



Murray State University

Murray, Kentucky 42071

Objectives of Student Teaching

Student teaching is the culminating experience of the teacher education program at Murray State University. The student teacher is placed under the supervision of an experienced public school teacher and a university coordinator. The student teacher should have the opportunity to demonstrate each of the Nine Kentucky New Teacher Standards, Kentucky Personnel Code of Ethics and Murray State University-College of Education Conceptual Framework.

Nine Kentucky New Teacher Standards:

1. Designs/Plans Instruction
2. Creates/Maintains Learning Climates
3. Implements/Manages Instruction
4. Assesses and Communicates Learning Results
5. Reflects/Evaluates Teaching/Learning
6. Collaborates with Colleagues/Parents/Others
7. Engages in Professional Development
8. Knowledge of Content
9. Knowledge of Technology

NOTE: A student teacher should be making acceptable progress in each of the Nine Kentucky New Teacher Standards in order to receive credit for student teaching. Credit in student teaching and completion of all other program requirement allows the student teacher to receive a Statement of Eligibility. The Statement of Eligibility allows the student teacher to seek employment in a Kentucky school and, when employed, to enter the Kentucky Teacher Internship Program (KTIP).

Kentucky School Personnel Code of Ethics

As developed by The Education Professional Standards Board

Educators in the Commonwealth strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach. Kentucky educators believe in the worth and dignity of each human being and in educational opportunities for all. Educators in the Commonwealth strive to uphold the responsibilities of the education profession according to the highest ethical standards. The commitment of all Kentucky educators is symbolized by this code of ethics of the education profession in the Commonwealth. In recognizing the magnitude of our responsibility to learners and to society, we offer this Code of Ethics, which reflects and promotes the aspirations of our profession.

The Students

1. Shall provide students with professional education services in a non-discriminatory manner and in consonance with accepted best practice known to the educator.
2. Shall respect the constitutional rights of all students.
3. Shall not deliberately suppress or distort subject matter for which the educator bears responsibility.
4. Shall take reasonable measures to protect the health, safety, and emotional well being of students.
5. Shall not use professional relationships or authority with students for personal advantage.
6. Shall keep in confidence information about students, which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
7. Shall not knowingly make false or malicious statements about students or colleagues.
8. Shall refrain from subjecting students to embarrassment or disparagement.
9. Shall maintain a professional approach to personal relationships with students.

The Parents

1. Shall make reasonable effort to communicate to parents, information that should be revealed in the interest of the student.
2. Shall endeavor to understand community cultures and diverse home environments of students.
3. Shall distinguish between personal views and the views of the employing educational agency.
4. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others.
5. Shall not use institutional privileges for private gain, for the promotion of political candidates, or partisan political activities.
6. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, nor offer any such to obtain special advantage.

Education Profession

1. Shall exemplify behaviors that maintain the dignity and integrity of the profession.
2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities.
3. Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law.
4. Shall not use coercive means or give special treatment in order to influence professional decisions.
5. Shall apply for, accept, offer, or assign a position of responsibility only on the basis of professional preparation and legal qualifications.
6. Shall not knowingly falsify or misrepresent records of facts relating to his/her own qualifications or those of other professionals.

Murray State University - College of Education Conceptual Framework

The goal of Murray State University's preparation program is to produce candidates who demonstrate the characteristics of a Murray State graduate, the proficiencies delineated by the **New and Experienced Teacher Standards** and the indicators articulated by the learned societies of their disciplines; thereby practicing as **Reflective Decision-Makers**, the **Theme** of our College. The following student **Dispositions** arise from our theme and are the values, commitments, and professional ethics that MSU engenders in its candidates. The Murray State University **undergraduate candidate** will become an educator who is:

1. **Tolerant** – Considers new ideas, alternative possibilities, different perspectives, and people representing a variety of differences without prejudice or bigotry.
2. **Responsible** – Considers consequences and makes decisions in a rational and thoughtful manner for the welfare of others; acts with integrity to pursue an objective with thoroughness and consistency.
3. **Enthusiastic** – Is eager and passionately interested in tasks that relate to beliefs about education.
4. **Caring** – Demonstrates devotion, compassion, and regard for the welfare of others.
5. **Confident** – Exhibits certainty about possessing the ability, judgment, and internal resources needed to succeed as a teacher.
6. **Ethical** – Conforms to accepted professional standards of conduct by making decisions based on standards and principles established by the education profession.

