

## Policy 6.0

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### **Policy Area: CURRICULUM, INSTRUCTION, AND GRADING**

**Number: 06**

**Subject Area: Conceptual Framework**

**Number: 06. 1**

**Specific Subject:**

**Number:**

**Subject Component**

**Number:**

**Effective Date: Spring 1989**

**Revised Date: Spring 2001; Spring 2008**

The following Conceptual Framework was adopted by college faculty in fall 2000, and will continue to undergo review and revision. The current Conceptual Framework can be accessed [here](#).

### **Policy Area: CURRICULUM, INSTRUCTION, AND GRADING**

**Number: 06**

**Subject Area: Multicultural Education**

**Number: 06. 2**

**Specific Subject:**

**Number:**

**Subject Component**

**Number:**

**Effective Date: Spring 1989**

**Revised Date: Spring 2001**

**Reviewed Date: Spring 2008**

1. Multicultural education is provided for students through a variety of instructional strategies. A process by which students develop competencies for perceiving, believing, and behaving in differential cultural settings is to be distributed across curriculum.
2. Since university service region is relatively homogeneous with regard to cultural, ethnic, and religious composition, faculty members are to use classroom and clinical experiences to promote awareness and understanding of cultural pluralism.
3. Decisions concerning student teaching placement will consider multicultural criteria that promote additional awareness and understanding.
4. Faculty members are encouraged to identify and support strategies for multicultural learning.

**Policy Area: CURRICULUM, INSTRUCTION, AND GRADING**

**Number: 06**

**Subject Area: Computer Literacy for Teacher Education**

**Number: 06. 3**

**Specific Subject:**

**Number:**

**Subject Component**

**Number:**

**Effective Date: Spring 1989**

**Revised Date: Spring 2001; Spring 2008**

Certification requires demonstration of computer competency to meet Kentucky Teacher Standards. All teacher education students in Birth—K, P-5, 5-9, 8-12 or P-12 programs must demonstrate computer literacy prior to approval for student teaching and may do so through one of plans described below.

Plan 1: Pass approved computer literacy exam administered jointly by College of Education and College of Business and Public Affairs.

Plan 2: Successful completion, with grade of C or better, CSC 199 (03 credit hours) or equivalent.

Plan 3: Successful completion of courses designated by program as incorporating computer literacy.

**Policy Area: CURRICULUM, INSTRUCTION, AND GRADING**

**Number: 06**

**Subject Area: Grading Policies**

**Number: 06. 4**

**Specific Subject:**

**Number:**

**Subject Component**

**Number:**

**Effective Date: Spring 1989**

**Revised Date: Spring 2001**

**Reviewed Date: Spring 2008**

Faculty shall be knowledgeable of and comply with latest university policy concerning grades. These policies shall include, but not be limited to, determining grades, recording grades, filling grades, final exams, and grade reporting.

**Policy Area: CURRICULUM, INSTRUCTION, AND GRADING**

**Number: 06**

**Subject Area: Field Practica**

**Number: 06. 5**

**Specific Subject:**

**Number:**

**Subject Component**

**Number:**

**Effective Date: Spring 1989**

**Revised Date: Spring 2001; Spring 2008**

1. All certification programs will include direct, substantial, and quality participation in field including observation opportunities, field experiences and practica over

an extended period of time that are determined appropriate by department. Field experiences will be planned in a collaborative manner with administrators and cooperating teachers. Partnerships will be formed when possible with area schools.

2. All field experiences and activities will be under supervision of experienced personnel.
3. Explicit criteria will be used in selection of supervising practitioners who will have primary supervisory responsibilities and for assignment of college personnel.
  - a. Supervising Practitioners
    1. Minimum of two (02) years of successful experience as a classroom teacher.
    2. Preferred that supervising teachers have Rank II Certification, Kentucky Teacher Internship Program training and/or have supervised student teachers.
    3. Have appropriate level of competence, interest, experience, and willingness to provide continuing support and feedback during the field experience.
    4. Allow college participant opportunities to observe, interact, plan lessons, teach in classroom, and reflect upon lessons taught and overall experience.
    5. Must meet other criteria by appropriate accrediting organizations.
    6. Responsible for evaluation of college participants' performance while in classroom setting.
  - b. College Personnel
    1. Have appropriate level of competence and experience in area.
    2. Provide guidelines for field experiences for cooperating teacher and participant.
    3. Prepare students for field experiences through coursework and activities prior to actual time in classroom and help them become reflective thinkers.
    4. Supervise students in the field providing support and feedback to college participant and cooperating teachers.
    5. Evaluate students' performance in field, provide feedback, and encourage reflection.
  - c. Evaluation
    1. The appropriate departments and field experience coordinators shall develop procedures for evaluating sites.
    2. Selected sites will hold appropriate accreditation/licensure.
    3. Cooperating teacher will complete evaluation of student at the end of the field experience.
    4. University personnel will assess participants' performance in the field.
    5. College participants will self-evaluate through reflection activities which are encouraged and required by instructors.

