



STUDENT TEACHER AND CLINICAL EXPERIENCE AGREEMENT

THIS AGREEMENT made at Campbellsville, Kentucky, this **8th day of October 2024** between **Campbellsville University** (hereinafter called the University) and Oldham County Schools, 6165 W HWY 146, Crestwood, KY 40014 (hereinafter called the Board).

WITNESS:

1. The University, under the provision of KRS 161.042 and pursuant to State Board of Education regulations, is authorized to enter into cooperative agreements, including financial agreements, with school boards for the purpose of providing professional laboratory experiences and student teaching experiences for students preparing for the educational profession.
2. The University and the Board accept joint responsibility to educate qualified teachers.
3. Candidates will complete required clinical experiences for required courses as described in the clinical matrix below.
4. The University and the Board agree that all arrangements in reference to this program shall be governed and consistent with policies of the University as well as those of the Board.
5. As provided in KRS 161.042 (3) the teacher candidates placed in **Oldham County Schools** shall agree to abide by all policies, rules, and regulations of the Board. Failure to abide by this provision shall be grounds for removal from the program.
6. As provided for in KRS 161.042 (4) the University may arrange with the Board to provide supplementary instructional activities for its teacher education students. Where activities of this nature are desired by the University, arrangements shall be made with the Superintendent or his/her designee.

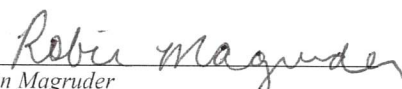
IT IS MUTUALLY AGREED by and between the parties that the period covered by this agreement shall be from **October 8, 2024, to October 8, 2025** inclusive, and supersedes all previous contracts between the parties.

IN WITNESS WHEREOF, we, the undersigned, duly authorized representatives of the parties to this agreement, have hereunto set our hands this 8th day of October 2024.

Oldham County Board of Education

CAMPBELLVILLE UNIVERSITY

by:  10.8.2024
Dr. Jason Radford
Superintendent Oldham County Schools

by: 
Dr. Robin Magruder
Dean, Campbellsville University

Clinical Field Hours	Field Experience Descriptions	Course Number And Title
15-20	<p>Candidates observe, assist, and/or tutor in classroom settings of Elementary, Middle, and High School levels to reflect on the roles of the teacher according to the Kentucky Teacher Performance Standards. Candidates reflect on instructional strategies, learning environment, assessment, and diversity. (6-9 hours). KTPS 1-8</p> <p>Observations in each setting must focus on : Diversity KTPS 1,2 Differentiation KTPS 1,2,3 Classroom Management KTPS 8</p> <p>Candidates complete a three-hour co-teaching task with other candidates in collaboration with Super Saturday in Marion County or other approved location(3 hours)</p> <p>What assessment strategies were used by the teacher? What types of diversity did you observe? How did this diversity influence the classroom? How did the teacher differentiate in the classroom based on diverse needs of students? What classroom management strategies were implemented in the classroom? How did students respond?</p>	ED 220 Intro to Teaching
20	<p>Candidates observe, assist, tutor and reflect on families and developmental issues (12 hours) at least three of these hours must be in elementary, at least three hours must be in middle and at least three hours must be in secondary Emphasis of reflection should be on connecting what candidates are seeing to major theories of learning</p>	ED 300 Human Dev & Learning Theory
20	<p>Candidates will observe, tutor and teach a TPA lesson in an assigned classroom in their certification area. This lesson must include the latest technologies available. Candidates will use the Lesson Plan and Reflection form for the lesson. Candidates will do the following for each lesson to be taught: observe and assist in the class for at least 4 hours, work collaboratively with the teacher to choose a lesson to teach, give a pretest with clickers, teach the lesson, give a posttest, analyze test results and reflect on the whole process.</p>	ED 310 Instructional Technology
15 P-5 all others 20		ED 325 Exceptional Child
10	<p>Candidates will spend 10 hours in a social studies classroom with the following expectations for those hours:</p> <ul style="list-style-type: none"> • 2 hours attending PLC meetings • 2 hours observation of teaching (preferably in the class you will co-teach) • 1 hour of planning with a teacher (discuss classroom assistance) • 2 hours of assisting during classroom instruction • 1 hour of reflection/teacher feedback • 2 hours of participation in an activity (club, after-school tutoring, family night, etc... connected to KAS for Social Studies or the C3 Framework) 	ED 331 Social Studies P-5
10	<p>ED 341 students are required to complete 10 hours of clinical field experience. These 10 clinical field hours will represent the following activities: 1 hour actively participating in a 6th -8th grade math classroom 1 hour actively participating in a math intervention classroom</p> <p>Integrated Lesson: 3 hours for lesson plan development, observation, and implementation in a P-5 math classroom. This lesson should be interdisciplinary, related to science, or social studies.</p> <p>Constructed Response: 3 hours creating and implementing constructed response assessment</p>	ED 341 Math Methodology P-5

