MURRAY STATE UNIVERSITY

MURRAY, KENTUCKY 42071

Cooperating Teacher Information

Objectives of Student Teaching

Student teaching is the culminating experience of the teacher education program at Murray State University. The teacher candidate is placed under the supervision of an experienced public school teacher and a university supervisor. The teacher candidate should have the opportunity to demonstrate each of the ten Kentucky Teacher Standards, the Characteristics of Highly Effective Teaching, Kentucky Personnel Code of Ethics and Murray State University, College of Education Conceptual Framework.

Ten Kentucky Teacher Standards:

1. Demonstrates Applied Content Knowledge
2. Designs/Plans Instruction
3. Creates/Maintains Learning Climate
4. Implements/Manages Instruction
5. Assesses and Communicates Learning Results
6. Demonstrates the Implementation of Technology
7. Reflects on/Evaluates Teaching/Learning
8. Collaborates with Colleagues/Parents/Others
9. Evaluates Teaching/Implements Professional Development
10. Provides Leadership within School/Community/Profession

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

The Characteristics of Highly Effective Teaching and Learning (CHETL)

1. Learning Climate
2. Classroom Assessment and Reflection
3. Instructional Rigor and Student Engagement
4. Instructional Relevance
5. Knowledge of Content

The Kentucky Department of Education has developed a document focusing on characteristics of highly effective teaching and learning to support all content areas. Each of the five components is supported by a list of characteristics of effective teacher practice and student actions. Murray State University, Kentucky districts and schools are using these characteristics to provide support for the instructional core and to implement high quality teaching and learning for every student in Kentucky. MSU teacher candidates will become a part of professional learning communities that focus on highly effective instruction. They should demonstrate the characteristics and help their students do so as well during their student teaching experience.

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 **Kentucky Standards** and by the knowledge required by learned societies; 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. **Inclusive** – Is an advocate for an inclusive community of people with varied characteristics, ideas, and worldviews.
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 regard for the learning and wellbeing of every student.
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 Teacher Standards, Kentucky Interdisciplinary Early Childhood Education Teacher Standards, Interstate School Leaders Licensure Consortium Standards, National Association of School Psychologists Standards, Kentucky School Guidance Counselor Standards** and national program standards, for all certified programs so that the contributions of learned societies inform College 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 College graduates to become reflective decision-makers and to achieve Kentucky and National Standards:

Note: A more extensive version of the Conceptual Framework that includes the Knowledge Base is available to students and other interested individuals at:
http://coekate.murraystate.edu/media/ncate_manager/framework/docfile/ConceptualFramework08.doc

Guiding the Teacher Candidate

A good motivational atmosphere should be provided for the teacher candidate. Almost without exception, the teacher candidate 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 cooperating teacher must plan carefully the events and activities which he or she will experience during the first few days and weeks of his/her stay at the school.

Preparing for the Teacher Candidate

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

The following suggestions are practices that have been found helpful:

1. Inform the students that a teacher candidate will be arriving and ask for their help in making him or her feel welcome.
2. Take the time to introduce the candidate to your class referring to him or her as the "teacher candidate". Discuss the advantages of having two teachers working with the class. You might allow some of the students to show the teacher candidate the building or orient him or her to the areas/activities of the classroom.
3. Arrange your classroom to provide a desk or workspace for the candidate, provide additional storage space for his or her coat, books and valuables.
4. Try to have your schedule arranged so that you have a few minutes to chat with your teacher candidate before the end of the day. You should know in advance the day the teacher candidate is scheduled to arrive so you will be prepared. A teacher candidate's enthusiasm is greatly affected if he or she feels expected and wanted.
5. If possible plan some form of school orientation for the teacher candidate. This may be a formal orientation including a visit with the principal and inclusive of all other teacher candidates in the building.
6. Make certain that his or her first days are interesting and profitable**. Get him or her involved the first day!** During the semester, 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 and co-teaching strategies
   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 (Information will be needed for his or her Unit Plan.)
   g. assisting with and observing playground, lunchroom, and hall supervision (It is not recommended that teacher candidates be given sole responsibility for such supervision.)
   h. administering and grading teacher-made and standardized tests
   i. attending faculty meetings (required), 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 teacher candidate begins teaching
7. During one of the early teacher candidate-cooperating teacher conferences, discuss the tentative teaching and activity schedule, which he or she will likely follow. Give some suggestions as to the topics and units that he or she will likely be allowed to teach, assist with the planning for these experiences, and set deadlines for the teacher candidate to turn in lesson and unit plans for your evaluation. Put the teacher candidate's teaching schedule in writing and share with university supervisor.