The Murray State University **graduate candidate** sustains the undergraduate dispositions, but with a maturing expertise also embraces the disposition of **leadership** defined as ethical change agent to influence classrooms, schools, districts, communities, and the global society.

The **Knowledge Base** including research, theory, philosophy, and practice is the foundation that informs faculty and guides program goals. The success of the program is determined by program **Outcomes**, **Kentucky Performance Standards** and the use of instructional technology for all certified programs, including **National Program Standards**, so that the contributions of learned societies inform MSU program goals. **Continuous Assessment** connects all elements of the conceptual framework where each program is responsible for utilizing assessment information as a basis for program improvement. The focus of the conceptual framework is to prepare MSU graduates to become reflective decision-makers and to achieve Kentucky Standards:

1. **Design/plan** instruction and learning climates;
2. **Create/maintain** learning climates;
3. **Implement/manage** instruction;
4. **Assess/communicate** learning results;
5. **Reflect/evaluate** teaching and learning;
6. **Collaborate** with colleagues, parents/others;
7. **Engage in professional development**;
8. **Demonstrate knowledge**;
9. **Utilize technology**; and
10. **Provide professional leadership** within school, community and profession.

Guiding the Student Teacher

A good motivational atmosphere should be provided for the student teacher. Almost without exception, the student teacher undertakes his or her assignment with a desire to do his/her best. If student teaching is to be successful, this desire must be maintained or increased. The supervisor must plan carefully the events and activities which the student teacher will experience during the first few days and weeks of his/her stay at the school.

Preparing for the Student Teacher

The supervising teacher is the key individual in making the newly arrived student teacher feel at ease and a part of the school program, as well as influencing the feelings of other staff members toward the student teacher.

The following suggestions are practices that have been found helpful:

1. Inform the students that a student teacher will be arriving and ask for their help in making the student teacher welcome.
2. Take the time to introduce the student teacher to your class. Discuss the advantages of having two teachers working with the class. You might allow some of the students to show the student teacher the building or orient him to the areas/activities of the classroom.
3. Arrange your classroom to provide a desk or workspace for the student teacher, provide additional storage space for the student teacher's coat, books and valuables.
4. Try to have your schedule arranged so that you have a few minutes to chat with your student teacher before the end of the day. You should know in advance the day on which the student is scheduled to arrive so that you can be ready for him or her. A student teacher's enthusiasm is greatly affected if he or she feels expected and wanted.
5. If possible plan some form of school orientation for the student teacher. This may be a formal orientation including a visit with the principal and inclusive of all other student teachers in the building.
6. Make certain that your student teacher's first days are interesting and profitable. **Get them involved the first day!** In addition to classroom observation, other activities might include:
 - a. assisting individuals and small groups in the classroom
 - b. observing other teachers' classrooms
 - c. conferring with school principal, assistant principals, guidance counselor and other administrative staff
 - d. engaging in brief teaching episodes
 - e. preparing bulletin board materials, charts, and other teaching aids and materials

- f. learning about the students in the classroom by reviewing progress records, cumulative folders and other information
 - g. assisting with and observing playground, lunchroom, and hall supervision (It is not recommended that the student teacher be given sole responsibility for such supervision.)
 - h. administering and grading teacher-made and standardized tests
 - i. attending faculty meetings, extracurricular activities, parent teacher organizations and other school sponsored activities
 - j. assisting with club meetings and other extracurricular activities
 - k. planning units and other instructional materials to be used when the student teacher begins teaching
7. During one of the early student-supervisor conferences, discuss the tentative teaching and activity schedule, which the student teacher will likely follow. Give him or her some suggestions as to the topics and units that they will likely be allowed to teach, assist with the planning for these experiences, and set deadlines for the student teacher to turn in lesson and unit plans for your evaluation.
 8. Clarify the student teacher's responsibilities for classroom and school discipline. Classroom and school-wide discipline policies and procedures should be outlined for the student teacher, and the limits of his or her responsibilities should be clearly defined.
 9. Provide a copy of dress code for teachers in your district if available and go over your expectations and those of your school with regard to professional dress.

