

**EDUCATION DIVISION • CERTIFICATION PROGRAMS**

Candidate Handbook

Teacher Education

P R O G R A M

*Teacher as Leader for the 21st Century*

**Academic Year 2023-24**

Education Department

The regulations, requirements, and criteria contained in this Handbook apply to the

2023-24 academic year only.

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**Candidate Handbook**

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# Lindsey Wilson College Teacher Education Program

**Teacher as Leader for the 21st Century**

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The Education Division incorporates the mission of Lindsey Wilson College, the institutional goals, and the student learning outcomes. The Teacher Education Program is committed to the Conceptual Framework theme “Teacher as Leader For the 21st Century.”

The Candidate Handbook provides information regarding being admitted into your Teacher Education Program, and forms for ultimately being accepted for Student Teaching. This document is intended for use by the candidates in consultation with their academic advisers, not in place of an adviser.These policies and procedures are those required by Lindsey Wilson College, the Division of Education, and the Kentucky Education Professional Standards Board.

The standards for admission into the Education Program are inclusive of those for admission to Lindsey Wilson College and the criteria as outlined in this handbook. Therefore, admission to the College does not automatically qualify the candidate for admission to the Teacher Education Program and/or student teaching. Any candidate desiring to graduate from Lindsey Wilson College with eligibility for a Kentucky teaching certificate must follow the guidelines as stated in this Handbook. These requirements are subject to change to be incompliance with current regulations for teacher certification in Kentucky. Certification requirements are dependent on the date of graduation, not the date of entry to the Teacher Education Program. Candidates who do not complete the degree in a timely manner may be subject to additional requirements to meet Kentucky certification regulation guidelines.

All candidates must follow the provisions of the Education Division Candidate Handbook, the Student Teacher Handbook, and the Lindsey Wilson College catalog.

## Conceptual Framework

**The Mission of the Teacher Education Unit**

The Unit’s mission is derived from the values central to the Institution’s mission, the evolving needs of P-12 learners, and 21st century instructional practice reflecting education standards.

*“The mission of the Education Division is to prepare candidates in a Christian learning environment with the knowledge, skills, and dispositions required to be successful, reflective teacher-leaders in the 21st century.”*

**The Vision of the Education Division**

The Unit’s mission statement is the root of the vision Lindsey Wilson Unit faculty share: “To prepare teachers who are effective leaders and reflective educators in 21st century educational settings.” This vision is realized in the education conceptual framework theme “Teacher as Leader for the 21st Century.”

## Philosophy

The Unit’s philosophy holds to a Constructivist and Progressive approach in its Core Beliefs which are grounded in the values of the 21st Century Skills movement. Knowledge is not a static body of information passed down from faculty member to candidate; instead, candidates are given varied opportunities to construct their own meaning, and their own collective of knowledge through interactions in their college classrooms, discussions, disciplinary research, attendance at special lectures and cultural events. Candidates incorporate and construct knowledge, actively exploring new lessons, knowledge, and curricula, incorporating past scholarship, but with an eye toward future applications, knowledge, and relevance to skill building (Alesandrini & Larson, 2002; Prawat, 2008).

Within the classroom, the teacher encourages and engages the students in problem solving and inquiry. John Dewey’s philosophy of Progressivism stresses student-centered learning through exploration, discovery, interdisciplinary studies, and the practical applications of learning (Murphy, 2006). These two philosophies complement the 21st Century Skills movement which stresses collaborative learning, the idea of working with others to build, identify, and make use of knowledge (Trilling and Fadel, 2009, 108-109).

The Unit’s philosophy is realized in the Core Beliefs that provide the foundation of the Conceptual Framework. These core beliefs reflect the Unit’s expectations and learning outcomes in preparing effective educators for the 21st century.

## Core Beliefs

1. We believe dedicated educators are compassionate, caring, and reflective thinkers.

2. We believe a positive student-centered classroom environment is conducive to discovery and learning.

3. We believe learning is an active process.

4. We believe in-depth content knowledge is essential for effective teaching.

5. We believe differentiated instruction is essential in meeting the learning needs of all students.

6. We believe educators are to be role models.

7. We believe teacher leadership guides and supports effective teaching and learning.

8. We believe collaboration among all stakeholders builds cohesive and seamless learning.

9. We believe dedicated educators are lifelong learners who continuously seek professional development opportunities.

10. We believe preparing educators for success in tomorrow’s world through the development of 21st Century Skills is vital.

## Purpose

Our Conceptual Framework, *Teacher as Leader for the 21st Century*, undergirds all programs of the Unit. College faculty collaboratively guide candidates in developing the knowledge, skills, and dispositions of 21st century teachers reflected in the Conceptual Framework. Specifically, the Unit, in both initial and advance programs, prepares professionals who model best practices and continually strive to lead their students and schools to accomplish meaningful goals that improve student learning.

## Goals

Based on the Kentucky Teacher Performance Standards (KTPS), candidate learning goals are derived from the Institution and Unit Mission Statements, developed from the Conceptual Framework’s four Key Concepts, and reflect the Institutional Goals. The Kentucky Teacher Performance Standards and the four Key Concepts give context, cohesion and focus, guiding the program’s course work, field experiences, and assessments. Within each of the four Key Concepts, program goals and outcomes have been identified to assure that as candidates complete program requirements their performance will demonstrate the knowledge, skills, and dispositions of a teacher leader and mastery of the Kentucky Teacher Performance Standards.

## Education Candidate Outcomes:

1.    **Knowledge:** Candidates demonstrate in-depth understanding of processes, concepts, knowledge, and 21st century skills in their content area(s) by:

A.    demonstrating a theoretical and practical understanding of the current knowledge base of their content area(s). (KTPS 4, 5)

    B.    demonstrating the ability to communicate current and accurate content.

        knowledge that impacts student performance and contributes to learning of

        all students. (KTPS 1, 2, 3, 4, 5, 7, 8)

C.    demonstrating critical thinking skills germane to the content area(s) and incorporating critical thinking in classroom learning. (KTPS 4, 5, 7, 8)

2.    **Pedagogy:** Candidates effectively plan and implement classroom strategies including research-based best practice that foster 21st century skills and effective learning by:

A.    demonstrating knowledge of effective learning strategies/techniques for all students that address 21st century skills. (KTPS 1, 2, 3, 4, 5, 6, 7, 8)

B.    designing and implementing effective classroom instruction employing research-based best practices that promote student achievement. (KTS 1, 2, 3, 4, 5, 6, 7, 8)

C.    self-assessing their performances based on data and the Kentucky Teacher Performance Standards. (KTPS 5,7, 8, 9)

3.    **Leadership:** Candidates provide leadership in the school and in the

    Community fostering the development of 21st century skills through

    collaboration:

A.    demonstrating ability to lead instructional programs to promote student learning through developing the professional skills of colleagues and improving the quality of the school. (KTPS 4, 9, 10)

B.    demonstrating leadership in community-based projects that enhance the

        school learning climate. (KTPS 4, 9,10)

4.    **Reflective Best Practice:** Candidates develop dispositions as caring, reflective, self-assessing thinkers and professional teachers by:

    A.    demonstrating ethical and dependable behaviors in roles and

        responsibilities. (KTPS 1, 2, 3, 4, 5, 6, 7, 8)

B.    demonstrating behaviors and instructional practices that model for students the value of learning. (KTPS 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

C.    demonstrating respect for students and colleagues as individuals to positively affect student learning. (KTPS 1, 2,3, 4,5, 6, 7, 8, 9, 10)

    D.    responding competently and maturely to all students/peers.  (KTPS 3, 9, 10)

E.    reflecting on feedback and assessment of their teaching and identifying areas for growth. (KTPS 4, 5, 7, 8, 9)

F.    committing to professional growth through critical reflection for improvement, reading of research-based literature and by seeking professional growth opportunities. (KTPS 9,10)

## Entrance Criteria for the Teacher Education Program

Candidates may apply for admission to the Teacher Education program when they have completed or are in the process of completing the required 30 hours within the semester, and meet the admission criteria listed, normally during their sophomore year. When all criteria for admission have been met, an admission interview is scheduled. Interviews will not be scheduled for candidates who do not meet the minimum criteria. Following review of the applicant’s interview, scores, and application materials, one of the following recommendations will be made:

* Admission,
* Admission pending completion of a course,
* New interview required, or
* Denial.

The Education division will present the recommendations to the Teacher Education Committee (TEC) for admission or denial to the program. Candidates are notified of the decision by letter. All application materials are filed with the Education division.

Candidates may not enroll in professional education methods courses until they have been admitted into the Teacher Education program.