6. College participants will have opportunities to evaluate the field experience. Information will be reviewed and considered by instructor of class and coordinator when planning future field experiences.

**Policy Area: CURRICULUM, INSTRUCTION, AND GRADING**

**Number: 06**

**Subject Area: Admission to Teacher Education**

**Number: 06. 6**

**Specific Subject:**

**Number:**

**Subject Component**

**Number:**

**Effective Date: Spring 1989**

**Revised Date: Spring 2001; Spring 2008**

Students working toward undergraduate degrees with certification and students who have completed bachelor's degree requirements and are qualifying for certification must be admitted to Teacher Education. To be admitted, student must do following:

1. Attend an Admission to Teacher Education Orientation, conducted by Teacher Education Services.
2. Complete a minimum of 24 credit hours.
3. Complete EDU 103: Introduction to Education (or approved equivalent), with grade of C or better.
4. Pass Test of Written Communication or be exempted from it by earning grade of A or B in either English 101 or 102 or 104.
5. Pass Test of Oral Communication or be exempted from it by earning a grade of at least C in COM 161: Basic Public Speaking or HON 165.
6. Earn at least C in Math 117 or approved higher-level mathematics class.
7. Supply office of Teacher Education Services with copy of ACT or other GAP test requirement scores. [Student wishing to use score(s) of test(s) other than ACT should visit office of Teacher Education Services for list of latest approved tests.]
8. Supply Teacher Education Services with complete academic transcript(s) from all institutions of higher education attended.
9. Have 2.50 (2.45) overall GPA on 4.00 scale.
10. Have interview with academic advisor on file with Teacher Education Services.
11. Be approved by Admission to Teacher Education Committee in student's college.

**Note: All students are assigned an educational advisor. In numerous programs, the educational advisor also serves as the primary advisor (academic advisor).**

**Policy Area: CURRICULUM, INSTRUCTION, AND GRADING**

**Number: 06**

**Subject Area: Alternate Testing & Waiving Tests**

**Number: 06. 7**

**Specific Subject: Alternative Testing for Handicapped Students**

**Number: 06. 7A**

**Subject Component**

**Number:**

**Effective Date: May 16, 1988**

**Revised Date: Spring 2001**

**Reviewed Date: Spring 2008**

[Following college policies do not in any way imply that students with disabilities are not expected to meet the same standards for admission and program completion that are required for all students. However, individualizing factors are recognized and procedures are established to provide alternate circumstances under which measurement of these standards may be made.]

Students with disabilities, including documented learning disabilities, may request review of their documentation to determine if accommodations of standard testing and assessment procedures which are associated with admission to or exit from programs in College of Education are appropriate. The offices at Murray State University who provide accommodations for students with disabilities include Services for Students with Learning Disabilities office, Student Support Services, or Equal Opportunity. If appropriate documentation is available, personnel in these offices will assist the student in acquiring the necessary accommodations.

**Policy Area: CURRICULUM, INSTRUCTION, AND GRADING**

**Number: 06**

**Subject Area: Alternate Testing & Waiving Tests**

**Number: 06. 7**

**Specific Subject: Alternative Testing for Individuals with Disabilities**

**Number: 06. 7B**

**Subject Component**

**Number:**

**Effective Date: May 27, 1989**

**Revised Date: Spring 2001**

**Reviewed Date: Spring 2008**

[The legislature's intent in requiring admissions testing was to ensure that all candidates admitted to teacher preparation programs demonstrate an acceptable level of basic literacy. For students with disabilities, this institution will base that determination on additional sources.

In fairness to students seeking admission to teacher preparation programs, all candidates for admission should be provided, both orally and in writing, information regarding professional preparation required of future teachers, including classroom experiences and exit tests. They should have the opportunity to be fully aware of physical and professional demands that are made on teachers in school classrooms.]