Getting the Student Teacher Started

The student teacher should generally be inducted into his or her classroom teaching "gently." The student teaching experience will include observation, participation, and teaching. These are not three distinct stages through which the student teacher progresses at a predetermined rate. The total experience involves all three activities woven into a continuous pattern. Observation and participation are important aspects of the early experience pattern, and they should continue to be important parts of the student's schedule throughout the entire student teaching program.

However, **keep in mind that the student teacher gains confidence and skills primarily through actual experience.** With few exceptions, the student teacher should assume responsibility for conducting some activity with the entire class perhaps involving a short period even during the first week and no later than the end of the second week. A common error of supervising teachers, especially in view of the relative brevity of the student teaching experience, is **to allow too much time to elapse** before giving the student teacher some actual classroom responsibilities. An even more serious error is **to leave the classroom and relinquish full classroom responsibility** to the student teacher during the first few days. Allow the student teacher a great deal of time managing the classroom by himself or herself after you have determined the student teacher to have developed the confidence and skills needed to handle the class effectively.

A final note concerns the tendency of students and supervisors to confuse participation with actual classroom teaching. This can result in an inordinately large portion of the student teacher's

time being spent on routines and small group activities. Participation involves assisting individual pupils; working with small groups; helping with routines; keeping records; grading papers; preparing teaching materials; and supervising lunchrooms, hallways, libraries and playgrounds. Teaching involves a much greater degree of responsibility. The student teacher assumes the major responsibility for planning the learning experiences, executing the plans and evaluating the results of the total endeavor.

Planning with the Student Teacher

The student teacher learns the importance and the usefulness of planning learning activities from the supervising teacher. The student teacher will bring with them instruction in planning and knowledge of the importance of planning in learning. However, the student teacher has had little experience. The student teacher will look to you, the supervising teacher, for help in planning for effective teaching. If you have been teaching for several years, you probably do not write out long detailed lesson plans. We strongly urge you to emphasize the importance of detailed lesson plans with your beginning student teacher. Request sufficient detail in the beginning so that he or she will be able to do an effective job of fulfilling his or her instructional objectives. When practical, it is a good idea to involve him or her in your planning, perhaps even have a copy of your plans as you teach. Through this process, he or she will be able to see how you use your plans and how you make changes in those plans when the classroom situation dictates changes.

Student teachers should provide written lesson plans in advance for your review before they are executed in the classroom. Your approval should be clearly expressed before the student teacher attempts to use the plan in the classroom. It is recommended that you initial plans or use some form of written approval or suggestions. Shortcut planning or “off the top of the head” teaching should be strictly discouraged by you. Haphazard planning, done “on the spur of the moment” by the student teacher, may result in a disjointed presentation which would not hold the students’ interest, may lead to a variety of disciplinary problems, and/or result in a disorganized learning experience. The student teacher needs to appear before the students with a carefully developed plan for the day’s work.

Classroom Responsibilities of Student Teacher

1. Student teachers have the same legal status and protection as a certified classroom teacher within the school district and shall be responsible to the administrative staff of the school district and the supervising teacher to whom he/she has been assigned.
2. **Student teachers cannot be used as substitute teachers for the supervising teachers or other teachers in the school.** It is against Murray State University’s regulations for student teachers to be used in this capacity and creates liability issues for the university and the student teachers.
3. Student teachers should not assume sole responsibility for outside of classroom activities (e.g., field trips, debate contests).

