost savings are expected to be minimal but may be seen with permitting up to two (2) of the four (4) observations of student teachers to be done remotely.

For subsequent years:For student teachers, cost savings are expected to be minimal but may be seen with allowing experience as an emergency certified substitute teacher to count towards the student teacher placement. For educator preparation programs, cost savings are expected to be minimal but may be seen with permitting up to two (2) of the four (4) observations of student teachers to be done remotely.

(6) Provide a narrative to explain the following for each entity identified in (3)(a), (4)(a), and (5)(a)

(a) Fiscal impact of this administrative regulation:
Minimal administrative burdens may result to Kentucky Department of Education staff as well as to educator preparation programs implementing the amended regulation. Any costs or burdens to student teachers as well as to Kentucky public school districts are anticipated to be minimal, at most, and to be the same under this amendment as they were under the prior regulation. Due to the increased flexibility provided by this amendment, educator preparation programs, student teachers, and Kentucky public school districts may see minimal cost savings in implementing this administrative regulation.

(b) Methodology and resources used to reach this conclusion:
The estimates herein are based on prior program operations.

(7) Explain, as it relates to the entities identified in (3)(a), (4)(a), and (5)(a):

(a) Whether this administrative regulation will have a "major economic impact", as defined by KRS 13A.010(14):
The administrative regulation is not expected to have a major economic impact.

(b) The methodology and resources used to reach this conclusion:

The estimates herein are based on prior program operations.