Murray State follows guidelines prescribed by Educational Testing Service (ETS) concerning arrangements for individuals with disabilities who are taking tests. Please refer to current ETS Policy regarding students with disabilities.

**Policy Area: CURRICULUM, INSTRUCTION, AND**

**Number: 06**

## **GRADING**

**Subject Area: Student Teaching**

**Number: 06. 8**

**Specific Subject: Admission**

**Number: 06. 8A**

**Subject Component**

**Number:**

**Effective Date: Spring, 1989**

**Revised Date: Spring 2001; Spring 2008**

### **Admission to student teaching requires following.**

1. Admission to teacher education.
2. Minimum GPA of 2.50 (2.45) in major(s)/area(s) and in professional education.
3. Completion of course requirements in academic teaching area(s), with minimum GPA of 2.50 (2.45). (Students with minimum GPA of 2.7 in academic teaching area(s) and lacking no more than six (06) credit hours of completion may apply in writing for exemption with Director of Teacher Education Services.)
4. Completion of all field and clinical hours as specified in MSU teacher education programs.
5. Personal, moral, social, ethical behavior, and dispositions acceptable in university, public schools, and community at large as evidenced by records of successful laboratory field experiences in teacher education program.
6. Meet computer literacy requirement.
7. Approval Admission to Teacher Education Committee of student's college.

## **Policy Area: CURRICULUM, INSTRUCTION, AND GRADING**

**Number: 06**

**Subject Area: Student Teaching**

**Number: 06. 8**

**Specific Subject: General Instructions to Students**

**Number: 06. 8B**

**Subject Component**

**Number:**

**Effective Date: Spring, 1989**

**Revised Date: Spring 2001; Spring 2008**

### **Instructions for Submitting an Application for Placement as Student Teacher**

1. Application and Personal Data Form should be completed and submitted to Teacher Education Services at time of placement interview during semester preceding one in which student teaching is planned. Resume' shall be typed, information shall be accurate, and overall professional education and teaching field grade point averages shall be calculated. Copies of resume will be submitted to Teacher Education Services.
2. KEPSB Application for Kentucky Certification form (TC-1) and Murray State University Application for Transcript form shall be completed and returned to office of Teacher Education Services at time of student teaching seminar. Completed form will be kept on file in TES office until such time as student has completed student teaching and has passed all required portions of PRAXIS. At that time, a final transcript will be requested from university registrar. Upon receipt, transcript and form are sent to KEPSB.

### **PRAXIS and Beginning Teacher Internship Information**

3. All students who wish to be certified in Kentucky must take and pass appropriate Principles of Learning and Teaching (PLT) and specialty exam(s) of PRAXIS II. 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. Information on Kentucky Teacher Certification and Beginning Teacher Examinations are provided by the Educational Professional Standards Board, Division of Teacher Education and Certification.
4. Information about PLT and PRAXIS II, including instructions about which specialty exam(s) to take and passing scores, and information about Kentucky Teacher Internship Program are available in TES. Students must be recommended for Kentucky certification prior to being recommended for another state's certification.

### **General Information About Student Teaching Placement**

5. Placements are responsibility of TES and appropriate officials in school system in cooperation with appropriate department and school officials. Students shall not attempt to make their own placement by contacting superintendent, principal, teacher or anyone in regard placement.
6. Placements cannot be made until student meets all requirements for admission including G.P.A of at least 2.50 (2.45) overall and in teaching field(s)/areas and in professional education program.
7. Student Teaching Assignments are all day for a 14 week period, consistent with the earning of 14 credits. Any exception to this rule (e.g., see International Student Teaching Note below) must be approved through accepted administrative procedures.
8. The student is responsible for arranging transportation and must be prepared to accept assignments where they are available. However, transportation will be considered in arranging placements.
9. Student teaching assignments will be posted on COESIS at end of semester preceding student teaching. After receiving an assignment, student should arrange through principal's office to meet with supervising teacher(s) at least once before student teaching assignment is scheduled to begin.
10. To receive credit for student teaching, student must register for appropriate section of either ELE 421, MID 421, SEC 421, or SED 421 (except for those seeking certification in Communications Disorders). To receive credit for seminars attended during student teaching, student must register for EDU422.
11. FBI and Kentucky criminal record check must be filed with the school district.
12. Student may NOT register for another class, except for seminar, during semester of student teaching. Any exceptions must be requested in writing by student's advisor and approved by dean.
13. Student teacher may not be reimbursed for any part of student teaching (e.g., including assisting coaches or speech and drama teachers).

