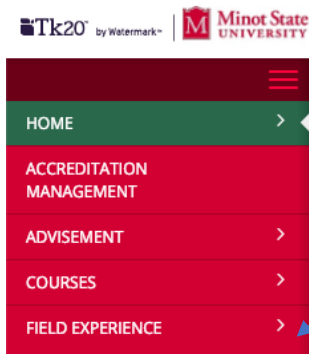
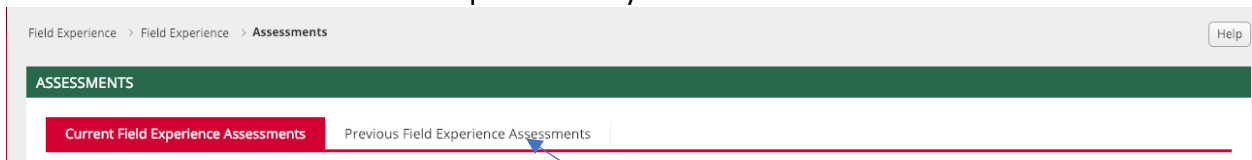


## Directions for MSU Faculty – Reading Binders in Tk20

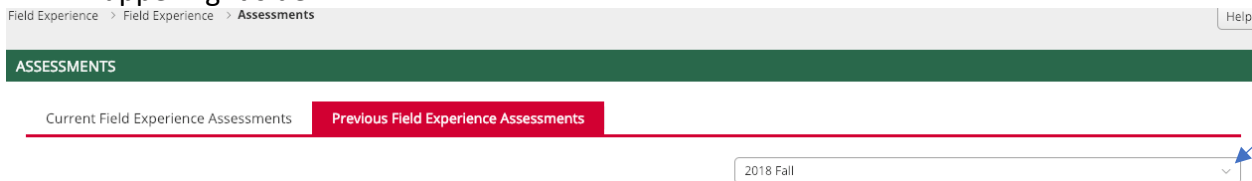
1. Go to Tk20: <https://minotstateu.tk20.com>
2. Log into Tk20 using the same username and password as for your other MSU logins. You just need firstname.lastname and NOT the @minotstateu.edu part.
3. Look on the left side of the page for the link marked FIELD EXPERIENCE and click on it.



4. You should see this in the top middle of your screen:



5. If you are evaluating binders from a previous semester, click on PREVIOUS FIELD EXPERIENCE ASSESSMENTS. Select the semester from the drop-down menu on the upper right side :



Then proceed to step 7.

6. If you are evaluating binders from the current semester, you should see a list of students' names in blue with binders to evaluate.
7. Click on a student's name in blue. Those that have not been evaluated have a red flag next to them.

Your screen should look like this:

8

9

Early Level Clinical III ED284L Spring 2019 | Hours Log | **Reflective Paper** | Self Assessment | Print-Friendly View

**Title:**  
Early Level Clinical III ED284L Spring 2019

**Description:**  
Clinical III is an experience intended to develop skills in relation to collaboration and communication, respect, and reflection. All approved activities for this clinical should involve engagement with other people in a common endeavor of benefit to children and young adults outside of the school day. Teacher candidates select a service-learning project from projects that are currently underway, self-design projects, AND/OR work with a professional organization for their 30 hours. Teacher candidates are expected to establish a regular schedule and stick to that schedule (being prompt and reliable), come prepared to observe, learn and engage as appropriate, and should be focused on student learning and professional growth (in word and deed). They should always be professional in all interactions. Teacher candidates complete a self-evaluation at the end of the experience and write a reflective paper focused on respect, communication & collaboration, reflection, and responsibility.

**Due Date(s):**  
05/08/2019 11:55 PM

**Submission Option(s):**  
Students are allowed to submit after the due date.  
Students are allowed to submit after assessment has been submitted.  
Additional Attachments are allowed.

> Placement Details

Student: [redacted] | Print-Friendly View

Reminder: Do not complete assessments using multiple browser windows or tabs or the browser back button to navigate as these actions may cause data inconsistencies. Complete assessments and navigate the system with only one browser window.