8. Clarify the teacher candidate's responsibilities for classroom and school discipline. Classroom and school-wide discipline policies and procedures should be outlined for the teacher candidate, 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.
10. **Important:** Review school and classroom cell phone policy with teacher candidate and give information in writing. Make your expectations clear from day one about when he or she is allowed to use cell phones for calls or texting, computers or any electronic devices in the classroom and the school**. Cell phones should be out of sight during the school day and used only when absolutely necessary or for emergencies**.

Getting the Teacher Candidate Started

The teacher candidate 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 candidate 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 teacher candidate's schedule throughout the entire student teaching program.

However, **keep in mind that the teacher candidate gains confidence and skills primarily through actual experience.** With few exceptions, the teacher candidate should assume responsibility for conducting some activity and 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 cooperating teachers, especially in view of the relative brevity of the student teaching experience, is **to allow too much time to elapse** before giving the teacher candidate some actual classroom responsibilities. An even more serious error is **to leave the classroom and relinquish full classroom responsibility** to the teacher candidate during the first few days**.** Allow the teacher candidate time managing the classroom after you have determined that he or she has developed the confidence and skills needed to handle the class effectively, but also provide regular feedback. We also encourage you to continue teaching from time to time during the semester so the teacher candidate can see you in action and implement co-teaching strategies such as team teaching is also appropriate. Close supervision is a must at all times.

A final note concerns the tendency of teacher candidates and cooperating teachers to confuse participation with actual classroom teaching. This can result in an inordinately large portion of the teacher candidate'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. Using co-teaching strategies throughout the semester can help prepare the candidate to take on more and more responsibility and allows the students in the class to get help from both the cooperating teacher and the candidate. Eventually the teacher candidate assumes the major responsibility for planning the learning experiences, co-teaching experiences, executing the plans and evaluating the results of the total endeavor. Again, all of this should be done with close supervision and daily feedback.

Planning with the teacher candidate

The teacher candidate learns the importance and the usefulness of planning learning activities from the cooperating teacher. The cooperating teachers will bring with them instruction in planning and knowledge of the importance of planning in learning. However, the teacher candidate has had little experience. The teacher candidate will look to you, the cooperating 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. Detailed written lesson plans are required throughout student teaching. You should approve daily, weekly and long range plans which include sufficient details so that he or she will be able to do an effective job of fulfilling his or her instructional objectives and targets. 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. Throughout 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.

Teacher candidates 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 teacher candidate 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 not be allowed. Haphazard planning, done "on the spur of the moment" by the teacher candidate 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 teacher candidate needs to appear before the students with a sufficiently detailed plan for the day's work.

COE-TPA Lesson Plan Format

Due to Senate Bill 1, the Educational Professional Standards Board regulations and changes in the Kentucky Teacher Internship Program (KTIP), the College of Education has adopted a new lesson plan format for all education majors based on the KTIP lesson plan. This is the format teacher candidates should use when they have their four official observation visits by their university supervisors. The **COE-TPA Lesson Plan** format will also be used in the TPA-Instructional Mini Unit that they will complete during the first half of student teaching. We are including a copy of the lesson plan format and guidelines in your cooperating teacher packet. Using the COE-TPA Lesson Plan format will provide for a smoother transition into the internship year. If you have questions regarding the lesson plans, please contact your university supervisor.

Teacher candidates must also prepare daily lesson plans for the classroom. They are not required to use the full COE-TPA Lesson Plan format, but must have a written lesson plan for any lessons they are responsible for planning and teaching. These lesson plans should be based on your guidelines. University Supervisors will also discuss and make suggestions regarding what format the teacher candidate will need to use for daily lesson plans when they come for their courtesy visit or first observation visit. The teacher candidates should keep these daily lesson plans in their *Guidelines for Student Teaching and the Eligibility Portfolio* notebook (Section 2) and have them at the school for your review and the university supervisor's review when he or she visits.

Classroom Responsibilities of Teacher Candidate

1. Teacher candidates 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 cooperating teacher to whom he/she has been assigned.

2. **Teacher candidates cannot be used as substitute teachers for the cooperating teachers or other teachers in the school.** It is against Murray State University's regulations for them to be used in this capacity and creates liability issues for the university and the teacher candidates.

3. Teacher candidates should not assume sole responsibility for outside of classroom activities (e.g., field trips, debate contests).

4. During the student teaching experience, the teacher candidate should have the opportunity to work independently in the classroom with pupils, but should be closely supervised by cooperating teacher at all times. Responsibilities and workload should be increased gradually until he or she can function effectively in the classroom and during co-teaching situations. The teacher candidate is not to be left with students without the supervision of a certified educator.