4. During the student teaching experience, the student teacher should have the opportunity to work alone in the classroom with pupils. Responsibilities and workload should be increased gradually until the student teacher can function effectively with little actual classroom supervision. The supervising teacher should be in the building and should check on the student teacher throughout the day to make certain all is well. **Again, this does not mean that student teachers may be used as substitute teachers.**

Teaching Load

The student teacher should be phased into the teaching role gradually. Initially the student teacher will become familiar with the school, classroom, and students. As the supervising teacher deems appropriate, the student teacher should assist with teaching and with other teacher functions. **The student teacher should not be allowed to teach any class for which he/she does not have appropriate preparation (i.e., will not be eligible for certification).** By end of first week, the student teacher should assume some teaching responsibilities. Depending upon such factors as student teacher's capabilities, size and nature of classes, and number of preparations, classes should be added to teaching assignment until student teacher will be teaching a full load.

By the end of the student teaching assignment, each student teacher should have prepared both written unit and lesson plans, assumed full responsibility for teaching and evaluating students, and have had the opportunity to work alone with an entire class.

Regular Conference Between Student Teacher and Supervising Teacher

In addition to informal discussions that occur during the school day, the supervising teacher should schedule a weekly conference with the student teacher. The purposes of this weekly conference are to reflect upon the week's events and **to collaborate** in developing the **Weekly Reflection and Professional Growth Plan**. Both the supervising teacher and the student teacher need to sign and date the form. The completed form should be mailed or faxed to the University Coordinator. The student teacher should keep a copy in his or her student teaching notebook. This meeting can also provide an opportunity to plan for the following week. Conferences provide opportunities for the supervising teacher and the student teacher to:

1. Discuss plans for observing the supervising teacher and other teachers in the school;
2. Develop strategies for effective classroom management;
3. Discuss and plan appropriate pupil assessment; and
4. Assist the student teacher in learning about professional organizations, journals, societies, and other professional growth activities.

Both the supervising teacher and the student teacher need to sign and date the **Weekly Reflection and Professional Growth Plan**. The student teacher should mail or fax the form to the university coordinator.

Dress and Appearance

The student teacher shall maintain standards of dress and appearance that conform to the policies and practices of the local school, district and Murray State University.

Observations of Other Teachers During Student Teaching

The supervising teacher will arrange for the student teacher to observe other teachers, usually within the assigned school. During each 7 or 8 week student teaching assignment, student teachers shall make three (3) observations of teachers other than the supervising teacher(s). If student teachers are placed with one supervising teacher for 14 or 16 weeks, 3 observations should be completed during the first half and 3 observations during the second half. The total of 6 observations should be distributed throughout the student teaching experience. Each observation is to be summarized in writing and placed in Student Teacher Eligibility Portfolio.

Student Teaching Seminars

Student teachers are **required** to attend and participate in student teaching seminars scheduled by the Coordinator of Student Teaching. Seminars are held on the Murray State main campus. These seminars are designed to deal with situations and problems likely to be experienced during student teaching and with professional issues during and immediately following student teaching. **Students who are unable to attend should notify the Coordinator of Student Teaching.** Seminar days also count as a day of student teaching. Student teachers who are absent from seminar will need to add a day at the end of their student teaching assignment(s) to make up the missed day. They will also be given a make up assignment that must be completed and turned in to the Coordinator of Student Teaching for review. Excessive absences may result in loss of credit for the Student Teaching Seminar class.

Absences During Student Teaching

No unexcused absences or “cuts” are allowed in student teaching. Absences from assignment may be considered excused by the supervising teacher or principal for reasons of personal illness, death, or emergency in the family, or for professional meetings that a regular teacher would normally be excused to attend. Students who are unable to attend should notify their supervising teacher, principal, university coordinator and Coordinator of Student Teaching immediately. If the student teacher has only one excused absence, he or she does not have to make up the missed day. Any other absences need to be made up by adding days at the end of the student teaching assignment. It is preferred that student teachers who have two different teaching assignments need to make up days missed at the end of the 7/8 weeks in which the absences occurred. Excessive absences may result in loss of credit for student teaching. The Coordinator of Student Teaching will make the final decision regarding the necessity of make-up dates and whether loss of credit for student teaching is merited.

