



# Murray State University

## Murray, Kentucky 42071

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Student teaching is rated by teacher education students as the most important and significant experience in their undergraduate experience. Your supervision is vital to that important experience. Therefore, Teacher Education Services recruits university coordinators who have public school experience, skills in supervising student teachers, and successful professional careers.

### **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 which 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 which 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 **Aim** 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 candidate will become an educator who is:

- a facilitator who develops students' abilities to think, solve problems, communicate and collaborate with others.
- a learner-centered practitioner who creates nurturing learning climates, respects diverse learners' perspectives and enables students to develop as self-sufficient individuals.
- a reflective decision-maker who designs instruction to enhance students' self-actualizing behaviors.
- a lifelong learner who continuously evaluates his/her professional performance and engages in continuous professional development.
- an action researcher who continuously assesses students' performance, communicates results to students and others, and uses the findings to improve the teaching/learning process.
- a leader and change agent who collaborates with all constituencies to enhance the authentic educational experience of all learners.

The **Knowledge Base** is the foundation of our program with the research, theory, philosophy, and practice 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 charged to develop a plan to document program milestones and to utilize assessment information to provide 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.

## State Examinations

Based on the results of a Kentucky validation study convened last November, the EPSB at its May 14, 2001 meeting approved the use of ETS's Principles of Learning and Teaching (PLT) test series for all new beginning teachers. The PLT test format includes both multiple choice questions and short constructed responses to measure the general pedagogical knowledge of teaching candidates at three grade levels: K-6, 5-9, and 7-12. The PLT will be required for all teacher candidates who make application for a Kentucky certificate after January 1, 2002. There will be no cut score set until January 1, 2003, thereby providing a year during which teacher educators may review the tests and data to determine an appropriate cut score.

<b>Certification PLT Level</b>	<b>Test Code</b>	<b>Test Name</b>
All Elementary	30522	Principles of Learning & Teaching: Grade K-6
All Middle Grades	30523	Principles of Learning & Teaching: Grade 5-9
All Secondary	30524	Principles of Learning & Teaching: Grade 7-12
All K-12, Select one	30522	Principles of Learning & Teaching: Grade K-6, or
	30523	Principles of Learning & Teaching: Grade K5-9, or
	30524	Principles of Learning & Teaching: Grade 7-12

Information about **PRAXIS II** is available in TES office. It is recommended that these tests be completed prior to beginning student teaching, although scores are required only for certification, after student teaching has been completed. All students who wish to be certified in Kentucky must pass the appropriate specialty exam(s) of PRAXIS II. See the following table for Test Codes and Passing Scores.

**Kentucky**  
**Passing Scores for Praxis—Effective January 2000**

<b>Certification Area</b>	<b>Test Code</b>	<b>Test Name</b>	<b>Passing Scores</b>
Elementary Education (P-5)	0011	Elementary Education: Curriculum, Instruction, etc.	163
Middle School Education (5-8)			
▪ English	0049	Middle School English	153
▪ Mathematics	0069	Middle School Mathematics	143
▪ Social Studies	0089	Middle School Social Studies	144
▪ Science	0439	Middle School Science	139
Special Education (P-12)			
▪ Communication Disorders	0352	Application of Core Principles Across Categories of Disabilities	146
	0330	Speech Language Pathology	600
▪ Learning Behavior Disorder	0371	Teaching Students with Behavioral/Emotional Disorders	157
	0352	Application of Core Principles Across Categories of Disabilities	146
▪ Moderate Severe Disabilities	0352	Application of Core Principles Across Categories of Disabilities	146
	0321	Teaching Students with Mental Retardation	146
<b>ALL GRADES</b>			
Art	0131	Art Making	154
	0133	Art: Content Knowledge	154
French	0171	French: Productive Language	167
	0173	French: Content Knowledge	159
German	0181	German: Productive Language	157
Health	0550	Health Education	623
Music	0111	Music: Concepts and Processes	146
	0113	Music: Content Knowledge	150
Physical Education	0091	Physical Education: Content Knowledge	147
	0092	Physical Education: Movement, Forms, etc.	151
School Media Librarian	0310	Library Media Specialist	
Spanish	0191	Spanish: Content Knowledge	160
	0192	Spanish: Productive Language	158
TESOL	0360	Teaching English as a Second Language	620
<b>GRADES 5-12</b>			
Agriculture	0700	Agriculture	
Business and Marketing	0100	Business Education	584
Home Economics	0120	Home Economics	570
Technology Education	0050	Technology Education	600
<b>SECONDARY</b>			
Biology	0231	Biology: Content Knowledge, Part 1	156
	0233	Biology: Content Essays	141
Chemistry	0432	General Science: Content Knowledge, Part 2	146
	0241	Chemistry: Content Knowledge	138
English (Dramatics, Journalism, Speech)	0041	English Language: Content Knowledge	160
	0042	English Language: Literature Essays	154
History (Economics, Geography, Political Science, Social Studies, Sociology, Psychology)	0081	Social Studies: Content Knowledge	151
	0083	Social Studies: Interpret Materials	155
Mathematics	0061	Mathematics: Content Knowledge	125
	0063	Math, Proofs, Models and Problems, Part I	141
Physical Science	0432 and	General Science: Content Knowledge, Part 2	146
	0241	Chemistry: Content Knowledge	138
	or 0261	Physics: Content Knowledge	114
Physics	0432	General Science: Content Knowledge, Part 2	146
	0261	Physics: Content Knowledge	114

