

A12

9. If more than one student is assigned to the same classroom, stay on task. It is unprofessional to talk to a classmate while observing or participating.
10. Local schools have asked that you meet the standards of their dress codes. If you cannot meet these standards, you will not be allowed to participate. They have specifically asked that your presence not be a distraction to their students.
11. Behavior that is not acceptable to a school can result in the school requesting that you be removed from this experience.
12. Generally the university instructor or a teaching assistant will be in the building with you. If you have a problem that cannot be solved by your teacher, go to your university instructor or teaching assistant.
13. If you must miss a field experience due to illness, etc., you should notify the school, your cooperating teacher and your university professor.
14. Wear your student ID on the lanyard provided by TES. Some schools may also require you to wear their visitors nametag.
15. Leave book bags and cell phones at home or in your vehicle.
16. Many schools have a no chewing gum rule. Do not chew gum in the school buildings.
17. Do not take food or beverages in the schools.
18. While in the school, follow every procedure in which the students are involved (fire drills, assembly, etc.).
19. The field experience is a vital part of your class. Make the best use of the experience.
20. Exhibit a positive attitude at all times. Take the time to thank the cooperating teacher(s) and students for allowing you to share this experience with them.
21. If the university transports your class, departure time will be designated. If you miss the van/bus, make every effort to get to your assignment (unless otherwise directed).
22. Individuals transported by university vehicles are responsible for getting themselves back to the bus at the appointed time, keeping in mind that others may be due back on campus.
23. You are to return to Murray State University on the same vehicle you rode to the site.
24. Field service placements will be posted on COESIS. (See information below).
25. If you have further questions regarding these guidelines or your placement, contact the MSU Field Service office at 809-2594 or 809-2054 or email to abrown@murraystate.edu.

To view placements:

1. Open web browser (Internet Explorer, Mozilla Firefox or Goggle Chrome) from a Murray State University computer within the msunet2k domain.
2. In the address field,
 - (a) type <http://claymore.msunet2k.edu/tes>
 - or
 - (b) type <http://coenet.murraystate.edu> and select the COESIS button on the left side of the screen.
3. Select Student Access from the COE Student Information Systems screen.
4. Enter Murray State University network Username and Password.
5. Select Participation on the left side of screen.

EPSB 200 hour documentation:

Students are required to obtain a login to EPSB website at www.epsb.ky.gov. Once a login has been secured students will enter their field experiences using Kentucky Field Experience Tracking System (KFETS). It is recommended that students enter field experiences each day as they occur.

**STUDENT RECORD CONFIDENTIALITY
AND PROFESSIONAL DECORUM ACKNOWLEDGMENT**

I understand that by virtue of my participation and/or enrollment in Course No.

_____ at Murray State University, I agree to adhere to the following:

1. Dress professionally, according to staff dress code requirements for the school district or building in which I will be attending;
2. Communicate with school staff in a professional manner;
3. Maintain a professional (teacher/student) relationship with all students with whom I come in contact; and
4. Recognize that I may have access to oral information and records, whether by paper copy or computer files, which contain individually identifiable information/confidential academic records on students, the disclosure of which is prohibited by the Family Educational Rights and Privacy Act of 1974 (FERPA) and KRS 160.700 et seq. and that such disclosure could subject me to penalties imposed by law. I further acknowledge that I fully understand that the disclosure by me of this information to any unauthorized person is also a violation of Murray State University's policy and could subject me to disciplinary action imposed by Murray State University.

Print student's name

Student's signature

Date Signed

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TRACKING STUDENT PERFORMANCE IN THE FIELD COMPONENTS OF PROFESSIONAL EDUCATION-RELATED COURSES

Murray State University is committed to continuously assessing progress in the field and laboratory components of the teacher education program, as well as the more traditional academic components. Each semester professors are asked

- 1) to verify that students have successfully completed the field and laboratory activities associated with the course, and
- 2) to determine if students have displayed characteristics which should be "flagged" as they have completed the course requirements. Professors may issue Positive or Negative flags based on Kentucky Teacher Standards, College of Education Dispositions, and/or Professional Behaviors.

In addition to the end-of-semester assessment process, professors may "flag" students at any time during the semester. The student and the instructor sign and date the flag form indicating that the professor has discussed the flag with the student. If a student is flagged, a committee, whose role is to consider any immediate actions that might need to be taken, will review the flag. The system is intended to provide students and faculty an opportunity to quickly address knowledge, skills or attitudes that must be developed if students are to make progress in achieving the Kentucky Teacher Standards.

Information provided by professors as part of this tracking system is also used by College Admission to Teacher Education Committees in making decisions about students' progress through the program. Admissions committees are authorized by the institution to have authority to provide or deny students admission to teacher education or student teaching, OR to set conditions for students to meet as they progress towards completion of the program.

Faculty and staff, in particular, will focus on the students' ability to engage in cooperative learning, to affirm the learning capabilities of colleagues and students, and to demonstrate high-order authentic problem solving. This is in addition to the ability to demonstrate professional attitudes and behaviors, and academic skills and knowledge.