Other Information Regarding Attendance

Student teachers are required to follow the schedule of the teachers in the schools. They must arrive at the time teachers are required to be at school, stay the full day (even if their planning periods are at the end of the day) and should not leave the school until the full-time teachers are allowed to go. They should attend faculty meetings, team meetings and professional development days if allowed. Student teachers are also strongly encouraged to attend some extracurricular activities when possible.

Assignment Dates

Assignment dates for student teachers are subject to change due to inclement weather or other unforeseen circumstances that may lead to school closings. If deemed necessary, the Coordinator of Student Teaching and the appropriate officials of the College of Education will make the decision as to whether assignment dates will be altered. Regardless of assignment dates, the student teaching semester does not officially end until the last day of the final examination week.

Evaluation of Student Teaching Experience

Student teachers will evaluate university coordinators by completing the “Student Teacher Feedback of University Coordinator” form. At end of the student teaching semester, student teachers will evaluate the experience, university coordinator(s), and supervising teacher(s). Completion of the forms will occur at the final seminar meeting and they will be returned to Teacher Education Services. The evaluations will be maintained and used for program improvement.

Pass or Fail Nature of Student Teaching

To encourage open, frank, and tactful communication between supervisors and student teachers, the university has adopted a policy of awarding grades for student teaching on a PASS/FAIL basis. **Problem areas should be identified as soon as student begins experiencing difficulties.**

When Problems Occur in Student Teaching

The supervising teacher should immediately notify the university coordinator and MSU Coordinator of Student Teaching whenever the student teacher is in position of possibly receiving a failing grade. Every effort should be made to detect problem areas as early as possible in order to give recommendations for improvement or remediation. A Remediation Plan addressing major problem area(s) will be cooperatively developed by the student teacher, supervising teacher(s) and university coordinator(s). The team will revisit and revise the Remediation Plan as needed. A copy of the Remediation Plan will be sent to the Coordinator of Student Teaching.

Evaluation of the Student Teacher

Student teachers will have two completed evaluations by supervising teachers at the end of their student teaching semester. Each supervising teacher will complete an evaluation when the student teacher has finished his or her 7 or 8 weeks assignment. Student teachers who remain with the same supervising teacher for an entire 14 or 16 weeks assignment should be evaluated after the first 7 or 8 weeks and then a final evaluation will be completed at the end of the student teaching experience. The supervising teachers and student teachers are encouraged to work together in completing this evaluation. Evaluations should be immediately forwarded to Teacher Education Services.

Each evaluation should point out major strengths and weaknesses and provide, in general, an appraisal of student's potential for success in student teaching. **If difficulties are serious enough to jeopardize student's chances for receiving passing grade, this fact should be made clear at time of the evaluation.**

The university coordinator, supervising teacher, and student teacher are encouraged continuously to assess the student teacher's instructional capabilities. One major assessment will be systematic observation and feedback provided to the student teacher by the university coordinator(s). At each observation, the university coordinator will provide written feedback about the student teacher's progress in performance areas of the Kentucky Teacher Internship Program and the Kentucky New Teacher Standards. This written feedback should be used in making final judgment about the student's success as a student teacher.

Furthermore, materials assembled by the student teacher will be assessed. The Student Teaching Eligibility Portfolio will document the student's mastery of Kentucky New Teacher Standards and will be produced both electronically and on paper. The university coordinator will complete one Final Evaluation Form for each assigned student teacher.

Final grade for the student teacher is based on recommendations of supervising teacher(s) and university coordinator and successful completion of the student teaching assignments and the Student Teaching Eligibility Portfolio. In situations where there is disagreement between the university coordinator and supervising teacher concerning evaluation of student teacher, the Coordinator of Student Teaching should be requested to serve in a mediating role. Assignment of the grade is the responsibility of the Coordinator of Student Teaching and Director of Teacher Education Services.