## **Classroom Responsibilities of Student Teacher**

1. Student teachers have the same legal status as a certified classroom teacher.
2. Student teachers may not be used as substitute 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 or no actual classroom supervision.

## **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. 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.

## **Dress and Appearance**

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

## **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 student teaching assignment or each seven/eight week period, student teachers shall make three (03) observations of teachers other than the supervising teacher(s). These observations should be distributed throughout the student teaching experience. Each observation is to be summarized in writing and placed in the Eligibility Portfolio.

## **Student Teaching Seminars**

Student teachers are **required** to attend and participate in student teaching seminars scheduled by Coordinator of Student Teaching. Seminars are usually held on the Murray State campus. These seminars are designed to deal with problems likely to be experienced during student teaching and with professional issues during and immediately following student teaching.

## **Absences During Student Teaching**

No unexcused absences or “cuts” are allowed in student teaching. Absences from assignment may be 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 at earliest possible time. Student teacher may be required to make-up absences by extending student teaching beyond the scheduled time. Excessive absences may result in loss of credit for student teaching.

## **Evaluation of Student Teaching Experience**

Student teachers will evaluate university coordinators by completing "Student Teacher Feedback Inventory of University Coordinators". At end of the student teaching semester, student teachers will evaluate the experience, university coordinator(s) and supervising teacher(s). These evaluations 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 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 M.S.U. 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 Teacher Education Services.

MURRAY STATE UNIVERSITY

Remediation PLAN for WEEK of \_\_\_\_\_

Goal for Remediation Plan

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ACTION PLAN

Strategy or Activity Required for Attainment of Goal	Resources Needed to Complete Strategy	Date Completed

REFLECTION

<b>Briefly reflect on the progress made toward meeting the goal(s) for your Remediation Plan. Include the successes you have had as well as any extensions you need to make to reach the goal.</b>

\_\_\_\_\_  
Supervising Teacher    Date

\_\_\_\_\_  
University Coordinator    Date

\_\_\_\_\_  
Student Teacher    Date

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## **Evaluation of the Student Teacher**

An evaluation form should be completed and forwarded to Teacher Education Services when the student has completed approximately seven (7) weeks of student teaching. Student teachers and supervising teachers are encouraged to work together in completing this evaluation.

This 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 this evaluation.**

The university coordinator, supervising teacher, and student teacher are encouraged to continuously 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 each performance area of the Kentucky Teacher Internship Program. This written feedback should be used in making final judgement about the student's success as a student teacher.

Furthermore, materials assembled by the student teacher will be assessed. The 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 student teacher is based on recommendations of supervising teacher(s) and university coordinator and successful completion of the 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 mediating role. Assignment of the grade is the responsibility of the Coordinator of Student Teaching and Director of Teacher Education Services.

M U R R A Y S T A T E U N I V E R S I T Y

**Evaluation of Student Teacher**

(Complete after each 7/8 week period of Student Teaching)