Teaching Load

The teacher candidate should be phased into the teaching role gradually. Initially he or she will become familiar with the school, classroom, and students. As the cooperating teacher deems appropriate, the teacher candidate should assist with teaching and with other teacher functions. **The teacher candidate 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 teacher candidate should assume some teaching responsibilities and begin using co-teaching strategies. Depending upon such factors as to his or her capabilities, size and nature of classes,

and number of preparations, classes should be added to teaching assignment until the teacher candidate will be teaching a full load, but continue using co-teaching strategies throughout the placement.

By the end of the student teaching assignment, each teacher candidate should have prepared both written unit and lesson plans, used co-teaching strategies, assumed full responsibility for teaching and evaluating students, and have the opportunity to work independently with an entire class with close supervision by his or her cooperating teacher.

Regular Conference between Teacher Candidate and Cooperating Teacher

In addition to informal discussions that occur during the school day, the cooperating teacher should schedule a weekly conference with the cooperating 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. The goal for each week should be determined by the cooperating teacher and the teacher candidate.** This meeting can also provide an opportunity to plan for the following week and to discuss the use of co-teaching strategies. Conferences provide opportunities for the cooperating teacher and the teacher candidate to:

1. Discuss plans for observing the cooperating teacher and other teachers in the school;

2. Develop strategies for effective classroom management;

3. Discuss best practices for delivery of instruction, differentiating strategies and incorporating co-teaching strategies;

4. Discuss and plan appropriate pupil assessment, emphasizing the use of multiple assessments as well as differentiation of assessments to inform instruction.

5. Assist the teacher candidate in learning about professional organizations, journals, societies, and other professional growth activities.

Both the cooperating teacher and the teacher candidate need to sign and date the **Weekly Reflection and Professional Growth Plan.** The candidate should email (using provided templates), mail or fax the form **weekly** to the university supervisor and keep a copy in Section 9 of his or her *Guidelines for Student Teaching and the Eligibility Portfolio* notebook. The university supervisor and the teacher candidate will determine the method for receiving the required weekly reports and the day of the week it should be sent.

Dress and Appearance

The teacher candidate shall maintain standards of dress and appearance that conform to the policies and practices of the local school and district and also to those of Murray State University's College of Education.

Observations of Other Teachers during Student Teaching

The cooperating teacher will arrange for the teacher candidate to observe other teachers, usually within the assigned school. During each 7 week student teaching assignment, teacher candidates shall make three (3) observations of teachers other than the cooperating teacher(s). If the teacher candidates are placed with one cooperating teacher for 14 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 using forms in the notebook and should be accompanied by a typed reflection. The observation form and the reflection should be placed in Section 12 of the *Guidelines for Student Teaching and the Eligibility Portfolio* notebook.

Seminars for Teacher Candidates

Teacher candidates are **required** to attend and participate in seminars scheduled by the Coordinator of Student Teaching. Seminars are held on the Murray State University 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 the semester. Students who are unable to attend should notify the **Coordinator of Student Teaching**. Teacher candidates who are absent from seminar may need to add a day at the end of their student teaching assignment dates to make up the required hours for the student teaching class. 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 classes.

Absences during Assignment Dates

No unexcused absences or "cuts" are allowed during this important semester. Absences from assignment may be considered excused (allowed), but teacher candidate must make up missed days. The Coordinator of Student Teaching, the cooperating teacher or principal must approve absences 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 cooperating teacher, principal, university supervisor and Coordinator of Student Teaching immediately**. **Absences known in advance must be approved first by the Coordinator of Student Teaching, then the cooperating teacher and the university supervisor.** All absences from student teaching must be made up by adding days at the end of the student teaching assignment. It is preferred that teacher candidates who have two different teaching assignments make up days missed at the end of the 7 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 make-up dates and whether loss of credit for student teaching is merited.

Other Information regarding Attendance

Teacher candidates are required to follow the schedule of the teachers in the schools. They must arrive at the time the 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 must attend faculty meetings, team meetings, planning meetings with cooperating teachers, parent/teacher conferences and professional development days if allowed.** In addition, they are strongly encouraged to attend some extracurricular activities when possible.

Assignment Dates

Student teaching assignment dates are based on the Kentucky EPSB regulation 16 KAR 5:040, but are determined by the College of Education and Teacher Education Services based on the Murray State University calendar and the calendar for each school district. Any days missed must be made up by teacher candidates and they must follow the guidelines of the College of Education. Assignment dates for teacher candidates are also 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, the Director of Teacher Education 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.

Evaluations completed by the Teacher Candidate

At end of the student teaching semester, teacher candidates will evaluate their experience, their university coordinator(s), and cooperating teacher(s). These evaluation forms will be used for program evaluation and selection of supervising teachers and university coordinators. The Coordinator of Student Teaching will provide the evaluation forms. The evaluations will be completed at the **final seminar** meeting, returned to Teacher Education Services and will be maintained and used for program improvement. **Samples** of all evaluation forms are found in Section 4 of the notebook.