Feedback to Student Teachers

Student teachers shall receive continuous verbal feedback from the supervising teacher and university coordinator. In addition to this feedback, students shall receive a copy of the university coordinator's Student Teacher Performance Record and a copy of the Student Teaching Checklist for University Coordinator for each visit. The student teacher will receive a copy of formal evaluations from the supervising teacher and university coordinator. Signatures of evaluators and student teachers are required on all forms. Supervising teachers and university coordinators should make certain that students get a copy of their evaluations.

Regular Reporting by University Coordinators

University coordinators are expected to complete the **Student Teacher Performance Record** when visiting their student teacher. This report is to be shared directly with the student teacher, and the original is given to Teacher Education Services immediately upon returning to campus. These evaluation reports are used as primary documentation of timely visits made to student teachers by university personnel. The **Student Teaching Checklist for University Coordinator** should also be completed at each visit and turned in at the end of the semester. The Coordinator of Student Teaching will make available to university coordinators a sample timeline to be followed in making student teacher visits. As a general rule, student teachers should be visited a minimum of four times. Two visits should be made during the first 7/8 weeks and two visits should be made during the second 7/8 weeks.

Final Reports for Supervising Teachers and University Coordinators Due Immediately

It is critical that supervising teachers and university coordinators return their final evaluations to the Coordinator of Student Teaching immediately following the student teachers' completion of their student teaching assignments. Delays can create graduation and certification issues for student teachers. University coordinators and supervising teachers cannot be paid until all required paperwork is given to the student teaching component of Teacher Education Services.

Use of Student Teacher Final Evaluations for Placement Purposes

The original of the university coordinator's final evaluation should be returned to Teacher Education Services. It becomes part of the student's permanent record. The original evaluations completed by supervising teachers will also be part of student's permanent record. It is recommended that student teachers keep copies of all evaluations and any letters of reference for their files since perspective employers may wish to review these documents. Student Teachers are also encouraged to contact Murray State University's Career Services and utilize their resources and services. (<http://www.murraystate.edu/careerservices>)

Roles and Responsibilities

Director of Teacher Education Services (TES)

The Director of TES coordinates the entire field based components of the teacher education program including pre-student teaching and student teaching components. The director serves as the liaison for coordinating various admissions to teacher education committees, and maintains records and files of student's progress from admission to teacher education through admission to student teaching. The director coordinates the student's application for final Kentucky certification in cooperation with MSU Registrar.

Coordinator of Student Teaching

The Coordinator of Student Teaching is responsible for ensuring that the goals of the student teaching program are articulated and achieved. The coordinator assures that candidates have been fully admitted to student teaching, arranges for appropriate student teaching experiences under direction of a master teacher in a cooperating school, and maintains records of the student's progress and completion of experience. The coordinator provides records of student teaching experiences to Director of Teacher Education Services and to MSU Placement (when appropriate).

The Coordinator of Student Teaching regularly confers with university coordinators, superintendents, supervising teachers, principals, student teachers, and other appropriate faculty members. Final authority of any individual case in student teaching rests with the Director of Teacher Education Services in consultation with the Coordinator of the Student Teaching.

University Coordinator

The coordinator assists the student teacher in understanding expectations of a beginning teacher in Kentucky as a teaching intern during the first year of teaching. Feedback from observations made by university coordinator will be provided for the standards that will be observed and evaluated during teaching internship year. The university coordinator works closely with the student teacher, supervising teacher, principal, and Coordinator of Student Teaching in order to make sure that the student teacher gets the very best teaching experience. The university coordinator observes the performance of student teacher for purpose of assisting and providing helpful feedback. The university coordinator confers with student teacher, supervising teacher, principal, and Coordinator of Student Teaching relative to progress and/or problems of the student teacher. The university coordinator assists and counsels with supervising teacher in evaluating progress of the student and reviews and makes appropriate suggestions related to the final evaluation and recommendation of the supervising teacher. The university coordinator files with Teacher Education Services the original of the **Student Teaching Performance Record** provided to the student teacher at each visit, files the original of the **Student Teaching Checklist for University Coordinator** and the **Final Evaluation** on the student teacher at the conclusion of the experience.