Student Teacher \_\_\_\_\_ Date \_\_\_\_\_

Social Security Number \_\_\_\_\_ District \_\_\_\_\_

School \_\_\_\_\_ Grade Level/Subject \_\_\_\_\_

		Satisfactory Performance	Making Progress	Not Making Progress	Not Observed
1	Knowledge of content and subject matter				
2	Classroom and instructional planning				
3	Use of a variety of effective teaching strategies				
4	Designs instruction to teach thinking and problem-solving skills				
5	Asks effective instructional questions/promoting classroom discussion				
6	Uses instructional multimedia and technology				
7	Uses effective student motivation strategies				
8	Designs instruction to achieve Kentucky's Learning Goals and Academic Expectations and Core Content				
9	Communicates high expectations to all students				
10	Works with students of diverse ability levels				
11	Works with students of diverse ethnicity and race				
12	Works with students with exceptionalities				
13	Writes instructional objectives to meet diverse student needs				
14	Uses methods of respectful classroom discipline				
15	Grades and reports student results				
16	Uses a variety of assessments including portfolios, open-ended response and performance tasks				
17	Uses student assessment information and program data to meet instructional objectives				
18	Understands role as a teacher in the				

	assessment process				
19	Has good classroom management and organizational skills				
20	Knows about contemporary professional issues and trends				
21	Understands the role, function, and sociological context of public schools				
22	Understands the legal aspects of public schools				
23	Has an understanding of ethical and professional behavior as described in the Kentucky School Personnel Code of Ethics				
24	Makes classroom decisions and solves problems as a reflective decision maker				
25	Reflects on teaching and plans ways to improve effectiveness				
26	Relationships with parents				
27	Relationships with supervisors				
28	Relationships with other teachers				
29	Appearance and grooming				
30	Voice				
31	Oral and written usage of English				
32	Initiative				
33	Leadership				
34	Adaptability				
35	Punctuality				
36	Accepts responsibility				

Based upon this appraisal, I could recommend this student teacher pass student teaching at this time.  
 yes  no

Comments:

\_\_\_\_\_  
 Supervising Teacher

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Student Teacher

\_\_\_\_\_  
 Date

Signature indicates the evaluation has been read and discussed.

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 Revised 06/28/01)*

**Final Evaluation of Student Teacher**

Student Teacher \_\_\_\_\_ Date \_\_\_\_\_

Social Security Number \_\_\_\_\_ District \_\_\_\_\_

School \_\_\_\_\_ Grade Level/Subject \_\_\_\_\_

		Satisfactory Performance	Making Progress	Not Making Progress	Not Observed
1	Knowledge of content and subject matter				
2	Classroom and instructional planning				
3	Use of a variety of effective teaching strategies				
4	Designs instruction to teach thinking and problem-solving skills				
5	Asks effective instructional questions/promoting classroom discussion				
6	Uses instructional multimedia and technology				
7	Uses effective student motivation strategies				
8	Designs instruction to achieve Kentucky's Learning Goals and Academic Expectations and Core Content				
9	Communicates high expectations to all students				
10	Works with students of diverse ability levels				
11	Works with students of diverse ethnicity and race				
12	Works with students with exceptionalities				
13	Writes instructional objectives to meet diverse student needs				
14	Uses methods of respectful classroom discipline				
15	Grades and reports student results				
16	Uses a variety of assessments including portfolios, open-ended response and performance tasks				
17	Uses student assessment information and program data to meet instructional objectives				
18	Understands role as a teacher in the assessment process				

		Satisfactory Performance	Making Progress	Not Making Progress	Not Observed
19	Has good classroom management and organizational skills				
20	Knows about contemporary professional issues and trends				
21	Understands the role, function, and sociological context of public schools				
22	Understands the legal aspects of public schools				
23	Has an understanding of ethical and professional behavior as described in the Kentucky School Personnel Code of Ethics				
24	Makes classroom decisions and solving problems as a reflective decision maker				
25	Reflects on teaching and plans ways to improve effectiveness				
26	Relationships with parents				
27	Relationships with supervisors				
28	Relationships with other teachers				
29	Appearance and grooming				
30	Voice				
31	Oral and written usage of English				
32	Initiative				
33	Leadership				
34	Adaptability				
35	Punctuality				
36	Accepts responsibility				

Based upon this appraisal, I would recommend this student teacher pass student teaching at this time.

yes  no

Comments:

\_\_\_\_\_  
University Coordinator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Teacher

\_\_\_\_\_  
Date

Signature indicates the evaluation has been read and discussed.

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Revised 06/28/01*

## **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 for each visit. The student teacher will receive a copy of formal evaluations from the supervising teacher and university coordinator.

## **Regular Reporting By University Coordinators**

University coordinators are expected to complete a written report (*Student Teacher Performance Record*) while visiting their student teacher. This report is to be shared directly with the student teacher, and a copy provided 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 Coordinator of Student Teaching will make available to university coordinators a sample timeline to be followed in making student teacher visits. As general rule, student teachers should be visited a minimum of four times. Where there is split placement, four visits should be split equally between placements.