	Original Book or Game: 2 hours for interaction and observation in a P-5 after-school care program and implementation of an original math children's book or game.	
10	<p>Three hours will be obtained by observing/coteaching and implementing an active science lesson in the 5E format (2 hours observing, 1hour teaching). You are responsible for finding a teacher/classroom for these field hours. Your lesson must be approved prior to implementation. This lesson will be part of the unit created in ED 343.</p> <p>Two hours will be obtained by observing/coteaching in a classroom, creating and implementing a constructed response assessment (1 hour observing, 1hour teaching). Data will also be analyzed. Your constructed response must be approved prior to implementation.</p> <p>Five hours will be obtained at Clay Hill Memorial Forest planning lessons, creating instructional materials, or leading field trip groups.</p>	ED 343 Science Methodology P-5
10	<p>Part 1: (3 hrs) Observing and Assisting – Candidates will spend the first part of the field experience by observing, assisting, and tutoring in order to interact with teachers and build rapport with students. Candidates will also reflect on the diverse levels of student abilities and the need for differentiated instruction to make an impact in learning.</p> <p>Part 2: (4 hrs) RTI Reading Experiences Candidates will assist teacher and tutor students based on the reading needs for Response to Intervention (RTI). The reflection for this experience should be a written reflection that describes your RTI experiences and makes connections to the ILA standards, TPGES Domains, KAS, and learning theory.</p> <p>Part 3: (2 hrs) QRI Case Study and Data Analysis Report. The QRI is an assessment tool used to determine a child's reading level and diagnosis of specific reading problems. In this field experience, candidates will collaborate with a public school teacher to choose a struggling reader in grades 2 or above to administer the QRI reading assessment. This assignment will include a plan for implementation the QRI assessment, interpretation of the data results from a series of three assessments, and a plan for next steps for reading proficiency. Please include examples of the PGES Domain 1B.</p> <p>Part 4: (1 hrs) Design and Implementation of a lesson plan focusing on reading skills (i.e., comprehension, fluency, vocabulary) to a whole-group in an elementary or middle school. Source of Evidence Lesson Plan should include clear learning</p>	ED 351 Reading Methodology P-9
20	<p>All candidates will be assigned to a content area teacher and will acquire at least 20 field/clinical hours through the following activities:</p> <p>CO-TEACH: with the teacher through planning and teaching (5 hours). Incorporate a minimum of five strategies in the Allen text.</p> <p>TUTOR: a struggling reader/s <u>in collaboration</u> with a reading specialist or reading interventionist (9 hours)</p> <p>UNIT: collaborate with the content teacher to plan a one-week unit which integrates several content area literacy strategies for reading and writing (5 hours) The unit will integrate national and state standards for content and ELA standards. However, candidates will only teach one lesson out of their created unit to compliment the teacher's objectives.</p> <p>PLC: Attend at least one PLC (1 hour)</p>	ED 359 Content Literacy
10	Candidates will acquire at least 10 hours involved with tutoring a struggling reader and with RTI. They will also develop LDC modules for a unit.	ED 361 Lang Arts Methodology P-9
10	<p>Candidates observe, assist, and/or tutor in an elementary classroom to interact with students through the use of literature. Candidates may engage in read-alouds with whole group/small group or tutor an individual child. Children may also read to the candidate. (5 hours)</p> <p>Candidates participate in the planning of special reading events held in the Beulah Campbell Room, such as the National Jumpstart Early Literacy Program, and/or National Literacy Week Celebrations. (5 hours).</p>	ED 371 Children's Literature P-5
40	Candidates will be placed with a P-12 teacher to first observe and assist, and then plan, teach, and assess a 5-day unit of study. The unit must include a pre-test with analysis of the data, post-test, communication of results to students and reflection of student	ED 390 Assessment & Instructional

	<p>data. Candidates will intentionally observe to gather information on the learners for the context portion of both unit and lesson plans. (20 hours placement)</p> <p>Candidates will work in an after-school program tutoring and/or planning activities. (10 hours)</p> <p>Candidates will observe interim/benchmark testing (MAP & LIVE Scoring) in Oldham County Schools as well as Professional Learning Communities (PLC) analyzing student data. (10 Hours) KTPS 6</p>	<p>Strategies 8-12, P-12</p>
<p>40</p>	<p>Candidates in ED 414 acquire 40 field hours, 20 in each placement, in their two student teaching placements the semester prior to student teaching. The hours will include a variety of following experiences:</p> <ul style="list-style-type: none"> • observing classroom management procedures/rules for creating a positive learning environment • observing to learn more about students for placement(s) • teaching a lesson in each placement (2 total), • working with small groups, • incorporating co-teaching strategies, • interviewing the teacher(s)for expectations • planning for collaboration and/or leadership projects for completion during student teaching • any hours lacked on the EPSB required field experiences checklist <p>(40 Hours) MODULE 4</p>	<p>ED 414 Classroom Management P-5</p>