**Note: Policies related to International Student Teaching experiences will be addressed using a case-by-case procedure.**

**Policy Area: CURRICULUM, INSTRUCTION, AND GRADING**

**Number: 06**

**Subject Area: Student Teaching**

**Number: 06. 8**

**Specific Subject: Expectations Regarding Student Teachers**

**Number: 06. 8C**

**Subject Component**

**Number:**

**Effective Date: Spring, 1989**

**Revised Date: Spring 2001; Spring 2008**

### **The Assignment of Student Teacher**

Coordinator of Student Teaching, in consultation with departments and in cooperation with local school systems, arranges assignment of each student teacher. This assignment may not be altered without approval of coordinator. Coordinator will announce dates for assigned periods to cooperating schools, supervising teachers, and student teachers. During period of assignment, student teacher shall follow attendance and holiday schedule of school to which assigned, and not that of university.

### **Classroom Responsibilities of Student Teacher**

1. Student teachers have the same legal status and protection as certified classroom teachers within the school district and shall be responsible to the administrative staff of the school district and the supervising teacher to whom he/she has been assigned.
2. **Student teachers can not be used as substitute teachers or other teachers in the school.** It is against Murray State University's regulations for student teachers to be used in this capacity and creates liability issues for the university and the student teachers.
3. Student teacher should not assume sole responsibility for outside of classroom activities (e.g., field trips, debate contests).
4. During student teaching experience, student teacher should have opportunity to work alone in classroom with pupils. Responsibilities and workload should be increased gradually until the student teacher can function effectively with little actual classroom supervision. The supervising teacher should be in the building and should check on the student teacher.

## Teaching Load

The student teacher should be phased in the teaching role gradually. Initially the student teachers will become familiar with school, classroom, and students. As 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 student teacher 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 end of 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 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 work and to **collaborate** in developing the **Weekly Reflection and Professional Growth Plan**. Both the supervising teacher and the student teacher need to sign and date the form. The completed form should be mailed or faxed to the University Coordinator. The student teacher should keep a copy in their student teaching notebook. This meeting can also provide opportunity to plan for following week. Conference provides 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 assessments; and
4. Assist student teacher in learning about professional organizations, journals, societies and other professional growth activities.

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

## Dress and Appearance

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

### **Observations of Other Teachers During Student Teaching**

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

### **Student Teaching Seminars**

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

### **Absences During Student Teaching**

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

### **Evaluation of University Coordinators and Sites**

At the 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.

**Policy Area: CURRICULUM, INSTRUCTION, AND GRADING**

**Number: 06**

**Subject Area: Student Teaching**

**Number: 06. 8**

**Specific Subject: Evaluation of Student Teachers**

**Number: 06. 8D**

**Subject Component**

**Number:**

**Effective Date: Spring, 1989**

**Revised Date: Spring 2001; Spring 2008**

### **Pass or Fail Nature of Student Teaching Grading**

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

### **Evaluation of the Student Teacher**

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

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

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

Furthermore, materials assembled by the student teacher will be assessed. The Student Teaching Eligibility Portfolio will document student's mastery of Kentucky Teacher Standards and will be produced in LiveText. 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 and university coordinator and successful completion of the Student Teaching Eligibility Portfolio. In situations where there is disagreement between *the* university coordinator and supervising teacher concerning evaluation of student teacher, the Coordinator of Student Teaching should be requested to serve *in a* mediating role. Assignment of the grade is responsibility of the Coordinator of Student Teaching and Director of Teacher Education Services.

### **Feedback to Student Teachers**

Student teachers shall receive continuous verbal feedback from supervising teacher and university coordinator. In addition to this feedback, students shall receive a copy of university coordinator's student teaching performance report of each visit. The student teacher will receive a copy of formal evaluations from the supervising teacher and university coordinator. Signatures of evaluators and student teachers are required on all forms.

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

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 MSU placement file.

### **When Problems Occur in Student Teaching**

**Supervising teacher should immediately notify university coordinator and MSUCoordinator of Student Teaching whenever student teacher is in position of possibly receiving 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 student teacher, supervising teacher(s) and university coordinator(s). The Team will revisit and revise Remediation Plan as needed. A copy of Remediation Plan will be sent to Teacher Education Services.