## **Use of Student Teacher Final Evaluation for Placement Purposes**

The university coordinator's final evaluation should be returned to Teacher Education Services. It becomes part of student's permanent record. Students may elect to have copy of their student teaching final evaluation sent to Murray State University Placement Service for inclusion in their official M.S.U. placement file.

## **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 M.S.U. 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 M.S.U. 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 teaching intern during the first year of teaching. Feedback from observations made by university coordinator will be provided for each of 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 a copy of the Student Teaching Performance Record provided to the student teacher at each visit and files the final evaluation on the student teacher at conclusion of the experience.

The university coordinator has major responsibility for reading and grading 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**

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.

Student teachers are expected to 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. Student teachers are expected to continually uphold 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 and district. Confidentiality should be maintained at all times.

### **Supervising 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 student teaching assignment.

### **Training for University Coordinators**

The Coordinator of Student Teaching will regularly assemble university coordinators to review procedures and discuss issues related to effective coordination. University Coordinators are expected to attend these meetings.

## **Travel**

University vehicles should be used for university travel when available and feasible. Vehicles should be reserved with the motor pool by calling 4770.

Once a university vehicle is reserved, and the trip has to be cancelled for any reason, there is **\$25 penalty** if the cancellation is not made at least one hour prior to the time the vehicle was supposed to be picked up.

If a personal vehicle is used, mileage reimbursement will be figured from campus (not the employee's home) unless it is a shorter distance from the employee's home (see an example for completing this form).

Pay careful attention to the travel times status in order to be reimbursed for meals. You must be in travel status from 7:00 to 9:00 AM to be reimbursed for breakfast; from 11:00 am to 1:00 PM to be reimbursed for lunch; and from 5:00 to 7:00 PM to be reimbursed for dinner.

Reimbursement will not be made for overnight hotel or motel accommodations without prior approval from the Director of Teacher Education Services.

Use travel vouchers to request reimbursement for meals and mileage (personal vehicle) or meals only (university vehicle). Vouchers must be submitted no later than two weeks after the travel is completed. If traveling within Kentucky frequently, one travel voucher may be used and filed on a monthly basis.

Please indicate on the yellow copy of your Vehicle Use Authorization form whether you were traveling for Student Teaching or for Field Programs when you give the yellow copy to TES.

<b>Mileage List</b>
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<b>Bardwell</b>	<b>50</b>	<b>Calvert City</b>	<b>31</b>
<b>Central City</b>	<b>104</b>	<b>Dawson Springs</b>	<b>68</b>
<b>Eddyville</b>	<b>50</b>	<b>Fort Campbell</b>	<b>68</b>
<b>Fulton</b>	<b>34</b>	<b>Henderson</b>	<b>131</b>
<b>Hopkinsville</b>	<b>55</b>	<b>Louisville</b>	<b>225</b>
<b>Madisonville</b>	<b>96</b>	<b>Mayfield</b>	<b>22</b>
<b>Owensboro</b>	<b>145</b>	<b>Paducah</b>	<b>51</b>
<b>Princeton</b>	<b>56</b>	<b>Reidland</b>	<b>37</b>

## Student Teaching Eligibility Portfolio

Each student teacher is required to present a final version of an eligibility portfolio and supporting materials to faculty during the student teaching semester. The portfolio should be available at the school site where it may be reviewed and discussed during each visit. The portfolio should be organized in a three-ringed notebook, with the New Teacher Standards (NTS) and other sections of the notebook clearly tabbed and labeled. The demographic information requirements below should be on the front cover of the notebook and the CD. The notebook will consist of the following:

### Section A: Eligibility Portfolio

1. Demographic information:
  - Name
  - Address
  - Phone number (where student teacher may be reached if the portfolio needs revision)
  - E-mail address
  - Major
  - Student teaching site(s)
  - Date/year submitted
2. Table of Contents
3. Professional resume
4. An artifact for each of the nine teacher standards.  
A single artifact may be used for more than one standard. The university coordinator who will score the portfolio should review this. *See guide sheets for selecting portfolio artifacts.*
5. A reflective statement for each of the artifacts.  
*See guide sheets for writing effective reflections.*
6. A signed affidavit. *Form is provided.*
7. Release form. *Form is provided.*

### Section B: Student Teaching Support Material

8. Student teaching checklist. *Form is provided.*
9. The four observation lesson plans in KTIP format  
(Note: These observation lesson plans may be used as portfolio artifacts addressing one or more of the NTS. *Form found in section 2.*)
10. Six observations of other teachers. *Student may select from forms provided.*
11. Student study: Because of the sensitive nature of the information, a fictitious name should be used and the study should be kept in a private location other than the portfolio. The outline for the student study found in this section should be used in completing the study. (Note: This item may be used as a portfolio artifact addressing one of the NTS.)