The university coordinator has the major responsibility for reading and grading the Student Teaching Eligibility Portfolio of each student teacher assigned to coordinator.

It is expected that all university coordinators have been fully trained and certified in Kentucky Teacher Internship Program, including completion of most recent internship update, where applicable. University coordinators are expected to take primary role in helping the student teacher to understand the relationship between the undergraduate teacher education program and Kentucky Teacher Internship Program. University coordinators provide feedback to student teachers using the language, evaluation criteria, and performance measurement instrumentation taken from Kentucky New Teacher Standards. Confidentiality should be maintained at all times.

Student Teacher

The student teaching experience is generally regarded as the single most important experience in teacher education program. This experience provides the opportunity to successfully transition from college student to beginning teacher.

Student teachers will furnish transportation to and from teaching assignments. Student teachers should meet with their university coordinators during the student teaching seminar. They must successfully complete all student teaching assignments including the LiveText Eligibility Portfolio.

Student teachers must become familiar with policies and procedures, classroom, curriculum, equipment, and schedules of their assigned school. Student teachers are expected to be punctual in attendance and in carrying out assigned responsibilities. They must complete the appropriate number of days in the classroom. Student teachers are to uphold continually the Kentucky School Personnel Code of Ethics. Student teachers shall maintain standards of dress and appearance that conform to the policies and practices of the local school, district and Murray State University. Confidentiality should be maintained at all times.

Supervising Teacher

We now have new guidelines from the state regarding Cooperating Teacher (Supervising Teacher) Eligibility Requirements. Please read carefully. Changes in guidelines are in bold letters.

Cooperating Teacher Eligibility Requirements:

The cooperating teacher shall have:

- (a) A valid Kentucky teaching certificate for each grade and subject taught;
- (b) Attained Rank II certification;
- (c) At least three (3) years of teaching experience on a Professional certificate; and**
- (d) Taught in the present school system at least one (1) year immediately prior to being assigned a student teacher.
- (2) If a cooperating teacher has not attained Rank II certification, the teacher shall have attained a minimum of fifteen (15) hours of approved credit toward a Rank II within a minimum of five (5) years.**
- (3) Teachers assigned to a teaching position on the basis of probationary or emergency certificate issued by the Educational Professional Standards Board shall not be eligible for serving as a cooperating teacher.

We prefer that the supervising teacher has completed a class in Supervision of Student Teachers and/or received training to be a KTIP resource teacher.

The supervising teacher works closely with the student teacher in observing, assisting, planning, teaching, and sharing duties, experience, and techniques. The success of student teaching program depends largely upon understanding and dedication of supervising teacher.

Supervising teachers have been selected because they have necessary personal characteristics, professional skills, knowledge, and expertise and because they like and respect teaching. The supervising teacher's first responsibility is to the class, but obligations also extend to assisting and guiding prospective teachers. The supervising teacher should become familiar with university policies and procedures regarding the student teaching program and prepare pupils and other teachers for the arrival of the student teacher.

It is supervising teacher's responsibility to work with the principal and other teachers in arranging observations for the student teacher. Supervising teachers should provide student teachers with a work area, plan cooperatively with the student teacher, and provide honest and continuous evaluation of progress.

Supervising teachers should not give student teachers routine jobs just to keep them busy but should provide opportunities to begin teaching gradually, assuming added responsibilities as readiness is displayed. Supervising teachers should require a projected plan of the subject matter to be covered and should offer praise as well as criticism to the student teacher.

Principal

The principal assists the student teacher in becoming an integral part of the school community. The principal's assistance makes it possible for the student teacher and supervising teacher to participate jointly in many worthwhile activities and give the student teacher opportunities for related professional experiences.

The principal should notify the Coordinator of Student Teaching if difficulties arise with respect to either the student teacher or the student teaching assignment.