**Policy Area: CURRICULUM, INSTRUCTION, AND GRADING**

**Number: 06**

**Subject Area: Student Teaching**

**Number: 06. 8**

**Specific Subject: Evaluation of Sites, Supervising Teachers, and University Coordinators**

**Number: 06. 8E**

**Subject Component**

**Number:**

**Effective Date: Spring, 1989**

**Revised Date: Spring 2001; Spring 2008**

Teacher Education Services will maintain and implement system for securing evaluations of supervising teachers, and university coordinators. Results of university coordinator evaluations will be sent each semester to appropriate chairperson.

**Policy Area: CURRICULUM, INSTRUCTION, AND GRADING**

**Number: 06**

**Subject Area: Student Teaching**

**Number: 06. 8**

**Specific Subject: School & Supervising Teacher Arrangements**

**Number: 06. 8F**

**Subject Component**

**Number:**

**Effective Date: Spring, 1989**

**Revised Date: Spring 2001; Spring 2008**

### **Choosing Student Teaching Sites**

Student teachers are required to student teach in one of following school districts in Kentucky: Ballard, Caldwell, Calloway, Carlisle, Christian, Crittenden, Dawson Springs Independent, Ft. Campbell Dependent, Fulton, Fulton Independent, Graves, Henderson, Hickman, Hopkins, Jefferson, Livingston, Lyon, McCracken, Marshall, Mayfield Independent, Muhlenberg, Murray Independent, Paducah Independent, Trigg, Union and Webster.

In Tennessee, site is Henry County or Paris Special District.

Murray State University faculty supervision of student teaching is an integral part of our teacher certification program; therefore, we do not place outside these districts.

Student teachers shall not be assigned to schools they attended, or to schools where they have been employed, or where they have close social or family ties, or where their children or grandchildren attend. Student teachers may not be reimbursed for any part of student teaching (e.g. assistant coaches, speech, drama, or ESS teachers.) They cannot be employed at their assigned school(s) during their student teaching experience.

### **Arrangements for Use of Schools as Student Teaching Sites**

Murray State University, through Teacher Education Services, makes arrangements with local schools and/or school districts for placement of student teachers. When arrangements are made, agreements are concluded that include:

1. designation of official person who has authority to agree to assignments;
2. manner in which payments are to be made to supervising teachers or to school district;
3. qualifications of designated supervising teachers.

## **Payments to Supervising Teachers for Student Teaching Supervision**

Murray State University provides up to six (06) hours free tuition waiver and sum determined each year by state. (See [Tuition Waiver Policy](#).)

## **Teaching Experience and Certification of Supervising Teachers**

Supervising teachers shall hold a valid provisional or standard certificate for grades or subjects taught, shall have completed requirements for Rank II, have at least three years of teaching experience on a professional certificate, and have taught in present school system one year immediately prior to being assigned student teacher. If a cooperating teacher has not attained Rank II certification, the teacher shall have attained a minimum of fifteen (15) hours of approved credit toward a Rank II within a minimum of five (5) years. Teachers assigned to a teaching position on the basis of probationary or emergency certificate issued by the Educational Professional Standards Board shall not be eligible for serving as a cooperating teacher.

**Policy Area: CURRICULUM, INSTRUCTION, AND GRADING**

**Number: 06**

**Subject Area: Student Teaching**

**Number: 06. 8**

**Specific Subject: Roles & Expectations of Persons Involved**

**Number: 06. 8G**

**Subject Component**

**Number:**

**Effective Date: Spring, 1989**

**Revised Date: Spring 2001; Spring 2008**

## **Director of Teacher Education Services (TES)**

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

## **Coordinator of Student Teaching**

The coordinator of student teaching is responsible for ensuring that *the* goals of 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 master teacher in cooperating school, and maintains records of student's progress and completion of experience. The coordinator provides records of student teaching experiences to director of Teacher Education Services and to MSU Placement when appropriate.

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 Director of Teacher Education Services in consultation with Coordinator of Student Teaching.

### **University Coordinator**

[[See Policy Number 06. 8I](#) regarding university coordinator.]

### **Student Teacher**

Student teaching experience is generally regarded as *the* single most important experience in teacher education program. This experience provides 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 uphold continually the Kentucky School Personnel Code of Ethics. Student teachers shall maintain standards of dress and appearance that conform to the policies and practices of the local school and district. Confidentiality should be maintained at all times.