**Each student must submit both an electronic and paper version of the eligibility portfolio.**

Specific questions will be answered and the university coordinator will provide guidance. The university coordinator and a second university faculty member will double score each portfolio.

Suggestions for the electronic submission:

- Make the eligibility portfolio easy to access for the scorer by providing an obvious start-up file.
- Provide links between pages and to the table of contents.
- Ask yourself, “Is this in a format that is visually easy to read?”
- Print your name, all demographic information and file access information on all materials.
- 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**

Developing an eligibility portfolio involves selecting appropriate artifacts to demonstrate attainment of the professional skills and dispositions represented in the New Teacher Standards. Guidelines to help the student teacher select artifacts follow, but the student teacher should review these selections with the university coordinator who will score the portfolio. The Eligibility Portfolio also requires a reflective statement for each standard. Guidelines for writing good portfolio reflections will also follow.

## **Becoming a Reflective Decision-Maker: Writing Good Portfolio Reflections**

### **The Purpose of the Reflection**

Your reflection on each artifact for each New Teacher Standard is your chance to share your knowledge, dispositions and thinking with the reviewers who will score your portfolio. It demonstrates your ability to share your thinking about important teaching and learning issues. It is your chance to explain to the reviewer what the artifacts are and to give sufficient detail concerning why and how this artifact demonstrates your competencies related to each of the standards.

### **A Suggested Structure of the Reflection**

- A. Begin by telling the reviewer what specifically the artifact is, including when and why you developed it.
- B. Secondly, tell the reviewer how you believe this artifact demonstrates your abilities related to this standard. It is important to be specific and use examples from your experiences.
- C. Using several of the benchmarks listed under the standard (e.g. Standard 1, congruent with Program of Studies, includes formative and summative assessments, addresses the achievement levels and cultural attributes of all students.). Make sure you go into enough detail to carefully explain how your artifact addresses some of the benchmarks for each standard (not **all** of the benchmarks for any given standard). For example, for a lesson plan be sure to explain the experience of the activity—what went well, what you would change for next time and what your next instructional steps would be in relationship to the benchmarks of the standard.

While selecting a good artifact that addresses a standard is important, the most important aspect of the portfolio is a thorough and specific set of reflections. The reflections are where you are able to communicate your understanding and the quality of your thinking about the standards. This is where you demonstrate that you are a reflective decision-maker.

**In addition, the quality of you writing must be correct and professional!** Make sure you spell check your reflections and someone else reviews your writing for typographical and grammatical errors. Your reviewer will return your portfolio for corrections until it is correct. *See writing guidelines.*

Following is a rubric to guide you and help you to determine the quality of your reflective statements:

#### **Outstanding**

The reflective statement describes the artifact and makes **clear and meaningful connections** to the benchmarks of the New Teacher Standard. The statement also includes appropriate

connections to the student teacher's experiences in the classroom, educational theory or methods, content knowledge, or the student teacher's experiences as a learner. The student teacher demonstrates competence in the use of the educational methods necessary to become a reflective decision-maker.

### **Satisfactory**

The reflective statement describes the artifact and makes **limited but meaningful connections** to the benchmarks of the New Teacher Standard. The statement also makes limited connections to the student teacher's experiences in the classroom, educational theory or methods, content knowledge, or the student teacher's experiences as a learner. The student teacher demonstrates a growing awareness of the educational methods necessary to become a reflective decision-maker.

### **Unsatisfactory**

The reflective statement is a simple narrative describing the artifact that **fails to make connections** to the benchmarks of the New Teacher Standards. The statement also fails to make connections to the student teacher's experiences in the classroom, educational theory or methods, content knowledge, or the student teacher's experiences as a learner. The student teacher lacks competencies in the use of the educational methods necessary to become a reflective decision-maker.

## **Examples at Three Reflective Levels for Standard 1**

### **Standard 1. The teacher designs and plans instruction.**

#### **(3) Outstanding**

This lesson unit was created during a six-week practicum where I taught writing to middle school students. I believe this entry is a good example of my planning where I include the Program of Studies and Core Content, address the achievement levels and cultural attributes of all students, connect instruction to real life, and include multiple levels and higher order thinking skills. The students made connections to real life when they wrote to a local agency to inquire about possible services to the community. This was a real-life, hands-on activity, and, because of this aspect, I think at least some of the students found it motivating. Unfortunately, not all of the students did. Some of the students' writing skills were so poor that they did not know how to begin to approach this assignment and they didn't seem to care if they could write a letter or not. It was a real eye opener for me to see the extreme range of writing skills in one class, although we had talked about this in EDU 303.