## Criteria for Admission

Each candidate must:

1. Submit an application for admission to the Teacher Education program.
2. Have completed or be in the process of completing a minimum of 30 semester hours of college coursework or have sophomore standing.
3. Have completed or be in the process of completing an academic semester of college coursework at Lindsey Wilson College.
4. Have a cumulative overall grade point average of 2.75, or 3.0 on the last 30 hours of completed coursework.
5. Be a person whose moral, social, and ethical behavior is acceptable in the school and wider community by meeting the Lindsey Wilson College Code of Conduct and have a signed Kentucky Code of Ethics Declaration form on file in the Education division.
6. Have successfully completed or be in the process of completing Fundamentals of Elementary & Middle Grades Education (EDUC 3413) or Fundamentals of Secondary Education (EDUC 3403) with a grade of C or above.
7. Meet pre-professional requirements by obtaining minimum scores on the ACT of 20 for Reading; 18 for English; and 19 for Math **OR** passing the Praxis Core Academic Skills for Educators (CASE) exams with minimum scores for Reading (5713) of 150; Writing (5723) of 158; and Math (5733) of 144.
   1. PRAXIS CORE is REQUIRED to obtain an interview at the end of the semester you take Fundamentals:
   2. *If you will be taking Fundamentals of Education next semester, you must take the Praxis CORE test at least once before December 1 (fall) or April 1 (spring).*
   3. *If you have over 50 hours and are taking Teaching Profession and Fundamentals at the same time (need division chair approval), you must take the Praxis CORE no later than September 15th (fall) or February 15th (spring). If your passing scores are not reported by April 1, you will not be interviewed this semester and you will not be allowed to take Education courses next semester. If you have not passed the Praxis CORE one semester after completing the EDUC 3403/3413 Fundamentals course, then the student will be advised to change their major.*
   4. You cannot be interviewed to enter the division if your passing scores are not reported to the data manager by December 1 (fall) or April 1 (spring).
8. Have completed the following required courses with a grade of C or above:
   1. ENGL 1013 or ENGL 1023 (or ENGL equivalent) Demonstration of Communication competency,
   2. COMM 2103 Demonstration of Communication competency, and
   3. MATH course for general education requirement determined by major.
9. Have a LWC Teacher Education Program Candidate Handbook Acknowledgment form signed and on file in the Education division.
10. Have obtained three disposition recommendations which indicate satisfactory performance in the areas of professional integrity; caring, respect, compassion; and critical reflection. One recommendation will be completed by the instructor of EDUC 2123 (The Teaching Profession). A second recommendation will be completed by the instructor of EDUC 3403 (Fundamentals of Elementary & Middle Grades Education) or EDUC 3413 (Fundamentals of Secondary Education). The candidate is responsible for obtaining one additional recommendation from a faculty member in the candidate’s emphasis area. Middle Grades candidates who have two emphasis areas may choose which emphasis area faculty member to complete the third recommendation. The letters of recommendation must be completed on the LWC Disposition Assessment Instrument.
11. Have scores at the acceptable (2), target (3), or exceeds target (4) level on the Recommendation/Disposition Assessment Instrument. If a candidate does not have this minimum score, he/she must meet with an education faculty member, as designated by the Director of Education, to develop and implement a remediation plan for improving dispositions appropriate for a professional educator as adopted by the Education division. The candidate may reapply after one semester. The candidate must obtain three new recommendations from three new instructors: one from a professor in the candidate’s emphasis area; one from a liberal arts faculty member; and one from the candidate’s professional education teacher/adviser/program coordinator. The score on these three new recommendations must be at the acceptable, target, or exceeds target level to be eligible for admission to the Teacher Education program. The candidate will not be allowed to repeat this process again.
12. Demonstrate competency in critical thinking, creativity, communication, and collaboration and in the ability to demonstrate competency in content knowledge and professional standards by obtaining an overall acceptable score on the Stage 1 Entry Portfolio as assessed through the Entry Portfolio Rubric & Criteria based on the Kentucky Teacher Performance Standards.
13. Demonstrate satisfactory performance in the Stage 1 portfolio and interview as scored on rubrics based on the Kentucky Teacher Performance Standards.
14. Demonstrate satisfactory performance on an On-Demand Writing sample at the time of the interview. (Communication competency)
15. Have completed or be in the process of completing 30 field hours with positive teacher recommendation (acceptable level or above) and a disposition rating at the acceptable level or above on the Cooperating Teacher Field Experience Evaluation form.

**Note:** November 1 and April 1 are normally the application completion deadlines for an interview invitation in the fall and spring semester, respectively.

**Note:** A candidate who has completed items 1, 2, 3, 8, and 9 of the Admission Criteria and who has completed 60 hours of coursework but who has not been able to meet the remaining Admission Criteria will be advised to withdraw the application to the program and consider another major. If the candidate still seeks admission to the program, the Education division must make a recommendation to the Teacher Education Committee (TEC) for program admission or denial based on the listed criteria. If all criteria cannot be met within the next semester, the division may recommend denial without an interview.

When criteria for admission into teacher education have been met, the student’s name will be presented to the Teacher Education Committee, which has final jurisdiction on approving or denying candidate’s admission into the Teacher Education program. The Director of Education will advise students on the decisions of the Committee.

## Application Timeline Requirements and Procedures

Students who have declared the Education Major and are qualified to enter the Education Program by meeting Criteria for Admission 1 – 14 listed above must complete the application process. In the semester the student desires to interview for admission, the student must:

1. Officially file the “Application for Admission Teacher Education Program” with the Education Division Data Manager by October 1 or March 1 respectively.
2. Submit items #2-6 listed under “Criteria for Admission” in the Candidate Handbook to the Education Division Data Manager by November 1 and April 1.
3. Have evidence of completing item #9 pre-professional literacy requirement (PPST or CASE) in the Education Division / student’s file by November 15 or April 15
4. Have all disposition recommendations in the Education Office by November 15 or April 15

Directions will be given for completing the application process and preparing for the Stage 1 Entrance Portfolio and Interview at a required meeting of all potential candidates in mid-October or mid-March.

The Education Office will audit all course grades and GPA. November 15 and April 15 are the application completion deadlines for an interview invitation in the Fall and Spring semesters respectively. All candidates who complete the application process by this date will receive an invitation to interview and attend a workshop.

## Students Who Do Not Meet Application Requirements

A student who has completed items 1, 2, and 3 of the Admission Criteria, and has completed 60 hours of course work, but has not been able to meet the remaining Admission Criteria will be advised to withdraw the application to the program and consider another major. If the candidate still seeks admission to the program within the next semester, the Division of Education must make a recommendation to the Teacher Education Committee for program admission or denial based on the listed criteria. The Division may recommend denial without an interview*.*

## Transfer Policy

Lindsey Wilson College accepts course credits of candidates from two and four-year colleges accredited by a regional accrediting commission for colleges and schools. All prior course work is included in GPA computations without exception and recorded on the transcript. The Registrar, in cooperation with the Education Division, will evaluate course work from previous colleges to determine hours and credits acceptable at Lindsey Wilson College. The candidate’s adviser will work with the candidate in developing course schedules to complete the Teacher Education Program. No methods courses may be transferred into LWC’s Teacher Education Program. This includes but is not restricted to:

Art Education 6-12 (ART 3624);

Reading and Language Arts P-5 (EDUC 3223);

Methods & Materials P-5 Mathematics (EDUC 3233);

Literature for Grades 5-9 (EDUC 3313);

Teaching Reading and Language Arts 5-12 (EDUC 3323);

Curriculum and Methodology in Secondary Schools (EDUC 4433);

Fundamentals of Secondary Education (EDUC 3403);

Fundamentals of Elementary and Middle Grades Education (EDUC 3413);

Methods & Materials P-5 Science (EDUC 4243);

Methods & Materials P-5 Social Studies (EDUC 4253);

Classroom Management P-5, P-9 & P-12 (EDUC 4263);

Curriculum and Methodology Middle Grades (EDUC 4333);

Classroom Management 5-12 and 8-12 (EDUC 4463);

Teaching School Health, Nutrition and PE (PHED 3203);

Methods/Materials of P-12 Physical Education (PHED 4023);

Supervised Student Teaching (EDUC 4600);

Practicum (EDUC 4603).

A maximum of nine hours in the 5-9 major in each emphasis area, and a maximum of 18 hours in the P-5 Interdisciplinary Area may be transferred. No more than 9 hours professional preparation can be transferred in for any program. Candidates seeking secondary certification with English, Biology, Math, or Social Science must check with the appropriate department regarding the maximum number of hours eligible for transfer credit in these majors.