Pass or Fail Nature of Student Teaching

To encourage open, frank, and tactful communication between supervisors and teacher candidates, 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 during the Student Teaching Semester

The cooperating teacher should immediately notify the university supervisor and MSU Coordinator of Student Teaching whenever the teacher candidate is in the 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 teacher candidate, the cooperating teacher(s) and university supervisor(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. The Coordinator of Student Teaching can also request that a remediation plan be put in place for a teacher candidate. The university supervisor or the Coordinator of Student teaching must be contacted by the cooperating teacher before a remediation plan can be implemented.

Evaluation of the Teacher Candidate

Teacher Candidates will have two completed evaluations by cooperating teachers at the end of their student teaching semester. Each cooperating teacher will complete an evaluation when the candidate has finished his or her 7 weeks assignment. The cooperating teacher rates the teacher candidate on 33 criteria item form with a five level scale ranging from Outstanding Performance to Not Making Progress (see evaluation criteria on the next page). Those teacher candidates who remain with the same cooperating teacher for an entire 14 weeks assignment should be evaluated after the first 7 weeks using the mid-term evaluation form and then a final evaluation will be completed at the end of the student teaching experience. The cooperating teachers and teacher candidates are encouraged to work together in completing this evaluation. Evaluations should be immediately mailed to Teacher Education Services in one of the business reply envelopes provided in the cooperating teacher packet.

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 and must be discussed with the teacher candidate.**

The university supervisor, cooperating teacher, and teacher candidate are encouraged continuously to assess the teacher candidate's instructional capabilities. One major assessment will be systematic observation and feedback provided to the candidate by the university supervisor(s). At each observation, the university supervisor will provide written feedback about the teacher candidate's progress in performance areas of the Kentucky Teacher Internship Program, the Kentucky Teacher Standards and Characteristics of Highly Effective Teaching and Learning (CHETL). When applicable, co-teaching strategies will also be addressed. This written feedback should be used in making final judgment about the student's success as a teacher candidate. Furthermore, materials assembled by the teacher candidate will be assessed. The College of Education (COE) TPA Eligibility Portfolio will document the student's mastery of Kentucky Teacher Standards and will be produced electronically in LiveText. The university supervisor will complete one evaluation form for each assigned teacher candidate at the end of the student teaching semester.

Final grade for the teacher candidate is based on recommendations of cooperating teacher(s), university supervisor(s), successful completion of the student teaching assignments, the evaluation of the COE TPA Eligibility Portfolio, and the rating on the Summative Evaluation form. In situations where there is disagreement between the university supervisor and the cooperating teacher concerning the candidate's evaluation, 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.

MURRAY STATE UNIVERSITY

SUMMATIVE EVALUATION OF TEACHER CANDIDATE

(Completed by Cooperating Teacher at end of Student Teaching Assignment)

OP – Outstanding Performance SP – Satisfactory Performance MP – Making Progress NMP- Not Making Progress NA – Not Applicable

1. Knowledge of content and subject matter (KTS1; CHELTL5)
2. Classroom and instructional planning (KTS2: CHETL4)
3. Uses a variety of effective teaching strategies (KTS4: CHETL3)
4. Designs instruction to teach thinking and problem-solving skills (KTS2; CHETL#)
5. Asks effective instructional questions/promotes classroom discussion (KTS4: CHETL1)
6. Uses instructional multimedia and technology (KTS6: CHETL1,4)
7. Creates a positive learning environment and active student engagement through good management and enforcing standards of behavior (KTS3; CHETL1)
8. Designs instruction to meet key concepts of the discipline that are aligned to standards (KTS8; CHETL3)
9. Helps all students learn at students' highest level (KTS4; CHELTL3)
10. Works effectively with students of diverse ability levels and exceptionalities (KTS4; CHETL1)
11. Works effectively with student of diverse ethnicity and race (KTS4; CHELTL1)
12. Uses proximity and other non-verbal communication to redirect off-task behavior (KTS3; CHELTL1)
13. Consistently applies consequences when a student misbehaves (KTS3; CHELT1)
14. Uses a variety of assessments including portfolios, open-ended response and formative assessments (KTS3; CHELT1)
15. Uses student assessment information and program data to meet instructional objectives (KTS5; CHETL2)
16. Demonstrates understanding of role as a teacher in the assessment process (KTS5; CHELT2)
17. Uses effective classroom management to reinforce standards of behavior through praise, rules, routines and/or procedures (KTS3; CHELT1)
18. Makes classroom decisions and solves problems as a reflective decision maker (KTS5; CHELT2)
19. Reflects on teaching and ways to improve effectiveness (KTS7; CHELT2)
20. Demonstrates understanding of importance of home/school/community involvement (KTS8)
21. Establishes positive working relationships with supervisors (KTS8)
22. Establishes positive working relationships with other teachers (KTS8)
23. Demonstrate emerging skills to enhance student learning (KTS10)
24. Professional appearance and grooming (Professionalism)
25. Voice (Professionalism)
26. Oral use of English (Professionalism)
27. Written usage of English (Professionalism)
28. Adapts to changing needs of students and classroom (Inclusion)
29. Dependability and follow-through (Responsible)
30. Exhibits interest in students and a passion for teaching and learning (Enthusiastic)
31. Demonstrates regard for the learning and well being of every student (Caring)
32. Self-assured demeanor (Confident)
33. Demonstrates ethical and professional behavior as described in the Kentucky School Personnel Code of Ethics (Ethical)