By the end of the writing unit, I realized I had not provided enough scaffolding for some of the students. I tried to address multiple levels with an additional activity for the gifted writer in my class and someone to scribe for the two IEP students, but this was not enough. Now, I finally see the purpose of scaffolding and why each lesson must accommodate different achievement levels. I also see the importance of providing formative evaluation information to students. I could have helped students more if I had known how much they were struggling, but I didn't find out until it was too late in the assignment. One part of the lesson that I did like was the cooperative learning. The students were pleased to talk to each other about their letters and motivated to work in groups, so I now realize I will want to use a lot of group work in my own classroom. A few students seemed embarrassed when I tried to help them with their writing, but when they worked

with a friend, they seemed more willing to edit their work. Students need a lot of structure to work effectively with peers. With help from peers and lots of conferencing with me, I know students can work in groups to improve their writing and increase their confidence. I also now understand how much effort this would take, but how rewarding it is when students make real progress. This was a great teaching experience!

## **(2) Satisfactory**

This lesson unit was created during a six-week practicum where I taught writing to middle school students. I believe this entry is a good example of my planning where I include the Program of Studies and Core Content, address the achievement levels and cultural attributes of all students, connect instruction to real life, and include multiple levels and higher order thinking skills. The students made connections to real life when they wrote to a local agency to inquire about possible services to the community. This was a real-life, hands-on activity and because of this aspect, I think at least some of the students found it motivating. I'm glad I decided to use cooperative groups. We had learned in EDU 303 that cooperative learning is good for students, and this unit proved it to me. The students worked very well together on the project and seemed motivated by each other. The lesson included multiple levels because in the lesson I included an additional activity for the gifted writer in my class and someone to scribe for the two IEPs students. With a few changes, I would try this unit in my own classroom.

## **(1) Unsatisfactory**

This lesson unit was created during a six-week practicum where I taught writings to middle school students. I believe this entry is a good example of my planning where I use the Program of Studies and core content, address the achievement levels and cultural attributes of all students, connect instruction to real life, and include multiple levels and higher order thinking skills. This lesson unit was difficult to teach because the students hated writing and were unmotivated. By the end of the six weeks some of the students did turn in some writing projects that were pretty good.

## Outline and Suggestions for Student Study<sup>σ</sup>

1. Identify a student in one of your placements that you find interesting/compelling. Gathering information about this student will assist you in interacting within the school environment and with the family in planning and implementing activities that will benefit the student. This is part of being a reflective decision-maker. The purpose of the activity is to allow you to make decisions based on student data and evidence to solve instructional problem or improve the instructional situation for a specific student or group of students. The following elements should be included in the student study:
  - A. Information you gather to assist you in understanding this student.
  - B. A plan that you develop, implement, and evaluate to assist you in teaching motivation, and communicating with this student.
2. Possible sources may include (all may not be available to you):

### **Formal**

- A. Evaluation reports by teachers and other professionals
- B. Student's IEP\*
- C. Information from the student's cumulative folder\*
- D. Record of attendance
- E. Progress reports from teachers, counselors, and therapists\*

### **Informal**

- A. Interview the student's teacher(s), counselors, therapists, administrators and any other adult who may regularly work or interact with the child (ex. child care provider, nurse, coach)
  - B. Observations of the student at school and at other settings such as home, playground, child care center
  - C. If appropriate, interview with the student
  - D. Extra-curricular activities (if appropriate for student's age)
- Participation
  - Leadership
  - Honors and accomplishments

### **Family information**

Interview with student's family is encouraged. Some things you may want to find out, include size of family, siblings and their ages, student's favorite activities at home with family, parent concerns (if any), family activities, parent work schedules, after school care arrangements, strategies that family have found successful and those that were not.

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<sup>σ</sup> Some schools may ask to keep the study for confidentiality purposes. Some schools may elect to have the student teacher develop a composite study of many students rather than developing a study of one student in the classroom.

\* Some schools will not allow student teachers access to this information.

When you are writing the study and particularly if you include the student study in your eligibility portfolio, you must use a fictitious name for the student and the family in order to protect their privacy.