EVALUATION

Pre-student teaching field experiences serve as a primary means by which students gain evaluative information on their own preparation for teaching. At the end of each experience, students are evaluated by the on-site teacher and also by the course professor. Feedback is provided to students on a regular basis. Copies of evaluations, where appropriate, are kept in Teacher Education Services and serve as important sources of information for use by College Admission to Teacher Education Committees when making decisions about whether to admit students to teacher education or student teaching.

CONTINUOUS ASSESSMENT

1. The MSU Teacher Preparation Programs adhere to the concept of continuous assessment of student progress. Mechanisms to improve and extend continuous assessment activities are developed and/or revised as needed.
2. Currently students are assessed in their ability to (a) engage in teaching activities and situations, (b) be successful in field and clinical activities, (c) show growth toward meeting the Kentucky Teacher Standards, and (d) demonstrate academic skill proficiency.
3. Student progress is reviewed in each professional education course. Progress reports, known as "flag" reports, are filed with Teacher Education Services and become a part of the individual student's Teacher Education file.
4. Problems or concerns raised by the Continuous Assessment process are reviewed by the appropriate College Admission to Teacher Education Committee. NEGATIVE FLAGS MAY BE GROUNDS FOR DISMISSAL FROM THE TEACHER EDUCATION PROGRAM OR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.

FLAGS

Historically, a student's academic ability, particularly the ability to do well on pencil and paper tests, was the cornerstone for summative assessment. In today's global economy, it has become widely accepted that these skills are insufficient to assure success following schooling. Rather, it has come to be understood, academic skills, cooperative skills, higher-order thinking, and authentic problem-solving will together be the keys to economic and personal success.

The Murray State University teacher preparation program is designed to help students be successful, not only as educational personnel in the KERA classroom environment, but in any classroom in the world. As a result, the MSU faculty and staff are committed to assessing student knowledge, skills, and attitudes in a wide variety of domains. The following "flags" for evaluation of student performance in Professional Education Coursework is one tool being used to achieve these ends.

**“FLAGS” FOR EVALUATION OF STUDENT PERFORMANCE IN
PROFESSIONAL EDUCATION COURSEWORK/FIELD EXPERIENCE**

STUDENT: _____ M#: _____ Major: _____

COURSE: _____ SECTION: _____ SEM/YR: _____

PROFESSOR: _____

I. I perceive this student demonstrating particular problems in this course that potentially could interfere with success as a teacher in Kentucky classrooms. Entries that are checked indicate observed problems with Kentucky Teacher Standards, IECE Teacher Standards, Characteristics of Highly Effective Teaching and Learning, MSU Dispositions or Professional Behaviors. Additional information or needed explanation can be recorded on back or attached to this form.

Kentucky Teacher Standards

- ___ 1. Demonstrates applied content knowledge.
- ___ 2. Designs and plans instruction.
- ___ 3. Creates and maintains learning climate.
- ___ 4. Implements and manages instruction.
- ___ 5. Assesses and communicates learning results.
- ___ 6. Demonstrates the implementation of technology.
- ___ 7. Reflects on and evaluates teaching and learning.
- ___ 8. Collaborates with colleagues/parents/others.
- ___ 9. Evaluates teaching and implements professional development.
- ___ 10. Provides leadership.

IECE Teacher Standards

- ___ 1. Designs and plans instruction.
- ___ 2. Creates and maintains environments.
- ___ 3. Implements instruction.
- ___ 4. Assesses and communicates learning results.
- ___ 5. Reflects on and evaluates professional practices.
- ___ 6. Collaborates with colleagues/families/others.
- ___ 7. Engages in professional development.
- ___ 8. Supports families.
- ___ 9. Demonstrates the implementation of technology.
- ___ 10. Provides leadership.

College of Education Dispositions

- ___ 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.

Professional Behaviors

- ___ 1. Attends class
- ___ 2. Is punctual for class
- ___ 3. Is prepared for class
- ___ 4. Participates and demonstrates effort in class
- ___ 5. Uses appropriate (standard) writing in professional settings
- ___ 6. Uses appropriate (standard) spoken grammar in professional settings
- ___ 7. Uses courteous, appropriate and professional modes of communication
- ___ 8. Dresses appropriately in professional settings
- ___ 9. Maintains personal hygiene
- ___ 10. Other - Explain _____

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

II. I perceive this student demonstrating particular problems in field experience that potentially could interfere with success as a teacher in Kentucky classrooms (attach copy of Observation Instrument Assessing Standards and Dispositions).

III. Rather than perceiving problems with this student, I have identified an unusually high level of effort or ability in coursework and/or in creativity, differentiating instruction, critical thinking, communication, collaboration and/or other for this student. Include comments on back, if desired.

I HAVE DISCUSSED THESE MATTERS WITH THIS STUDENT

Professor Signature: _____

Date: _____

Student Signature: _____

Date: _____

Student signature indicates that the issues have been discussed. It does not indicate that the student agrees with the issue(s).