Feedback to Teacher Candidates

Teacher candidates shall receive continuous verbal and written feedback from the cooperating teacher and university supervisor. In addition to this feedback, students shall receive a copy of the university supervisor's Teacher Candidate Performance Record and the Teacher Candidate Checklist for University Supervisor for each visit. He or she will receive a copy of formal evaluations from the cooperating teacher and university supervisor. **Signatures of evaluators and teacher candidates are required on all forms.** Cooperating teachers and university supervisors should make certain that teacher candidates get copies of their evaluations.

Regular Reporting by University Supervisors

University supervisors are expected to complete the **Teacher Candidate Performance Record** when visiting to observe their teacher candidate. This report is to be shared directly with the teacher candidate, and the original is given to Teacher Education Services. These evaluation reports are used as primary documentation of timely visits made to teacher candidates by university personnel and allow supervisors to formatively assess progress. The **Teacher Candidate Checklist for University Supervisor** (original) 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 supervisors a sample timeline to be followed for the five (5) observation visits. As a general rule, teacher candidates should be visited a minimum of five times at regular intervals. Three visits should be made during the first 7 weeks and two visits should be made during the second 7 weeks.

Final Reports for Cooperating Teachers and University Supervisors Due Immediately

It is critical that cooperating teachers and university supervisors return their final evaluations to the Coordinator of Student Teaching immediately following the teacher candidates' completion of their assigned placements. **Delays can create graduation and certification issues for teacher candidates.** University supervisors and cooperating teachers cannot be paid until all required paperwork is given to the student teaching component of Teacher Education Services. Cooperating teacher evaluations are due one week after the candidates last day of student teaching. Mid-term evaluations for teacher candidates remaining with one cooperating teacher for the entire semester are due one week after the seventh week of student teaching. The university supervisors' evaluations of candidates (summative assessment) are due on the date determined each semester by the Coordinator of Student Teaching.

Use of Teacher Candidates Evaluations for Placement Purposes

The original of the university supervisor's evaluation should be returned to Teacher Education Services. It becomes part of the student's permanent record. The original evaluations completed by cooperating teachers will also be part of student's permanent record. It is recommended that teacher candidates keep copies of all evaluations and any letters of reference for their files since perspective employers may wish to review these documents. Teacher candidates are also encouraged to set up a placement file with Murray State University's Career Services.

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. The Director of TES and the Coordinator of Student Teaching serve as co-instructors of the student teaching classes.

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, secures quality experiences in a cooperating school under direction of a master teacher who has: effective classroom management techniques that promote an environment conducive to learning; best practices for the delivery of instruction as measured by student performance; mastery of the content knowledge or subject matter being taught; aptitude and ability to contribute to the mentoring and development of a preservice educator; usage of multiple forms of assessment to inform instruction; alignment of the Kentucky Core Academic Standards in teaching; and creation of learning communities that value and build upon students' diverse backgrounds, and maintains records of the student's progress and completion of experience. He or she provides records of student teaching experiences to Director of Teacher Education Services. The Director of TES and the Coordinator of Student Teacher are co- instructors of record for all student teaching classes.

The Coordinator of Student Teaching regularly confers with university supervisors, superintendents, cooperating teachers, principals, teacher candidates, 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 Supervisor

The university supervisor (formally known as the university coordinator) works closely with the teacher candidate, cooperating teacher, principal, and Coordinator of Student Teaching in order to make sure that the teacher candidate gets the very best teaching experience. The university supervisor observes the performance of the candidate for purpose of assisting and providing helpful feedback. The university supervisor confers with teacher candidate, cooperating teacher, principal, and Coordinator of Student Teaching relative to progress and/or problems of the candidate. The university supervisor assists and counsels with cooperating teacher in evaluating progress of the student and reviews and makes appropriate suggestions related to the final evaluation and recommendation of the cooperating teacher. The university supervisor files with Teacher Education Services the original of the **Teacher Candidate Performance Record** provided to the student teacher at each visit, files the original of the **Teacher Candidate Checklist for University Supervisor** and the **Evaluation of the Teacher Candidate** at the conclusion of the experience.