## Retention

After admission to the Teacher Education Program, candidates must maintain the standards of the Division of Education to remain in the program. Candidate progress through the program is monitored. To remain in good standing in the Teacher Education Program candidates must:

* Follow the prescribed course of study and be enrolled in an education course or courses required in the program each semester as prescribed by the program contract. Students who do not enroll in an education course for three consecutive semesters will be removed from the education program as required by the Kentucky Education Professional Standards Board.
* Maintain a cumulative GPA of 2.75, a 2.75 GPA in professional education coursework and a 2.75 GPA in coursework in the content major.
* Receive scores of target on interim disposition assessments
* Pass all professional education courses and required courses in the major / interdisciplinary emphasis area with a C or better (Courses in which the candidate has a final grade of “D” or “F” must be repeated at the earliest opportunity and a grade of “C” or better earned. The grade earned the last time the course is repeated becomes the official grade for the course. The candidate will be on probation until the course is completed successfully. Candidates who receive a “D” or “F” in two or more Education courses or receive a “D” or “F” in a course when repeated are subject to dismissal from the program.)
* Meet all requirements for professional conduct as stated in the Kentucky Code of Ethics
* Meet all field experience requirements.
* Meet all course, field, and program requirements in a timely manner.
* Meet attendance requirements in all courses.

Failure to meet any of the standards will result in a one semester probation period in which the candidate meets with his/her advisor to develop and implement a remediation plan for improvement. No education courses may be taken during probation unless it is a required retake of a course. If the deficiencies are not corrected during the one semester probation period or adequate progress is not made, the candidate will be removed from the Teacher Education Program by recommendation of the faculty and vote of the Teacher Education Committee. One semester after dismissal the candidate may reapply for admission. To be readmitted, the candidate must correct the deficiency or demonstrate the potential to correct the deficiency and meet all initial admission requirements. Candidates who violate the Kentucky Code of Ethics with be dismissed without a probationary period and may not apply for readmission to the program. Candidates who have been readmitted to the Teacher Education Program and fail to meet any of the standards will be removed from the program without probation and may not apply for readmission.

Any candidate who has not been enrolled in at least one (1) course required for program completion within an eighteen (18) month period will be exited from the Program as prescribed by Education Professional Standards Board regulation (September 2011). Students who desire to re-enter the education program must complete the full admission process and meet all requirements that are currently in place at the time readmission is sought.

***Grade Point Average (GPA)***

Failure to maintain a 2.75 GPA (2.5 for candidates who entered prior to Fall 2012) will result in the candidate being placed on probation for one semester. The candidate must meet with his/her education advisor to develop and implement a remediation plan for improving his/her GPA. If the deficiency is not corrected during the one semester probation, he/she may appeal to the TEC for an extension of the probationary semester through a letter of support from his/her education advisor. Failure to correct the deficiencies may result in immediate dismissal from the Teacher Education Program. Any candidate who has been dismissed at any time from the program may reapply according to the **Criteria for Admission** on pages 7 -8.

***Dispositions***

Candidates must also always possess and exhibit dispositions appropriate for a professional educator as adopted by LWC Division of Education. Candidates are assessed periodically throughout the program by education and content faculty as well as by field experience mentors and / or cooperating teachers. These assessments are based on the approved Disposition Instrument. For program entry, Stage 1, candidates must score at the acceptable level. The candidate must have a mean score at the target level or above on all interim disposition assessments to be allowed to continue in the program. If scored below the target level, the candidate must meet with his/her Education advisor or education faculty member to develop a remediation plan for improving dispositions appropriate for a professional educator. If the action/behavior of the candidate is a violation of the Kentucky Code of Ethics, the candidate may be immediately removed from the Teacher Education Program. Disposition assessment scores for Stage 2 & 3 must be at the target level.

## Due Process Policy

**For Candidates Who Do Not Pass *Stage 1 or Stage 2***

Who is eligible to appeal: Candidates who:

(1) Were not recommended for admission to the program following the Stage 1 entrance portfolio and interview,

(2) Have been removed from the Teacher Education program, or

(3) Have not been recommended for student teaching following the Stage 2 portfolio and interview.

Grounds for appeal: The candidate can appeal on the basis of violations of education division policy or procedure that resulted in a decision that the candidate believes was inaccurate and a decision less than “pass.”

Procedure for appeal:

1. Following the non-recommendation notice, candidates who wish to appeal will meet with A) the education faculty interviewer, or B) the chair of their Interview Committee, two school days following notification of the interview results. The candidate will sign a form stating that they have received a copy of the results. If the candidate fails to meet with A) the education faculty interviewer, or B) the chair of the Interview Committee, a registered letter will be sent to the candidate’s college address and receipt will serve as proof of notification.
2. If the candidate does not agree with the “pass with conditions” or “not pass” decision on the grounds of violations of Education or College policy or incorrect procedure in a) conducting the interview, or b) reviewing / scoring the portfolio, he/she must appeal the decision by writing a letter to the Director of Education within two school days of receipt of the registered notification letter. The Director of Education
3. will forward the appeals letter to the Appeals Committee within school two days of school. The appeal letter must state specifically what part(s) of policies or procedures of the a) interview, or b) portfolio process he/she feels is unjust. Only issues raised in the appeal letter will be considered by the Appeals Committee.
4. The Appeals Committee will meet with the candidate, normally within one week of receipt of the appeals letter. The Appeals Committee consists of the candidate’s advisor, the VP for Academic Affairs, a Student Government President or designee, and the Director of Education. If the Director is the candidate’s advisor or served on the Interview Committee, another member of the Education Division who was not previously involved will be appointed by the Director of Education.
5. Testimony during the appeals meeting must address only issues raised in the appeal letter. The candidate is entitled to have a campus representative present, however, only the candidate, members of the interview committee (if applicable), and employees and students of LWC may provide testimony. Testimony is recorded and all information is confidential. The candidate and members of the Appeals Committee may question anyone making statements to the appeals committee. If further investigation is needed, the appeals meeting will recess until the appeals meeting can reconvene.
6. Following the meeting, members of the Appeals Committee will meet in executive session to determine if the allegations were adequately investigated, or if the original judgment was arbitrary. Once the investigation is judged complete, the appeals committee will render a decision by majority vote. This decision will be written by a member of the Appeals Committee based on written and oral testimony and will be sent by certified/registered mail to the candidate normally within three school days. A copy of the appeal and decision must be forwarded to the Director of Education and the candidate’s advisor.

## Policies and Procedures

The Policies and Procedures of the Division of Education apply to all students who take courses in the education program including those courses designated as pre-entry or have been admitted to the program. This includes students who take EDUC 2123, 2713, 3123, and 3143 without the intent of entering the program. The Policies and Procedures include all those outlined in the Candidate Handbook, the Field Handbook, and the Student Teaching Handbook. Failure to comply to the approved policies and procedures of the Lindsey Wilson College Education Program, the Kentucky Education Professional Standards Board, or the Kentucky Department of Education can result in a reprimand, the consequences outlined in the policy, the need to drop the course where the violation occurred or, if more serious in nature, not being admitted to the program or being dropped from the program.

**Class Absences**

In keeping with Lindsey Wilson College policy, students are responsible for regular class attendance, in-class participation, and completion of assignments.  In the Education Program students are expected to attend all class sessions and absences are counted. Absences from classes that meet one day a week will count as three class absences since the session is credited for three class periods. Excessive tardiness, especially those students who habitually arrive to class late, can result in being counted absent from the class. If an emergency arises, the student must make every effort to notify the instructor prior to class through email or by calling if during regular office hours.

Students will only be allowed to make up work or tests from missed classes if the absence is excused. Excused absences include doctor appointments, funerals for immediate family, or valid emergencies. In order to have an absence excused the student must submit a signed excuse from the physician or bring proof of the emergency. This should be submitted to the instructor on the day the student returns to class. Missing class or arriving late because of taking a test in another course will not be excused unless the request is submitted to the instructor for prior approval. The approval is at the discretion of the instructor. Completion of field hours **is not** an excuse for missing an education class or any other class. Field hours are assigned early enough in the semester and at times when no classes are scheduled. Work is also not a valid excuse for missing classes.

According to College policy absences for scheduled, authorized obligations (e.g., athletic events, choir tours, field trips in other classes, etc.) are not counted as class absences. For these to be excused the student must notify the instructor prior to the absence. Students are responsible for completion of missed class work due to an authorized absence within a reasonable (defined by instructor) length of time. Participation in extracurricular activities (intercollegiate athletics in particular) place additional demands and responsibilities on students and therefore requires that any additional absences may jeopardize the course grade.

When a pattern of excessive absence, tardiness, or other unsatisfactory performance occurs, the instructor will take one or more of the following actions:

* Request the student make special arrangements to improve his or her performance (e.g., meeting with a tutor);
* Enter the student in the Engaged 4 Success System, a system in which the student's instructor, academic or freshman advisor, Academic Affairs office, Student Affairs office, and coach (if the student is an athlete) places them;
* Place the student on attendance probation, whereby an additional unexcused absence would result in a grade of F for the course; and
* Contact the student's parent(s)/legal guardian about continuing problems if the student has given written permission for contacts.