### **Supervising Teacher**

If the cooperating teacher has not attained Rank II certification, the teacher shall have attained a minimum of fifteen (15) hours of approved credit toward a Rank II within a minimum of five (5) years.

The supervising teacher works closely with 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 of 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 arrival of the student teacher.

It is supervising teacher's responsibility to work with the principal and other teachers in arranging observations for student teacher. Supervising teachers should provide student teachers with a work area, plan cooperatively with 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 subject matter to be covered and should offer praise as well as criticism to the student teacher.

### **Principal**

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

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

**Policy Area: CURRICULUM, INSTRUCTION, AND GRADING**

**Number: 06**

**Subject Area: Student Teaching**

**Number: 06. 8**

**Specific Subject: Student Teaching Away from MSU Service Region**

**Number: 06. 8H**

**Subject Component**

**Number:**

**Effective Date: Spring, 1989**

**Revised Date: Spring 2001**

**Reviewed Date: Spring 2008**

Students who feel it imperative to student teach at another institution may obtain form for such request from Teacher Education Services.

**Policy Area: CURRICULUM, INSTRUCTION, AND GRADING**

**Number: 06**

**Subject Area: Student Teaching**

**Number: 06. 8**

**Specific Subject: University Coordinators**

**Number: 06. 8I**

**Subject Component**

**Number:**

**Effective Date: Spring, 1989**

**Revised Date: Spring 2001; Spring 2008**

## **University Coordinator**

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

**University coordinator has major responsibility for reading and grading Student Teaching 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.**

## **Selection of University Coordinator**

University coordinators are either regular members of M.S.U. faculty or teachers (active or retired) from public schools employed as an adjunct coordinator. University coordinators will have at least master's degree, will have significant public school experience, and will have been trained in Kentucky Teacher Internship Program.

Coordinator of Student Teaching will assign university coordinators to student teachers, to greatest extent possible, on basis of their certification.

## **Kentucky Teacher Internship Program Expectations**

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 student teacher to understand relationship between undergraduate teacher education program and Kentucky Teacher Internship Program.

University coordinators provide feedback to student teachers using language, evaluation criteria, and performance measurement instrumentation taken from Kentucky Teacher Standards. **Confidentiality should be maintained at all time.**

### **Regular Reporting By University Coordinators**

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

### **Training for University Coordinators**

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 including FERPA training.

**Policy Area: CURRICULUM, INSTRUCTION, AND GRADING**

**Number: 06**

**Subject Area: Textbooks, Instructional Materials & Library Resources and Copyrighted Materials**

**Number: 06. 9**

**Specific Subject:**

**Number:**

**Subject Component**

**Number:**

**Effective Date: Spring, 1989**

**Revised Date: Spring 2001**

**Reviewed Date: Spring 2008**

Faculty in College of Education shall be knowledgeable of and comply with latest university policies concerning selection of textbooks, instructional materials and supplies, and library materials.

Copyrighted materials shall not be illegally copied; no faculty, staff, or student shall illegally copy copyrighted material, including printed materials, electronically produced

materials, computer software, or any copyrighted material, no matter how generated or produced.

Information is available with university as to how to request permission to reproduce copyrighted material.

**Policy Area: CURRICULUM, INSTRUCTION, AND GRADING**

**Number: 06**

**Subject Area: Course Syllabi**

**Number: 06. 10**

**Specific Subject:**

**Number:**

**Subject Component**

**Number:**

**Effective Date: Spring, 1989**

**Revised Date: Spring 2001; Spring 2008**

1. College of Education utilizes minimum, standardized course syllabus outline as follows. Programs may add to minimum, standardized syllabus information in order to adapt to course differences.

Department:

Course Number:

Credit Hours:

- I. Title:
- II. Catalog Description:
- III. Purpose:
- IV. Course Objectives:
- V. Content Outline:
- VI. Instructional Activities:
- VII. Field and Clinical Experiences:
- VIII. Resources:
- IX. Grading Procedures/Evaluation:
- X. Attendance Policy (Must adhere to University Policy):
- XI. Academic Honesty Policy (Must adhere to University Policy):

- XII. Text and References:
- XIII. Prerequisites:
- XIV. Statement of Affirmative Action and Equal Opportunity
- XV. Flag System/Continuous Assessment
  - 2. Department chairperson and program coordinator shall be responsible for collecting course syllabi.
  - 3. Syllabi for each course offered by the unit shall be on file in each department and electronically on the web.
  - 4. All syllabi must follow the course outline provided by the Academic Counsel. Items I, II, III, IV, V, VII, X, XI, XII and XIII must be consistent across course sections. Items VI, VIII, and IX can vary.
  - 5. Revisions to the approved standard course syllabus must be approved by the department chairperson, Dean, or University Governance committees, depending on the extent of the change. Any supplements or additions to the syllabus must be communicated to students.