The university supervisor has the major responsibility for reviewing and grading the COE TPA Eligibility Portfolio of each teacher candidate assigned to him or her. He or she must complete the assessment in LiveText. The university supervisor will inform and support the cooperating teacher regarding his or her role in creating the COE TPA Eligibility Portfolio and other required assignments. The university supervisor is also responsible for keeping track of the teacher candidate's attendance, documentation of absences and make up dates and should carefully review the weekly reflection for this purpose.

When possible, all university supervisors should be fully trained in the Kentucky Teacher Internship Program, including completion of most recent internship update, where applicable. University supervisors are expected to take primary role in helping the teacher candidate to understand the relationship between the undergraduate teacher education program and Kentucky Teacher Internship Program. University supervisors provide feedback to teacher candidates using the language, evaluation criteria, and performance measurement instrumentation taken from Kentucky Teacher Standards and the Characteristics of Highly Effective Teaching and Learning. Due to the Kentucky EPSB regulation 16 KAR 5:040, all university supervisors are required to have Co-Teaching training and the on-line EPSB training, Part A for co-teaching (made 100% on on-line quiz). Confidentiality should be maintained at all times.

Teacher Candidate

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. Teacher candidates (formally known as student teachers) will furnish transportation to and from teaching assignments. They should meet with their university supervisor during the student teaching seminar. They must successfully complete all student teaching assignments including the TPA Eligibility Portfolio.

Teacher candidates must become familiar with policies and procedures, classroom, curriculum, equipment, and schedules of their assigned school. They are expected to be punctual in attendance, in carrying out assigned responsibilities and exhibit a strong work ethic in all that they do. They must be responsible in terms of reporting and making up any absences during student teaching and following the appropriate protocol. Teacher Candidates are expected to uphold continually the Kentucky School Personnel Code of Ethics.

They 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.

Cooperating Teacher

The cooperating teacher (formerly known as supervising teacher) must be a certified teacher for each grade and subject taught. According to the Kentucky EPSB regulation, 16 KAR 5:040, he or she should have at least three years of teaching experience as a certified educator. In order to supervise teacher candidates during the spring 2014 semester and in the future, all cooperating teachers must have completed Co-teaching training and the EPSB training, Part A for co-teaching (made 100% on the on-line quiz). It is also preferred that the cooperating teacher completed training to be a Kentucky Teacher Internship Program (KTIP) resource teacher and/or hold a teacher leader endorsement, but neither are required as long as the other eligibility requirements are met.

Cooperating teachers have been recommended by the school district and then approved by the Coordinator of Student Teaching based on their effective classroom management techniques that promote an environment conducive to learning; best practices for the delivery of instruction as measured by student performance; mastery of the content knowledge or subject matter being taught; aptitude and ability to contribute to the mentoring and development of a preservice educator; usage of multiple forms of assessment to inform instruction; alignment of the Kentucky Core Academic Standards in teaching, and creation of learning communities that value and build upon students' diverse backgrounds, and previous evaluation by teacher candidate and university supervisors. They must have the aptitude and ability to contribute to the mentoring and development of teacher candidates and be able to create learning communities that value and build upon students' diverse backgrounds. The cooperating 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 teacher candidate.

It is the cooperating teacher's responsibility to work with the principal and other teachers in arranging observations for the teacher candidate. Cooperating teachers should provide teacher candidate with a work area, plan cooperatively with him or her, and provide honest and continuous evaluation of progress. They will work with the university supervisor to assist candidate with the COE TPA Eligibility Portfolio and the other required student teaching assignments. They will provide the teacher candidate with support regarding the development and implementation of the required mini unit during the first half of student teaching. More detailed information about the portfolio and the mini unit can be found in Section 5.

Cooperating teachers should not give teacher candidate routine jobs just to keep him or her busy but should provide opportunities to begin teaching gradually, assuming added responsibilities as readiness is displayed. Cooperating teachers should require a projected plan of the subject matter to be covered and should offer praise as well as constructive criticism to the teacher candidate. They must provide opportunities for the use of co-teaching strategies when applicable. They must complete an evaluation of the teacher candidate at the end of his or her assignment, recommend whether or not he or she should pass student teaching and verify that he or she has completed all of the required student teaching days and made up all absences. Those cooperating teachers who have a teacher candidate for the entire semester must also complete a mid-term evaluation and another final

evaluation at the end of the student teaching assignment. All evaluations should be discussed with the teacher candidate and be signed and dated by the cooperating teacher and the teacher candidate. The original of the evaluation must be mailed to Teacher Education Services and a copy should be given to the teacher candidate for his or her records.