Field Experience Forms | Due Date(s) | Feedback

FIELD EXPERIENCE FORMS

Field Experience Form	Description	Last Update
0-Early Level Clinical III ED284L US: Fall 2018		

PROJECT SUPERVISOR'S FORMS

Project Supervisor:

Field Experience Form	Last Update
0-Clinical Hours Verification	
0-Early Level Clinical III ED284L CT: Fall 2018	

- If you are not familiar with the clinical expectations, read the description in near the blue arrow marked 8.
- Click on the white tab marked REFLECTIVE PAPER (see arrow 9)
- Your left-hand side of the screen should now look like this:

Early Level Clinical III (ED 284L) Fall 2018 | Hours Log | **Reflective Paper** | Self Assessment | Print-Friendly View

*After you have completed your 30 hours for ED 284L, use your notes to write a 3 to 5 page reflective paper. Your paper should not be merely summary, but should use specific examples from your clinical experiences to illustrate points in your reflection. While your paper can address many different aspects of your clinical experience, be sure to address these areas in particular: Base your paper on the following areas/questions:*

- Describe how you actively observed, recognized, respected, and responded to all learners and/or their families, including the diversity present in the learning environment. In what ways, if any, were you collaborative and respectful? In what ways could you have been more collaborative or respectful?
- Describe how you sought out additional resources for your service learning project. With whom did you collaborate and in what ways? How did your resources contribute to student learning?
- Describe how you engaged in thinking about teaching and learning. Consider your evaluation of what was working and what was not working, and ways in which you actively sought to improve both your own practice and student learning.

Name	Status	Type	Standard	Refe
<a href="#">0-Reflective Paper ED 284L (Clinical III) 1</a>	Submitted-Late on 12/11/2018 08:56 PM	0-Reflective Paper ED 284L (Clinical III)		

11

12

- If you are not familiar with the assignment for the reflective paper, read the description near the blue arrow marked 11.
- Then click on the blue link (see blue arrow number 12).
- Your screen should look like this. The paper is located near blue arrow 13.

[< BACK](#)

Early Level Clinical III (ED 284L) Fall 2018 — Reflective Paper — 0-Reflective Paper ED 284L (Clinical III) 1

Basic

**BASIC INFORMATION**

After you have completed your 30 hours for ED 284L, use your notes to write a 3 to 5 page reflective paper. Your paper should not be merely summary, but should use specific examples from your clinical experiences to illustrate points in your reflection. While your paper can address many different aspects of your clinical experience, be sure to address these areas in particular: Base your paper on the following areas/questions: 1. Describe how you actively observed, recognized, respected, and responded to all learners and/or their families, including the diversity present in the learning environment. In what ways, if any, were you collaborative and respectful? In what ways could you have been more collaborative or respectful? 2. Describe how you sought out additional resources for your service learning project. With whom did you collaborate and in what ways? How did your resources contribute to student learning? 3. Describe how you engaged in thinking about teaching and learning. Consider your evaluation of what was working and what was not working, and ways in which you actively sought to improve both your own practice and student learning.

**Title:\***

0-Reflective Paper ED 284L (Clinical III) 1

**Description:****Attached Documents:**

- 284L Clinical.docx | [View and Annotate](#) | [Download](#)

Conversion is complete, click the link to view and annotate

13

Note that pre-service teachers choose their own titles for papers so your titles may look different. If the paper is small you may either click the blue link VIEW AND ANNOTATE or you may click the blue link DOWNLOAD. Larger papers can only be downloaded. Read the paper.

14. To record your evaluation, look on the right side of your screen for the blue link with the name of the clinical and click on it.

Early Level Clinical III ED284L Spring 2019 | Hours Log | Reflective Paper | Self Assessment | [Print-Friendly View](#)

**Title:**  
Early Level Clinical III ED284L Spring 2019

**Description:**  
Clinical III is an experience intended to develop skills in relation to collaboration and communication, respect, and reflection. All approved activities for this clinical should involve engagement with other people in a common endeavor of benefit to children and young adults outside of the school day. Teacher candidates select a service-learning project from projects that are currently underway, self-design projects, AND/OR work with a professional organization for their 30 hours. Teacher candidates are expected to establish a regular schedule and stick to that schedule (being prompt and reliable), come prepared to observe, learn and engage as appropriate, and should be focused on student learning and professional growth (in word and deed). They should always be professional in all interactions. Teacher candidates complete a self-evaluation at the end of the experience and write a reflective paper focused on respect, communication & collaboration, reflection, and responsibility.

**Due Date(s):**  
05/08/2019 11:55 PM

**Submission Option(s):**  
Students are allowed to submit after the due date.  
Students are allowed to submit after assessment has been submitted.  
Additional Attachments are allowed.

> Placement Details

Submit Close

Student: [Redacted] [Print-Friendly View](#)

Reminder: Do not complete assessments using multiple browser windows or tabs or the browser back button to navigate as these actions may cause data inconsistencies. Complete assessments and navigate the system with only one browser window.

Field Experience Forms

Field Experience Forms	Due Date(s)	Feedback
FIELD EXPERIENCE FORMS		
Field Experience Form	Description	Last Update
[Redacted]	0-Early Level Clinical III ED284L US: Fall 2018	

PROJECT SUPERVISOR'S FORMS

**Project Supervisor:** [Redacted]

Field Experience Form	Last Update
0-Clinical Hours Verification	
0-Early Level Clinical III ED284L CT: Fall 2018	

15. You will see a rubric that will vary based on the clinical experience. This is an example of ED 284L. Click on the radio buttons (1, 2, 3 or 4) to indicate the score that you want to give the pre-service teacher. You do not have to type a score in the score box.