Student Teaching Eligibility Portfolio

Student teachers are required to present a final version of an eligibility portfolio. **Each student must create the eligibility portfolio in LiveText** and submit it for review to the university coordinator and eventually a second reader. Instructions for how to submit the portfolio for review in LiveText will be included in this section and on the Web. Student teaching assignments must be completed and reviewed by the university coordinator throughout the student teaching semester.

Important Note: Due to confidentiality and identity theft issues, Social Security numbers must not be included in any portion of the eligibility portfolio.

Eligibility Portfolio

The eligibility portfolio must consist of the following:

1. Demographic information:
 Name
 E-mail address
 Major
 Student teaching site(s)
 Date/year submitted
 (Other contact information should be included in Professional Resume.)
2. Professional resume (Personal information such as address and phone number may be omitted.)
3. A signed affidavit/release form signed electronically in LiveText.
4. An artifact for each of the nine teacher standards.
 The university coordinator who will score the portfolio should review and approve choices. *See guide sheets for selecting portfolio artifacts.*
5. A reflective statement for each of the artifacts. The university coordinator should review and approve. *See guide sheets for writing effective reflections.*

Student Teaching Assignments

The completed student teaching assignments shall be housed in the ***Guidelines for Student Teaching and the Eligibility Portfolio*** notebook using the sections as noted. The student teacher shall have the notebook at the school on the day of each observation visit, available for the university coordinator's review. The university coordinator (UC) shall grade the assignments and document the findings on the **Student Teaching Checklist for the University Coordinator**. The Coordinator of Student Teaching will receive the original of the checklist at the end of the semester to verify successful completion of all student teaching assignments.

Section 8 Weekly Reflection and Professional Growth Plans

Section 9 Copies of Student Teaching Checklist for University Coordinator (UC keeps the original)

Section 10 The four observation lesson plans in KTIP format and copies of the four Student Teacher Performance Records completed during the observation visits. (UC keeps the original)

Section 11 Six observations of teachers other than the supervising teacher(s). One of the forms in the notebook should be used when making observations. A reflection of the observation should be typed and attached to the completed observation form.

Section 12 Student study: Because of the sensitive nature of the information, the child should not be referred to by name in the study and all notes should be kept in a private location until it is complete. Once finalized, and approved, it should be placed in

the notebook. **The outline for the student study found in Section 5 must be followed when completing the study and includes guidelines regarding how to identify the child.** (Note: this item may be used as a portfolio artifact addressing **either** NTS 5 or NTS 6.)

Guidelines for LiveText Eligibility Portfolio

During the orientation week of the Student Teaching Seminar, COE staff will provide further training on the LiveText eligibility portfolio. Guidelines for creating your portfolio help sheets and other important information will be posted on the Web. The URL's are as follows:

<http://coekate.murraystate.edu/livetext>

http://coekate.murraystate.edu/professors/patmor/msu_livetext_helpsheets.htm

If you need further technical assistance regarding LiveText, contact Dr. George Patmor, the LiveText Coordinator, via e-mail. His address is as follows:

george.patmor@coe.murraystate.edu

If photographs of students from the school site are used in the portfolio, you must obtain release forms from the school district. You are responsible for checking with the district about the proper forms or procedures to use.

Portfolio Process (Role of the University Coordinator and the Supervising Teacher)

Developing an eligibility portfolio involves selecting appropriate artifacts to demonstrate attainment of the professional skills and dispositions represented in the New Teacher Standards. The eligibility portfolio also requires a reflective statement for each standard. Student teachers should study the guidelines and must share their artifacts and reflections with the university coordinator who will score the portfolio. **It is the responsibility of the university coordinators to review portfolios and to provide feedback to their assigned student teachers throughout the semester.** Specific questions will be answered and university coordinators will provide guidance. Supervising teachers should be supportive in terms of allowing student teachers to complete their portfolios, but work on the eligibility portfolios should be done chiefly outside the classroom setting so student teachers can focus on the other components of the student teaching experience. The university coordinator and a second university faculty member will double score each portfolio when the final version is submitted on the due date for that particular semester.