**Cell Phone Policy**

No cell phones are to be visible or turned on in public school classrooms including all clinical field experiences, practicum, and student teaching. If the cell phone is to be used for legitimate instructional purposes such as students responding on a website, used as a timer, or used as assessment (clickers), it must be written as part of the lesson plan and approved by the cooperating teacher.

The Education Division will adhere to the Lindsey Wilson cell phone policy for college classrooms that states “Student cell phones will be off during class time unless prior arrangement is made with the instructor. All cell phones must be put away during the class period.” Violation of LWC policy will be grounds for dismissal from class. Education instructors may impose additional cell phone policies and note these in their course syllabi. Any requests to keep the cell phone on but silent and not visible, such as family or medical emergencies, must be given prior approval by the classroom instructor.

**Audio and Video Recordings**

Any recording of class sessions, group information meetings offered by the Education Division, meetings with advisers or individual instructors, Stage interview sessions, or meetings with education faculty is not permitted either through audio or video. If there is a valid reason for recording, this request must be made prior to the meeting and have approval from all participating parties. Any meetings involving discussion of public-school students or situations in the public schools may not be recorded because of FERPA and privacy issues.

**Privacy Policy and Social Media**

Students cannot disclose information or incidents that occur in public schools, classrooms, or clinical situations either through personal interaction or social media with friends and family. This includes any private meetings with P-12 faculty or administration. Avoid posting any school information, student information or education division information on social media including Facebook, Twitter, Instagram, and similar forms of social media. This does not include general school announcements from authorized school officials to the public. The policy is supported by KY Code of Ethics and FERPA regulations for student / faculty privacy.

**Interactions with P-12 Students and Teachers**

Lindsey Wilson College education students are in the schools as guests of the school system. The school is a workplace for teachers and administrators, as well as a safe learning environment for students. It is not a forum for socialization with teachers and/ or students. Education students will not be placed in schools where immediate family members are present to avoid conflict of interest. Education students who are placed in a school for field / clinical experiences, especially for student teaching, will have no social contact with P-12 students in the school they meet initially during the field experience. All interaction should relate to classroom work or extracurricular assignments. All interaction with students must take place on school grounds and be supervised by school personnel. In those field experience situations where teacher candidates have previous social contact with teachers and students, the candidate must use their best judgment in social interaction. During hours when completing the field experience, the candidate must maintain professional conduct in all interactions with P-12 students and teachers. During the student teaching semester, teacher candidates must avoid socialization, interaction through social media, and transporting by car all P-12 students in the school to which they are assigned.

Teacher Education Candidates must respect the work environment and maintain professional interaction with P-12 teachers. Teacher education candidates must avoid initiating inappropriate or excessive contact with faculty in the schools where they are assigned.

## Application Process

## Stage 1- Entry to the Teacher Education Program

**Process**

In the semester that the student is qualified to seek candidacy in the Teacher Education Program, the student will follow the admission process as outlined on pages 5 - 6 of the Candidate Handbook meeting all deadlines as noted. Failure to meet deadlines may delay the interview and program admission. The candidate will:

1. Meet with the Education Division Data Manager to be sure that all required forms are in the student’s file by deadline,
2. Ask appropriate faculty members to complete a Disposition Recommendation form and submit to the Education Division Office by deadline,
3. Compile an Entry Portfolio and submit by deadline, and
4. Schedule an interview by contacting the Division of Education Data Manager.

**Entry Portfolio**

Prepare an Entry Portfolio and submit it to the Division of Education prior to the scheduled interview. The Entry Portfolio should be submitted through Google Drive that contains:

1. Title page with name, major, content area, and contact information
2. A copy of the Philosophy of Education completed in EDUC 2123 The Teaching Profession
3. Artifact for content knowledge KTPS 4. This can be an assigned research paper, essay, project, demonstrating content knowledge.
4. A copy of a lesson plan completed in EDUC 3403 or 3413 that is a sample of the candidate’s best work. Include handouts, Power Points, and assessments.
5. Two evidence of effective Field Experience which can include:
   * Evidence 1: Selected log entries or course assignment demonstrating valid field experience.
   * Evidence 2: A written reflection of what student has learned during all field experiences.
6. On- Demand Writing document completed in EDUC 3403 or 3413.

The Entry Portfolio will be assessed according to the Entry Portfolio Rubric (page 17 Candidate Handbook). Scoring is based on the quality of responses on the following scale:

4 = Exceeds Target 3 = Target 2 = Acceptable 1 = Unacceptable

An On-Demand Writing Assessment that measures communication and grammatical skills as well as the ability to integrate knowledge of teaching and philosophical views concerning education will be scheduled during the week of interviews.

**Entrance Presentation**

The entrance interview will be scheduled for 2 hours. Arrive at the Education Division office five minutes before the scheduled time. Dress professionally. Two Education faculty members will conduct the interview. Interview questions relate to the candidate’s insight and knowledge of instructional design, content, learning climate, and professional dispositions. Scoring is based on the quality of responses on the following scale:

4 = Exceeds Target 3 = Target 2 = Acceptable 1 = Unacceptable

To pass the interview a candidate must have a holistic score of 2 (acceptable) or above on the interview rubric.



**Application For Admission Teacher Education Program**

Full Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ LWC ID#: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Home Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SS#: \_\_\_\_\_\_\_ - \_\_\_\_\_\_\_ - \_\_\_\_\_\_\_\_\_ City\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_State\_\_\_\_\_\_\_ Zip\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Home phone :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Birth: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_e-mail: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Cell Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

College Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Classification: □ Sophomore □ Junior □ Senior □ Post Graduate Gender: □ Male □ Female

Ethnic Background:

□ Non-resident Alien □ Black, Non-Hispanic Origin □ American Indian or Alaska Native

□ Asian/Pacific Islands □ Hispanic □ White, Non-Hispanic Origin □ Biracial □ Unknown

Semester Year Entered Lindsey Wilson College: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Transfer Candidate: □ Yes □ No

Current number of credit hours earned: \_\_\_\_\_\_\_\_\_\_ Credit hours earned at Lindsey Wilson College: \_\_\_\_\_\_\_\_\_\_\_\_

Current Advisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Current Cumulative GPA:\_\_\_\_\_\_\_\_\_\_\_\_

Other Colleges Attended: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Planned Field of Professional Preparation and Certification**:

□ Elementary Education P-5

□ Middle Grades 5-9 (Candidates may choose 2 areas of emphasis-24 to 30 hours in each area)

(Single emphasis may require up to 36 hours in area of emphasis)

□ Secondary Education 8-12 (Indicate Major below)

□ Physical Education P-12

□ Physical Education/Health P-12

□ Art Education P-12

□ Integrated Music Education P-12

**Areas of Emphasis/Major**: **(5-9 Majors pick two)**

◻ English/Communications (5-9 only) ◻ Mathematics ◻ English (8-12 only)

◻ Natural Sciences (5-9 only) ◻ Social/Behavioral Sciences ◻ Biology (8-12 only)

**Please check each box to indicate your agreement with the statement:**

□ 1. I have read, understand, and agree to the “Criteria for Admission into Teacher Education.”

□ 2. I understand that I must submit official transcripts on all college work completed to the Registrar’s Office.

□ 3. I understand that I may not enroll in education courses restricted to candidates in the program until I have been admitted into the LWC Teacher Education Program.

□ 4. After being admitted into the Teacher Education Program, I understand that it is my responsibility to monitor my progress as related to satisfying GPA, course, and graduation requirements.

□ 5. I understand that failure to make satisfactory progress may result in dismissal from the Teacher Education Program.