**Policy Area: CURRICULUM, INSTRUCTION, AND GRADING**

**Number: 06**

**Subject Area: Definition of 500 Level Courses**

**Number: 06. 11**

**Specific Subject:**

**Number:**

**Subject Component**

**Number:**

**Effective Date: October 3, 1985**

**Reviewed Date: Spring 2001; Spring 2008**

Five hundred (500) level courses are open to both undergraduate and graduate students. Graduate student enrolled in 500 level course shall be required to do substantially more work than an undergraduate student in same course. This requirement, which shall be clearly specified in course syllabus, may take form of research project or other work appropriate to discipline.

**Policy Area: CURRICULUM, INSTRUCTION, AND GRADING**

**Number: 06**

**Subject Area: Fee Policy**

**Number: 06. 12**

**Specific Subject:**

**Number:**

**Subject Component**

**Number:**

**Effective Date: October 3, 1985**

**Revised Date: Spring 2001**

**Reviewed: Spring 2008**

College follows university fee policy that requires signature of dean and provost to be recommended to board.

**Policy Area: CURRICULUM, INSTRUCTION, AND GRADING**

**Number: 06**

**Subject Area: College Admission, Retention, & Exiting Policies for Graduate Programs**

**Number: 06. 13**

**Specific Subject: Degree Programs**

**Number: 06. 13A**

**Subject Component**

**Number:**

**Effective Date: October 3, 1985**

**Revised Date: Spring 2001**

**Reviewed Date: Spring 2008**

Murray State University has policies for graduate admission standards that include unconditional admission, conditional admission, and admission of applicants from non-regionally accredited institution. Graduate policies include program forms, curriculum guidelines, curriculum contracts, candidacy forms, and regulations for “scholastic probation” for graduate students. Persons seeking admission to graduate school at university need to contact university graduate office. However, College of Education has graduate admission standards and policies separate and above university. Applicants should also consult with department in college that houses graduate program student wishes to pursue.

College of Education offers master’s and specialist’s degree in most of its graduate programs. Policies governing graduate degree programs in College of Education contain requirements for admission, retention, and graduation that exceed general requirements of university. Applicants need to check in department where is housed program they wish to pursue. Each department has available printed information containing latest requirements for each graduate degree offered in department.

**Policy Area: CURRICULUM, INSTRUCTION, AND GRADING**

**Number: 06**

**Subject Area: College Admission, Retention, and Exiting Policies for Graduate Programs**

**Number: 06. 13**

**Specific Subject: Non-degree Programs**

**Number: 06. 13B**

**Subject Component**

**Number:**

**Effective Date: August 1988**

**Revised Date: Spring 2001**

**Reviewed Date: Spring 2008**

Murray State University has policies for graduate admission standards that include unconditional admission, conditional admission, and admission of applicants from non-regionally accredited institution. Graduate policies include program forms, curriculum guidelines, curriculum contracts, candidacy forms, and regulations for “scholastic

probation” for graduate students. Persons seeking admission to graduate school at university need to contact university graduate office. However, College of Education has graduate admission standards and policies separate and above university. Applicants should also consult with department in college that houses graduate program student wishes to pursue.

In the College of Education there are Rank II and Rank I programs for pay increase--for which a degree is not required. Also in the college are non-degree graduate programs that include certification endorsement. Admission and retention requirements for rank programs and certification endorsement programs are less strenuous than for degree programs. Persons wishing to pursue non-degree programs leading to Rank II, Rank I or certificate endorsements, can find printed information in departments housing these non-degree programs.

**Policy Area: CURRICULUM, INSTRUCTION, AND GRADING**

**Number: 06**

**Subject Area: Student Participation in Design and Development of Curricula**

**Number: 06. 14**

**Specific Subject:**

**Number:**

**Subject Component**

**Number:**

**Effective Date: Summer, 1989**

**Revised Date: Spring 2001**

**Reviewed Date: Spring 2008**

Each College of Education program will make provisions for representative student participation in decision-making phases related to design, approval, evaluation, and modification of its programs.