Principal

The principal is responsible for recommending a placement for teacher candidates in his/her school according to 16 KAR 5:040 and Murray State University criteria for being a cooperating teacher. The principal must notify the Coordinator of Student Teaching regarding any changes in placement, schedule or grade level. The principal assists the teacher candidate in becoming an integral part of the school community. The principal's assistance makes it possible for the teacher candidate and cooperating teacher to participate jointly in many worthwhile activities including the use of co-teaching strategies and gives the teacher candidate opportunities for related professional experiences. The principal should notify the Coordinator of Student Teaching if difficulties arise with respect to either the teacher candidate or the student teaching assignment.

Training for the University Supervisors

The Coordinator of Student Teaching will regularly assemble university supervisors to review procedures and discuss issues related to effective coordination. University supervisors are expected to attend these meetings and be trained according to the Kentucky Education Professional Standards Board regulation 16 KAR 5:040 and the policies of Murray State University College of Education.

Student Teaching TPA Eligibility Portfolio

The College of Education has implemented a new student teaching eligibility portfolio to better align to the Kentucky Internship Program. Each teacher candidate must create the COE TPA Eligibility Portfolio in LiveText and submit it for review to the university supervisor and eventually a second reader. Instructions for how to submit the LiveText portfolio for review will be discussed during the seminar sessions, included in the student teaching notebook and on the Web. The university supervisor and the cooperating teachers will work with the teacher candidate during the semester to help him or her complete the portfolio. The university supervisor 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. Student teaching assignments must be completed and reviewed by the university supervisor 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 or in the teacher candidates' assignments.**

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 teacher candidate (TC) shall have the notebook at the school on the day of each observation visit, available for the university supervisor's review. The university supervisor (US) shall grade the assignments and document findings on the **Teacher Candidate Checklist for University Supervisor**. 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 9	Weekly Reflection and Professional Growth Plans
Section 10	Copies of Teacher Candidate Checklist for University Supervisor (US keeps the original.)
Section 11	The five observation lesson plans in COE TPA Lesson Plan Format and copies of the five Teacher Candidate Performance Records completed during the observation visits. (US keeps the original.)
Section 12	Six observations of teachers other than the cooperating teacher(s). TC should use forms found in the notebook during observations. A reflection of the observation should be typed and attached to the completed observation form. Additional copies of forms will have to be made by TC.

Guidelines for the Student Teaching TPA Eligibility Portfolio

An outline discussing the development of the TPA Eligibility Portfolio will follow. University supervisors and cooperating teachers will also provide support regarding the completion of the eligibility portfolio.

Important Note: If photographs of students from the school site are used in the portfolio, teacher candidates must obtain release forms from the school district. They are responsible for checking with the district about the proper forms or procedures to use.

During the orientation week of the Student Teaching Seminar, COE staff will provide further training regarding the development of the COE TPA Eligibility Portfolio and creating it in LiveText. Help sheets and other important information will be posted on the Web. The URL is as follows:

http://coekate.murraystate.edu/livetext

If a student teacher needs further technical assistance regarding LiveText, contact Dr. George Patmor, LiveText Coordinator via e-mail. His address is as follows:

gpatmor@murraystate.edu

Portfolio Process (Role of the University Supervisor and the Cooperating Teacher)

The COE TPA Eligibility Portfolio is divided into two Components. In **Component I**, teacher candidates will be completing tasks that demonstrate attainment of the professional skills and dispositions represented in the Kentucky Teacher Standards. Teacher candidates began these tasks during their methods classes. University supervisors will work closely with teacher candidates regarding the completion of Component I. Teacher candidates should work on Component 1 outside of the student teaching day.

In **Component II**, teacher candidates will complete an instructional mini unit with student assessment and analysis during their student teaching. **University supervisors** will work with cooperating teachers to assist them in learning their role regarding the COE TPA Eligibility Portfolio and provide a suggested timeline. **Teacher candidates** should study the guidelines and share their portfolio via LiveText with the university supervisor who will score the portfolio. It is the responsibility of the university supervisors to review the TPA Eligibility Portfolios and to provide feedback to their assigned candidates throughout the semester.