**Reminder: Do not complete assessments using multiple browser windows or tabs or the browser back button to navigate as these actions may cause data inconsistencies. Complete assessments and navigate the system with only one browser window.**

< BACK

0-Early Level Clinical III ED284L US: Fall 2018

The faculty member or university supervisor should complete this form based on the reflective paper submitted by the teacher candidate.

ED 284L UNIVERSITY FACULTY

Program Outcome I: Respect: The teacher candidate demonstrates respect (INTASC 2)\*

	Unsatisfactory	Basic	Proficient	Distinguished	Score
Quality of interactions (INTASC 2)(PO I) <input type="checkbox"/> NA	<input type="radio"/> 1 The teacher candidate's reflective paper demonstrates disrespect towards students or is insensitive to students' ages, families, cultural backgrounds, and interests	<input type="radio"/> 2 The teacher candidate's reflective paper indicates that the quality of interactions between teacher candidate and students, or among students, or between teacher and families, is uneven, with occasional disrespect or insensitivity	<input type="radio"/> 3 The teacher candidate's reflective paper indicates that the quality of interactions between the teacher candidate, students, and families is uniformly respectful	<input type="radio"/> 4 The teacher candidate's reflective paper indicates that the interactions between the teacher candidate, students, and families is uniformly respectful and collaborative	<input type="text" value="Score"/>

16. When you have entered all the scores, the bottom of your page should reflect the score and look something like this. If you want to save your work and return to it later, click the grey SAVE button. If you have completed your evaluation, click the green COMPLETE button.

---

**GRADE**

Total Score:  
7

---

Total Mean:  
2.333

---

Grade:

---

17. Finally, click the green SUBMIT button and you have completed a binder!



The screenshot displays a web application interface for an assessment. On the left, a sidebar contains navigation tabs: 'Early Level Clinical III ED284L Spring 2019' (highlighted in red), 'Hours Log', 'Reflective Paper', and 'Self Assessment'. Below these tabs, the 'Title' is 'Early Level Clinical III ED284L Spring 2019'. The 'Description' section explains that Clinical III is an experience intended to develop skills in collaboration and communication, respect, and reflection. It details that approved activities involve engagement with other people in a common endeavor for children and young adults outside the school day. Teacher candidates select a service-learning project from currently underway, self-design projects, and/or work with a professional organization for their 30 hours. They are expected to establish a regular schedule and stick to it, come prepared to observe, learn, and engage as appropriate, and focus on student learning and professional growth. They should always be professional in all interactions and complete a self-evaluation at the end of the experience, writing a reflective paper focused on respect, communication & collaboration, reflection, and responsibility.

The 'Due Date(s)' is '05/08/2019 11:55 PM'. The 'Submission Option(s)' section states: 'Students are allowed to submit after the due date. Students are allowed to submit after assessment has been submitted. Additional Attachments are allowed.'

At the bottom of the sidebar, there is a link for '> Placement Details'. On the right side of the interface, the student's name is 'Kristopher Auger'. A red reminder message states: 'Reminder: Do not complete assessments using multiple browser windows or tabs or the browser back button to navigate as these actions may cause data inconsistencies. Complete assessments and navigate the system with only one browser window.'

Below the reminder, there are tabs for 'Field Experience Forms', 'Due Date(s)', and 'Feedback'. The 'Field Experience Forms' tab is active and shows a table with the following data:

Field Experience Form	Description	Last Update
0-Early Level Clinical III ED284L US: Fall 2018		

Below this table, there is a section for 'PROJECT SUPERVISOR'S FORMS'. The 'Project Supervisor' is 'Britnee McAlexander'. There is a table with the following data:

Field Experience Form	Last Update
0-Clinical Hours Verification	
0-Early Level Clinical III ED284L CT: Fall 2018	

If you treasure the important rewards in life, look back at the list of students' names and you will see that the red flag has turned into a green check mark. Your heart will undoubtedly warm when you see the green flag and you know that you have contributed to our assessment.

NOTE: If you can't read the paper that the student wrote, or the paper doesn't follow the directions and you can't evaluate it, please email the student and Lisa so we can follow up.

For additional information, please contact us.

Tk20: contact Deb Kinzell

Clinical Experiences (ED 260L, 282L, 284L, 321L, 323L): contact Lisa Borden-King

Methods and Student Teaching (including ED 324L, ESLs): contact Kathy Hintz