□ 6. I understand that admission into the Teacher Education Program does not guarantee admission into student teaching.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Candidate Signature) Date

I give my permission for my records to be released to Education Division personnel in order to submit them to the Education Professional Standards Board upon my entrance and exit from the program.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Candidate Signature) Date

If requested, I give/do not give (circle one), my permission for information regarding my progress in the LWC Teacher Education Program to be released to my parent(s) or legal guardian.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Candidate Signature) Date

## 

Faculty: Please return to the Data Manager, Goodhue building room 101

## 

## 

Stage 1 Entrance Portfolio Scoring Rubric

Teacher Education Program

****

Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Major:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reviewer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Reviewed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Portfolio** | | | | | |
| **Artifact** | **Descriptor** | **4**  **Exceeds Target** | **3**  **Target** | **2**  **Acceptable** | **1**  **Unacceptable** |
| **Content assignment**  KTPS 4 Content Knowledge | Research paper, essay, or project demonstrating content knowledge (Math Sec. may use test) | Exceptional demonstration of content mastery  Demonstrates advanced writing proficiency | Demonstrates high level of content mastery  Demonstrates excellent writing proficiency | Demonstrates adequate level of content mastery  Demonstrates adequate writing proficiency | Does not demonstrate level of content mastery  Does not demonstrate writing proficiency |
| **On Demand Writing**  KTPS 1-8  Reflection | Timed writing sample regarding teacher (s) who impacted their life. | Demonstrates advanced reflection | Demonstrates excellent reflection | Demonstrates adequate reflection | Does not demonstrate reflection proficiency |
| **Designs/Plans Instruction-Lesson Plan**  KTPS 1-8 The teacher designs / plans instruction | Lesson plan designed for teaching content area using the KDE format meeting the following criteria: | KAS with clear learning targets that reflects key concepts of discipline  Assessment effectively measure student performance on objective / learning target and guides teaching  Uses multiple effective instructional strategies and activities aligned with learning targets  Plans instructional strategies that include several levels of learning that require higher order thinking. | KAS with a learning target  Assessment measures student performance on  learning target  Uses goodinstructional  strategies and activities aligned with learning  targets.  Plans instructional  strategies that include two levels of learning and require some higher order thinking. | KAS used aloneAssessment addresses KAS or learning target  Uses basic instructional strategies or activities that address learning targets.  Plans instructional strategies that require some higher order thinking. | Does not include KAS  Does not included assessment OR assessment does  not address KAS, or learning target  Uses basic instructional  strategies or activities that do not address learning targets, OR uses ineffective instructional strategies or activities  Plans instructional strategies on basic  level of learning and do not require higher order thinking. |
| **Learning Climate-Philosophy**  KTPS 3 Creates a learning climate | Philosophy of Education from The Teaching Profession | **Met – Target / Acceptable**   * Clear statement of beliefs concerning teaching, learning, curriculum, knowledge, and instructional practice that are consistent with the current knowledge base and best practice for teaching * Beliefs are supported and based on education theory with correct reference to sources accepted by the education community reflecting best practice. * Effectively organized and well developed * Effective use of grammar and conventions. * Appropriate tone and voice * Correct APA format | | **Not Met - Unacceptable**   * Statements of belief are unclear OR philosophy includes contradictions OR teaching, learning, curriculum, knowledge and instructional practice are not adequately addressed revealing no understanding of the current knowledge base and best practice. * Beliefs are unsupported with no reference to theoretical base OR personal opinion and bias are evident * Ineffective use of grammar and conventions * Inappropriate tone and voice. * Incorrect APA format | |
| **Field Experience**  KTPS 1-3 | Implementing instruction from Field Placement  Evidence of effective work in the schools | **Met - Target / Acceptable**  Includes two (2) or more evidences of effective field experience.   * Evidence 1: Selected log entries or course assignment demonstrating valid field experience * Evidence 2 A written reflection of what student has learned during all field experiences * Evidence indicates meeting standards at acceptable level or above. | | **Not Met - Unacceptable**   * Does not include two evidences of effective field experience * Evidence included does not demonstrate effective work * Evaluations scored at unacceptable level (1). | |

Reviewer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Reviewed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Scoring Instructions:*** *The artifacts and descriptors below should be evidenced in each candidate’s portfolio. Please use the rubric below to assess each artifact individually, giving a holistic score to each. Please be sure to score the AACU Written Communication Value Rubric, also, giving a holistic score to the candidate’s written ability demonstrated throughout the portfolio. These scores will be added, by the committee chair, to the Stage 1 Summative Scoring Insrument upon completion of the candidate’s interview and submitted to the Education programs’ data manager.*

***Directions:*** *For each of the artifacts below, please circle/mark the appropriate judged performance level using rubric criteria:*

*4 = Exceeds Target 3 = Target 2 = Acceptable 1 = Unacceptable*

***For stage 1, “2-Acceptable” or “Met” is the standard rating each students needs to be accepted into the program.***

|  |  |
| --- | --- |
| **\*Please complete the written Communication value rubric on the following Page** |  |

**AACU Written Communication VALUE Rubric**A picture containing font, text, graphics, design

Description automatically generated

*for more information, please contact value@aacu.org*

**Definition**

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Capstone**  4 | **Milestones**  3 2 | | **Benchmark**  1 |
| **Context of and Purpose for Writing**  *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).* | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. | Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). | Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). | Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). |
| **Content Development** | Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work. | Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work. | Uses appropriate and relevant content to develop and explore ideas through most of the work. | Uses appropriate and relevant content to develop simple ideas in some parts of the work. |
| **Genre and Disciplinary Conventions**  *Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).* | Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including  organization, content, presentation, formatting, and stylistic choices | Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices | Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation | Attempts to use a consistent system for basic organization and presentation. |
| **Sources and Evidence** | Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing | Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing. | Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing. | Demonstrates an attempt to use sources to support ideas in the writing. |
| **Control of Syntax and Mechanics** | Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free. | Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors. | Uses language that generally conveys meaning to readers with clarity, although writing may include some errors. | Uses language that sometimes impedes meaning because of errors in usage. |

## 

## P-5 Elementary Education Major Course Sequence

Reflects revised General Education requirements.

|  |  |  |  |
| --- | --- | --- | --- |
| FRESHMAN | | | |
| FALL | HRS | SPRING | HRS |
| ENGL 1013 Writing Studies I - Gen Ed † | 3 | SCI 1013 or biol 1103 - Gen Ed | 3 |
| MATH 1013 - Gen ed | 3 | EDUC 2123 the teaching profession | 3 |
| HIST 1033: US History (1492-1865) - Gen Ed † | 3 | ENGL 1023 Writing Studies II - Gen ED † | 3 |
| Religion - Gen Ed | 3 | PSYC 1003 PRINCIPALS OF PSYCH \*\*\* - GED ED | 3 |
| COMM 2103 PUBLIC SPEAKING - gen ed | 3 |
| FYE 1001 First year experience seminar | 1 | ARTISTIC APPRECIATION – GEN ED | 3 |
| TOTAL | 16 | total | 15 |
| SOPHOMORE | | | |
| FALL | HRS | SPRING | HRS |
| EDUC 3413 FUNDAMENTALS OF ELEM/MIDDLE ED † | 3 | EDUC 3123 Principles of Lifelong Learning^ | 3 |
| ART 2613 ART EDUCATION P-5 †† | 3 | EDUC 3223 Teaching READ/Language ARTS P-5 ^ | 3 |
| Educ 2713 intro to ed tech | 4 | MATH 2223 MATH FOR ELEM TEACHERS II\*\* †† | 3 |
| math 2213 math for Elem teachers i\*\* †† | 3 | EDUC 2243 CHILDREN’S LIT P-5†† | 3 |
| music 2203 p-5 music†† - Gen ED | 3 | ENGL 2703 MODERN GRAMMAR†† | 3 |
| TOTAL | 16 | total | 15 |
| JUNIOR | | | |
| FALL | HRS | SPRING | HRS |
| educ 3143 exceptional Learner^ | 3 | EDUC 4243 Method/Material p-5 science ^ | 3 |
| EDUC 3233 Methods AND Materials p-5 MATH ^ | 3 | PHED 3203 PE/Health Curr.Methods P-5†† ^ | 3 |
| EDUC 4103 Measurement & Assessment | 3 | HIST 3103 KY STUDIES†† | 3 |
| POSC 1003 US GOVT †† - GEN ED | 3 | HIST 1043 US History 1865 - PRESENT †† | 3 |
| PHSC 1204 EARTH SCIENCE & lab Core – GEN ED | 3 | Engl 2103 Literary Interpretations | 3 |
| TOTAL | 15 | total | 15 |
| SENIOR | | | |
| FALL | HRS | SPRING | HRS |
| EDUC 4253 p-5 social studies ^ | 3 | educ 4603 Practicum | 3 |
| GEOG 1003 Regional World Geog - GEN ED | 3 | educ 4600 Supervised Student teaching^ | 12 |
| EDUC 4263 p-9 classroom management ^ | 3 |  |  |
| phed 1021 first aid/CPR †† | 1 |  |  |
| HIST 2233 World Civilization I – GEN ED | 3 |  |  |
| Elective (1 hr). | 1 |  |  |
| TOTAL | 14 | total | 15 |

\* PREREQUISITE FOR EDUC 3123

\*\* PREREQUISITE FOR EDUC 3233 m/m P-5 Math methods

\*\*\* PREREQUISITE FOR EDUC 3143

† prerequisite for Program Entry and all methods courses

†† p-5 interdisciplinary

^ Professional education and Methods courses, must be accepted into education program to enroll