Cooperating teachers should be supportive in terms of allowing teacher candidates to complete their portfolios, especially Tasks I and J. **Teacher Candidates are required to plan and teach a mini unit during the first half of student teaching.** They must create a unit pre-assessment and a post-assessment. They must discuss the unit topic and share the pre- and post- assessments with their cooperating teacher and the university supervisor before administering the assessments. They will need their university supervisor and cooperating teacher's guidance creating pre- and post-assessments and developing the unit and its lessons. After approval, the teacher candidates will administer the pre-assessment with one of their classes. They should analyze the results of their findings to develop the unit lessons. It is suggested that the unit be taught over a two to three week period of time with the students creating the lessons. Teacher candidates will select four of the lesson plans from the unit to place in their TPA Eligibility Portfolio. Those four lessons must be in the COE TPA Lesson Plan format. At the end of the mini unit, teacher candidates will create and administer the post-assessment and analyze the results, comparing them to the pre-assessment analysis and determine whether the learning objectives were met. They will also reflect on the results to help them with future planning so the needs of the students will be identified. University supervisors and cooperating teachers will work together to help the teacher candidates complete this process. The following outline will provide an overview of the contents of the COE TPA Eligibility Portfolio.

Murray State University
College of Education
Outline

Initial Certification Eligibility Portfolio Outline via Teacher Performance Assessment (TPA)

Component I – Professional Responsibilities and Dispositions (KTS 3, 7, 9, 10)

Task A: Professional Resume
Task B: [1]Affidavit and [2]Release Form
Task C: PRAXIS and PLT Exams Scores
Task D: Philosophy of Education (KTS 3, 7)
Task E: Classroom Management Plan (KTS 3)
Task F: Leadership Project (KTS 10)
Task G: Professional Growth Plan (KTS 7, 9)
Task H: COE Dispositions Paragraphs

[1]Affidavit that the work contained in the portfolio is that of the student.
[2]Release that the portfolio may be used for program evaluation purposes.

Component II – TPA - Instructional Mini Unit with Student Assessment and Analysis (KTS 1,2,4,5,6,7,8)

Task I: Unit Development and Assessment of Content

Create an extensive instructional planning document with emphasis on context and assessment. The pre-assessment is designed to determine levels of student learning according to stated outcomes and to adjust instruction accordingly. You must present the topic of the unit and the pre- and post-assessment instruments for approval by your university supervisor and cooperating teacher before you administer the pre-assessment. This part of the Unit should be planned and shared with your university supervisor by the second week of student teaching. After teaching the unit, teacher candidates will write an extensive reflection on student achievement of the instructional objectives with emphasis on analysis of student assessment data using pre- and summative assessment data.

Task J: Four COE-TPA lesson plans are required for the Mini Unit. The administering of the pre- and summative assessment or a 'review lesson' does not count as one of the four instructional lessons. Your particular instructional unit may require more than four lessons. Since you are only required to develop and post four COE-TPA lessons, it is suggested that you use your introductory lesson and other lessons that present an important concept, skill, or activity. If possible, one of the Unit lessons should be observed by your University Supervisor. The lesson analysis and lesson reflection statements should demonstrate the teacher candidate's ability to analyze student results and his or her instructional impact on a range of student learning.

Outline of Component II – TPA - Instructional Mini Unit with Student Assessment and Analysis

Task I: Unit Development and Assessment of Content – Outline

Demographics
Learning Context and implications
Standards
Unit Planning
Unit Objectives
Designing Instructional Strategies and Activities (Table includes information regarding all unit lessons.)
Use of Technology for Instruction
Unit Pre-Assessment Plan/Attached Pre-Assessment/Pre –Instruction Assessment Analysis
Communication with Students and Parents/Caregivers
Reflecting on the Impact of the Unit and Instruction (table and narrative)/Attached Summative assessment and answer key/rubric
Implications for Whole Class Instruction

Completing the table of lessons prior to beginning the Unit better ensures the assessments used for each lesson (formative) have been carefully designed to evaluate student knowledge and skills, rather than developed as afterthoughts. Differentiation of instruction and assessment can also be ensured. Developing the assessments then designing the lessons provides a better alignment of assessment to instruction.

Task J: Four Selected Unit Lessons

Unit Lesson Planning Table
Unit Lesson Plan #1
Lesson Analysis and Lesson Reflection for Lesson #1
Unit Lesson Plan #2
Lesson Analysis and Lesson Reflection for Lesson #2
Unit Lesson Plan #3
Lesson Analysis and Lesson Reflection for Lesson #3
Unit Lesson Plan #4
Lesson Analysis and Lesson Reflection for Lesson #4

Each of the four lessons planned, taught, and selected for posting in the portfolio should be copied and pasted from the *LiveText* template. The lessons must be in the COE-TPA lesson plan format that is attached in this section in the portfolio. The four selected lessons should be instructional lessons. Do not use pre-assessment or summative assessment lessons in portfolio.

The narrative for the Lesson Analysis and Lesson Reflection must be completed and posted in the lesson plan. Since the Lesson Analysis and Lesson Reflection are critical elements of good instruction, careful attention will be paid to the quality and specificity of the analysis and reflection about student performance and differentiation of instruction, which includes accommodations and adaptations.