## 

## 5-9 Middle Grades Education Program Course Sequence

Single emphasis Middle Grades Major can be completed as outlined with 36 hours in Emphasis Area. Double emphasis may require 48 hours. Use Emphasis Area courses to meet CORE General Education requirements and follow the sequence below. **Note**: Some semesters may be required to take 18 hours to complete a double emphasis requirement. Work closely with education and content advisors to develop a plan. See the Curriculum Contract for required General Education Core and required content courses. Not following the advising sequence may result in the need to take summer course work or return an additional semester.

|  |  |  |  |
| --- | --- | --- | --- |
| **FRESHMAN** | | | |
| FALL | HRS | SPRING | HRS |
| ENGL 1013 WRITING STUDIES \*\* - GEN ED | 3 | ENGL 1023 WRITING STUDIES II\*\* - GEN ED | 3 |
| EMPHASIS CORE REQ OR CORE REQ | 3 | EDUC 2123 THE TEACHING PROFESSION | 3 |
| RELIGION – GEN ED | 3 | PSYC 1003 PRINCIPLES OF PSYCH\* | 3 |
| MATH 1013 OR 1103 – GEN ED | 3 | EMPHASIS COURSE OR PREREQ + | 3 |
| SCIENCE 1013 – GEN ED | 3 | COMM 2103 PUBLIC SPEAKING\*\* - GEN ED | 3 |
| fye 1001 First year experience SEMINAR | i |  |  |
| TOTAL | 16 | total | 15 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| SOPHOMORE | | | | |
| FALL | HRS | SPRING | | HRS |
| educ 3413 FUND OF MIDDLE GRADES (WITH SECONDARY TAKE EDUC 3403) \*\* | 3 | GLOBAL PERSPECTIVES – GEN ED | 3 | |
| HISTORICAL PERSPECTIVES – GEN ED | 3 | CRITICAL THINKING – GEN ED | 3 | |
| EDUC 2713 INTRO TO ED TECH | 3 | EMPHASIS COURSE | 3 | |
| Artistic Appreciation – GEN ED | 3 | EMPHASIS COURSE | 3 | |
| Emphasis COURSE + | 3 | EDUC 3143 EXCEPTIONAL LEARNER ^ | 3 | |
| TOTAL | 15 | total | 15 | |

|  |  |  |  |
| --- | --- | --- | --- |
| JUNIOR | | | |
| FALL | HRS | SPRING | HRS |
| EDUC 3303 ADOLESCENT PSYCH | 3 | EDUC 3123 PRIN OF LIFELONG LEARNING^ | 3 |
| EMPHASIS COURSE + | 3 | ENGL 2103 LITERARY INTERPRETATION | 3 |
| EMPHASIS COURSE + | 3 | EMPHASIS COURSE + | 3 |
| EDUC 3523 READ/WRITE IN CONTENT AREAS^ | 3 | EMPHASIS COURSE + | 3 |
| EDUC 4103 MEASUREMENT AND ASSESSMENT^ | 3 | EDUC 4333 CURR/METHODS IN MIDDLE GRADES | 3 |
| TOTAL | 15 | total | 15 |

|  |  |  |  |
| --- | --- | --- | --- |
| SENIOR | | | |
| FALL | HRS | SPRING | HRS |
| EMPHASIS OR ELECTIVES | 3 | EDUC 4600 SUPERVISED STUDENT TEACHING ^ | 12 |
| EMPHASIS COURSE WORK COMPLETE + | 9 | EDUC 4603 PRACTICUM ^ | 3 |
| EDUC 4263 CLASSROOM MGMT P-9 ^ | 3 |  |  |
| TOTAL | 15 | total | 15 |

\* PREREQUISITE for EDUC 3123

\*\* PREREQUISITE for Education Program Entry

# If emphasis area, take the required course listed on Curriculum Contract

^ METHODS COURSES, MUST BE ACCEPTED INTO TEACHER EDUCATION PROGRAM TO ENROLL

+ Emphasis course work for math or science may be 4 hours and will require more than 120 hours to complete.

## 

## 8-12 Secondary Education Program Course Sequence

Reflects revised General Education requirements. See the Curriculum Contract for English, Mathematics, Biology, or Social Science for required General Education Core and required content courses.

|  |  |  |  |
| --- | --- | --- | --- |
| FRESHMAN | | | |
| FALL | HRS | SPRING | HRS |
| ENGL 1013 WRITING STUDIES \*\* - GEN ED | 3 | ENGL 1023 WRITING STUDIES II \*\* - GEN ED | 3 |
| MAJOR COURSE + (Prerequisite for major course work) | 3 | EDUC 2123 THE TEACHING PROFESSION | 3 |
| ARTISTIC APPRECIATION – GEN ED | 3 | PSYC. 1003 PRINCIPLES OF PSYCH\* | 3 |
| MATH 1013 – GEN ED | 3 | MAJOR COURSE OR PREREQ + | 3 |
| BIOL 1204 INTRO TO CELL – GEN ED | 3 | COMM 2103 PUBLIC SPEAKING\*\* - GEN ED | 3 |
| fye 1001 First Year experience Seminar | 1 |  |  |
| TOTAL | 16 | total | 15 |

|  |  |  |  |
| --- | --- | --- | --- |
| SOPHOMORE | | | |
| FALL | HRS | SPRING | HRS |
| educ 3403 FUND OF SECONDARY ED\*\* | 3 | GLOBAL PERSPECTIVES – GEN ED | 3 |
| HISTORICAL PERSPECTIVES -GEN ED | 3 | MAJOR COURSE | 3 |
| EDUC 2713 INTRO TO ED TECH | 3 | MAJOR COURSE + | 3 |
| RELIGION – GEN ED | 3 | MAJOR COURSE | 3 |
| MAJOR COURSE + | 3 | EDUC 3143 EXCEPTIONAL LEARNER^ | 3 |
| TOTAL | 15 | total | 15 |

|  |  |  |  |
| --- | --- | --- | --- |
| JUNIOR | | | |
| FALL | HRS | SPRING | HRS |
| CRITICAL THINKING ELECTIVE | 3 | EDUC 3123 PRINCIPLES OF LIFELONG LEARNING^ | 3 |
| MAJOR COURSE + | 3 | CULTURAL LITERACY ELECTIVE | 3 |
| MAJOR COURSE + | 3 | MAJOR COURSE + | 3 |
| EDUC 3523 READ/WRITE IN CONTENT AREAS^ | 3 | MAJOR COURSE + | 3 |
| EDUC 4103 MEASUREMENT AND ASSESSMENT^ | 3 | EDUC4433 CURR/METHODS OF SECONDARY ED^ | 3 |
| TOTAL | 15 | total | 15 |

|  |  |  |  |
| --- | --- | --- | --- |
| SENIOR | | | |
| FALL | HRS | SPRING | HRS |
| MAJOR OR ELECTIVES | 3 | EDUC 4600 SUPERVISED STUDENT TEACHING^ | 12 |
| MAJOR COURSE WORK COMPLETE + | 9 | EDUC 4603 PRACTICUM ^ | 3 |
| EDUC 4463 CLASSROOM MGMT 8-12, P-12 ^ | 3 |  |  |
| TOTAL | 15 | total | 15 |

\* PREREQUISITE for EDUC 3123

\*\* PREREQUISITE for Education Program Entry

# If major field check Curriculum Contract for required course.

^ METHODS COURSES, MUST BE ACCEPTED INTO TEACHER EDUCATION PROGRAM TO ENROLL

+ Math or biology major course work will be primarily 4-hour courses. Check the requirements carefully to stay within the 120-hour major.

## 

## P-12 Art Education Program Course Sequence

For students entering after Fall 2019. Reflects revised General Education.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Freshman | | | | | | | | | | |
| FALL | HRS | | | | SPRING | | | | HRS | |
| ENGL 1013 Writing STUDIES i \*\* | 3 | | | | ENGL 1023 WRITING STUDIES ii \*\* | | | | 3 | |
| ART 1214 BEGINNING STUDIO: DRAWING | 4 | | | | EDUC 2123 THE TEACHING PROFESSION | | | | 3 | |
| biol 1103 or sci 1013 | 3 | | | | ART 2D OR 3D STUDIO ELECTIVE | | | | 4 | |
| MATH 1003 – GEN ED | 3 | | | | ART 2733 ART HISTORY i | | | | 3 | |
| FIRST YEAR EXPERIENCE SEMINAR | 1 | | | | COMM 2103 PUBLIC SPEAKING – GEN ED | | | | 3 | |
| TOTAL | 14 | | | | TOTAL | | | | 16 | |
| Sophomore | | | | | | | | | | |
| FALL | | HRS | | | | SPRING | | | | HRS |
| EDUC 3403 FUNDAMENTALS OF SEC. ED\*\* | | 3 | | | | hISTORICAL pERSPECTIVE – GEN ED | | | | 3 |
| PSYCH 1003 PRIN PSYCH – GEN ED | | 3 | | | | art 2734 aRT hISTORY ii– GEN ED | | | | 3 |
| EDUC 2713 INTRO TO ED TECH | | 3 | | | | EDUC 3143 EXCEPTIONAL LEARNER | | | | 3 |
| ART 2733 ART HISTORY i | | 3 | | | | ART 2164 DESIGN AND COLOR | | | | 4 |
|  | |  | | | | SCIENCE – GEN ED | | | | 3 |
| Total | | 12 | | | | Total | | | | 16 |
| Junior | | | | | | | | | | |
| FALL | | | HRS | | | | SPRING | | HRS | |
| ART 2623 COMPUTER GRAPHICS i | | | 3 | | | | EDUC 3123 PRIN OF LIFELONG LEARNING^ | | 3 | |
| ART 3734 ADVANCED STUDIO: DRAWING | | | 3 | | | | ART 3753 MODERN ART | | 3 | |
| educ 3523 read/write in content areas | | | 3 | | | | religion – gen ed | | 3 | |
| educ 4103 measurement and assess. | | | 3 | | | | sTUDIO ELECTIVE 3000 | | 4 | |
|  | | |  | | | | ART 3623 ART EDUCATION 6-12 | | 3 | |
| TOTAL | | | 12 | | | | TOTAL | | 16 | |
| Senior | | | | | | | | | | |
| FALL | | | | HRS | | | | SPRING | HRS | |
| art 2613 art education P-5 | | | | 3 | | | | EDUC 4603 PRACTICUM ^ | 3 | |
| THREE-DIMENSIONAL ART ELECTIVE | | | | 4 | | | | EDUC 4600 SUPERVISED STUDENT TEACHING | 12 | |
| GLOBAL PERSPECTIVE– gen ed | | | | 3 | | | |  |  | |
| Educ 4463 classroom MGMT 8-12, P-12^ | | | | 3 | | | |  |  | |
| uPPERLEVEL ART ELECTIVE | | | | 4 | | | |  |  | |
| TOTAL | | | | 17 | | | | TOTAL | 15 | |
|  | | | |  | | | |  |  | |
|  | | | |  | | | |  |  | |

\* PREREQUISITE for EDUC 3123

\*\* PREREQUISITE for Education Program Entry

# If major field check Curriculum Contract for required course.

^ METHODS COURSES, MUST BE ACCEPTED INTO TEACHER EDUCATION PROGRAM TO ENROLL

## 

## P-12 Physical Education & Health Major Course Sequence

Suggested sequence students entering after 2019. Reflects revised General Education requirements. See Curriculum Contract for specific major requirements.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Freshman | | | | | |
| FALL | HRS | | SPRING | HRS | |
| ENGL 1013 WRITING STUDIES I\*\* - GEN ED | 3 | | ENGL 1023 WRITING STUDIES II \*\* - GEN ED | 3 | |
| RELIGION – GEN ED | 3 | | EDUC 2123 THE TEACHING PROFESSION | 3 | |
| PSYCH 1003 PRINCIPLES OF PSYCH\* – GEN ED | 3 | | MATH 1003 – GEN ED | 3 | |
| SCI 1013 – GEN ED | 3 | | COMM 2013 PUBLIC SPEAKING – GEN ED | 3 | |
| ARTISTIC APPRECIATION – GEN ED | 3 | | PHED 2053 FOUNDATIONS OF HEALTH/PE | 3 | |
| FYE 1001 FIRST YEAR EXPERIENCE SEMINAR | 1 | | PHED 1001 FIRST AID | 1 | |
| TOTAL | 16 | | TOTAL | 16 | |
| Sophomore | | | | | |
| FALL | HRS | | SPRING | HRS | |
| EDUC 3403 FUND OF SECONDARY ED | 3 | | EDUC 3123 PRIN LIFELONG LEARNING | 3 | |
| PHED 2553 FITNESS, WELLNESS/CONDITIONING | 3 | | GLOBAL PERSPECTIVES – GEN ED | 3 | |
| EDUC 2713 INTRO TO ED TECH | 3 | | PHED 2013 NUTRITION | 3 | |
| HISTORICAL PERSPECTIVES – GEN ED | 3 | | PHED 2253 PERS SCHOOL COMM HEALTH | 3 | |
| PHED 3002 PSY/SOCI OF SPORT AND PE | 2 | | PHED 2012 BASIC INJURY CARE COACH/TRAINER | 2 | |
| ENGL 2103 LITERARY INTERPRETATION | 3 | |  |  | |
| Total | 17 | | Total | 14 | |
| Junior | | | | | |
| FALL | HRS | | SPRING | | HRS |
| PHED 2133 MOTOR LEARNING | 3 | | PSYCH 3103 LIFESPAN DEV | | 3 |
| EDUC 3523 READ/WRITE CONTENT AREAS | 3 | | EDUC 4103 MEASUREMENT AND ASSESSMENT | | 3 |
| PHED 3103 EPIDEMIOLOGY | 3 | | PHED 4103 COMTEMP HEALTH ISSUES | | 3 |
| PHED 3023 KINESIOLOGY | 3 | | PHED 3203 PE/HEATLH CURR/METHODS | | 3 |
| PHED 3402 FUNDAMENTALS OF COACHING | 2 | | PHED 4023 MIDDLE/SEC METHODS OF PE/HEALTH | | 3 |
| TOTAL | 14 | | TOTAL | | 15 |
| Senior | | | | | |
| FALL | | HRS | SPRING | HRS | |
| EDUC 4463 CLASSROOM MGMT | | 3 | EDUC 4603 PRACTICUM ^ | 3 | |
| PHED 3163 SKILLS/TECH TEAM | | 3 | EDUC 4600 SUPERVISED STUDENT TEACHING | 12 | |
| PHED 3013 EXERCISE PHYSIOLOGY | | 3 |  |  | |
| PHED 3143 ADAPTED PHYSICAL EDUCATION | | 3 |  |  | |
| ADDITIONAL ELECTIVE | | 3 |  |  | |
| TOTAL | | 15 | TOTAL | 15 | |
|  | |  |  |  | |

\* Prerequisite for EDUC 3123

\*\* Prerequisite for Education program entry

## 

## Stage 2 Portfolio Assessment and Interview

## Admission to Student Teaching

In order to be eligible to Student Teach Candidates must have:

* been admitted into the Teacher Education Program through the Stage 1 process and in good standing,
* attained senior status,
* met or be in the process of meeting all program requirements for course work including overall content, and professional GPA of 2.75. Each candidate must complete by the end of the semester:

a. all professional preparation courses;

b. all courses in the area(s) of emphasis/major

c. all general education requirements.

d. all elective hours.

* completed or in the process of completing field experience (200 hours prior to student teaching (this includes 40 hours of practicum experience), and
* met criteria for student teaching listed in the Student Teaching Section of the Candidate Handbook

Candidates who meet these requirements must complete an application to student teach by August 31 or January 31 in the year prior to student teaching. The application is obtained and submitted by the deadline in the Division of Education Office. The application is placed in the Candidate’s file and a copy is given to the Coordinator of Student Teaching.

Following the submission of the application, the teacher candidate will complete the Stage 2 Assessment Process.

**Application and Stage 2 Assessment Timeline / Requirements and Procedures**

1. Application to Student Teach submitted one year prior by August 31 for fall student teaching or January 31 for spring student teaching.
2. An audit will be completed by Data Manager to ensure the Candidate is qualified for Student Teaching
3. All Candidates for Admission to Student Teaching must attend scheduled Stage 2 Seminars.
4. The Stage 2 Portfolio will be submitted by the Monday prior to fall or spring break in the semester immediately prior to student teaching by 12:00 noon.
5. Disposition Assessment: All interim and field dispositions in the candidate’s file will be included in the disposition assessment at Stage 2. Dispositions will routinely be assessed in the following courses: Principles of Lifelong Learning, Exceptional Learner / Adaptive Physical Education, and methods course for each certification.   
   Any education or arts / science faculty member may complete an interim disposition assessment if there is a concern that needs to be addressed. In the Stage 2 semester a disposition assessment will be completed in Classroom Management and by a professor in the certification content area.
6. An interview is scheduled for the week following fall or spring break.

A candidate must have a successful Stage 2 interview scored holistically at the Target level with a Portfolio scored holistically at the target level or above. If a candidate does not successfully complete the Stage 2 process, the candidate may revise any conditions cited in the Portfolio or interview (usually two weeks from the interview date). If the stipulated conditions are not met by that date, the candidate will not student teach and must participate in the Stage 2 process again when interviews are normally scheduled in a subsequent semester.

The Division of Education will present the recommendations to the Teacher Education Committee for admission or denial to Student Teaching. Candidates are notified of the decision by letter. All application materials are filed with the Education Division.

Following the Stage 2 process, candidates for Student Teaching will meet with the Director for Student Teaching to complete all criteria for the Student Teaching experience.

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Stage 2 Portfolio Scoring Rubric

Teacher Education Program

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Major:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reviewer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date Reviewed:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Print)

***Scoring Instructions:*** *The artifacts and descriptors below should be evidenced in each candidate’s portfolio. Please use the rubric below to assess each artifact individually, giving a holistic score to each. Please make sure to score the AACU Written Communication Value Rubric, also, giving a holistic score to the candidate’s written ability demonstrated throughout the portfolio. These scores will be added, by the committee chair, to the Stage 2 Summative Scoring Insrument upon completion of the candidate’s presentation and submitted to the Education programs’ Data Manager for admission into student teaching.*

***Directions:*** *For each of the artifacts below, please circle/mark the appropriate judged performance level using rubric criteria:*

*4 = Exceeds Target 3 = Target 2 = Acceptable 1 = Unacceptable*

***For stage 2, “3-Target” or “Met” is the standard rating each students needs to be accepted into student teaching.***

|  |
| --- |
| ***The teacher candidate’s mastery of knowledge, pedagogy, leadership, and professional dispositions is demonstrated in the portfolio through the assessment of authentic artifacts. The artifacts include the Instructional Unit, Collaboration Tasks, Professional Growth Plan, and the Professional Leadership Plan and Project. These artifacts are reviewed and scored by the criteria outlined in the Kentucky Teacher Performance Standards (InTASC). In addition, candidate reflections in the form of Rationales for each KTPS are included. Candidates must provide at least three (3) pieces of supporting evidence in each KTPS in a narrative written reflection explaining how the artifacts contained in the portfolio demonstrate proficiency in meeting the Kentucky Teacher Performance Standards.*** |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Portfolio** | | | | | | | | |
| **Overview** | **Met** | **Not Met** | | | | | | |
| **Letter to Reviewer** | **Met:** Clear introduction of candidate, overview of growth during program, describes strengths and areas for growth, reflection on best artifact, correct use of grammar and conventions with appropriate tone / voice. | **Not Met:** Fails to meet two or more of the five criteria outlined. | | | | | | |
| **Praxis II** | **Met:** Passing scores or a written remediation plan and registration confirmation of scheduled assessments evidence is included with all required PLT and Content assessments in primary certification area prior to student teaching. | **Not Met:** Fails to meet criteria outlined. | | | | | | |
| **Component & Evidence** | | **Score** | | | | | | | | |
| **Unit: Using the LWC Education Unit Plan Rubric** | | **4**  **Exceeds Target** | **3**  **Target** | | | **2**  **Acceptable** | | **1**  **Unacceptable** | | |
| KTPS 7 | **Unit Objectives/ Learning Targets:**   * Standards * Learning target/ objectives for unit * Essential Questions | Correct standards/ objectives/ essential questions listed and aligned with the correct Kentucky Academic Standards and demonstrates an in-depth knowledge of the connection (thread) that ties one to another. | | Correct standards/ objectives/ essential questions listed and align with the correctly identified Kentucky Academic Standards. | Correct standards/ objectives/ essential questions listed. | | No/incorrect standards listed.  Student does not  demonstrate sufficient understanding of the critical attributes circled on the left. | | |
| KTPS  1-8 | **Unit Contextual Data Sheet and Teaching and Learning Statement:** Class description data   * Diversity data * Physical features of classroom * Availability of technology * Scheduling * Student characteristics: age, gender, race, ethnicity, special needs * Factors impacting planning and implementation of instruction | Critical attributes are listed and fully developed.  Student applies a complete and deep understanding of each attribute and alignment to the standards. | | Critical attributes are listed and fully developed.  Student applies proficient understanding of each attribute and alignment to the standards. | Critical attributes are listed but are not fully developed.  Student applies limited understanding of attributes. | | Critical attributes are missing/incorrect.  Student does not  demonstrate sufficient understanding of the critical attributes circled on the left. | | |
| KTPS 4,6 | **Unit Assessments:** Pre & Post Assessment including Answer Key   * Aligns with unit objectives/learning targets. * Measures unit objectives/learning targets * Contains a variety of levels of Bloom’s/DOK/HOT questions * Questions are written appropriately for the grade level, purpose and content being tested. * Length of assessment is appropriate for grade level, purpose, and content being assessed. | Critical attributes are listed and fully developed.  Student applies a complete and deep understanding of each attribute and alignment to the standards. | | Critical attributes are listed and fully developed.  Student applies proficient understanding of each attribute and alignment to the standards. | Critical attributes are listed but not fully developed.  Student applies limited understanding of attributes. | | Critical attributes are missing/incorrect.  Student does not demonstrate sufficient understanding of the critical attributes circled on the left. | | |
| KTPS  1-8 | **Lesson Plans:**   * Lesson context * Standards/objectives * Learning targets * Concept/skill review * Concept/skill preview * Learning strategies/ activities * Review of student learning * Lesson extensions * Attached materials used * Higher Order/Critical thinking questions * 21st century skills/CCRS * Differentiated strategies/activities (IEP, ELL, Gifted: with or without SET) * Media/Tech * Formative assessment/accommodations | Detailed description of critical attributes displayed.  Student creates plans that demonstrate an in-depth understanding of each attribute, including high leverage practices. | | All critical attributes are provided.  Student creates plans that demonstrate clear understanding of each attribute, including high leverage practices. | Most or all critical attributes are provided.  Student creates plans that demonstrate limited understanding of each attribute with minimal depth/ development/ or high leverage practices. | | Critical attributes are missing/ limited (minimal description).  Student does not demonstrate sufficient understanding of the critical attributes circled on the left. | | |
| KTPS  1-8 | **Technology:**   * Teacher use of technology * Student use of technology | Teacher **and** student technology are current, integrated throughout the unit, and appropriate /beneficial for unit, age, grade, and content. | | Teacher **and** student technology are utilized throughout the unit and utilized to support the lessons in the unit.  Technology utilized is appropriate/beneficial for unit, age, grade, and content. | Teacher **or** student technology is utilized in the unit, used in a limited capacity, or added to demonstrate technology use and not to support the lessons in the unit.  Technology utilized is adequate/ appropriate for lesson, age, grade, and content. | | No/limited technology is used throughout the lesson.  Technology utilized is inappropriate for lessons in unit, age, grade, and content. | | |
| KTPS  1-3 | **Diversity:**  Teacher identifies plans for diversity including factors such as:   * learning preferences and strategies * socioeconomic status * ethnicity * culture * educational background * geographical location * gender * etc. | Unit incorporates culturally relevant pedagogies to meet the needs of the population, decrease bias and promote Diversity, Equity, and Inclusion (DEI) for all students is demonstrated in a variety of creative and innovative ways across the unit lessons. | | Unit incorporates culturally relevant pedagogies to meet the needs of the population, decrease bias and promote Diversity, Equity, and Inclusion (DEI) across the unit lessons. | Unit attempts to incorporates culturally relevant pedagogies to meet the needs of the population, decrease bias and promote Diversity, Equity, and Inclusion (DEI) across the unit lessons. | | Unit does not attempt to incorporate culturally relevant pedagogies to meet the needs of the population, decrease bias and promote Diversity, Equity, and Inclusion (DEI) across the unit lessons. | | |
| KTPS 6 | **Assessment:**   * Formative * Summative * Self | All three types of assessments are used creatively and correctly to engage, evaluate, and reflect on learning throughout the culmination of lessons. | | All three types of assessments are utilized correctly to evaluate students throughout the culmination of lesson. | Two or more types of assessments are utilized correctly to evaluate students throughout the culmination of lessons. | | No/limited/ inappropriate assessments are used.  Student does not demonstrate sufficient understanding of the critical attributes circled on the left. | | |
| *Comments: You may add comments here or attach a separate sheet with feedback for remediation guidance for student* | |  | | | | | | | | |
| **Component & Evidence** | | **Score** | | | | | | | | |
| **Professional Growth Plan: Using the LWC Education Professional Growth Plan Rubric** | | **4**  **Exceeds Target** | **3**  **Target** | | | **2**  **Acceptable** | | **1**  **Unacceptable** | | |
| KTPS 9 | **Professional learning and Ethical Practice:**   * The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner. | The teacher demonstrates his or her ability to independently engage in a variety of ongoing professional learning, provide evidence to continually evaluate his or her practice, particularly the positive and negative effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall provide evidence of the ability to adapt practice to meet the needs of each learner. | | The teacher demonstrates his or her ability to engage in a variety of ongoing professional learning, provide evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall provide evidence of the ability to adapt practice to meet the needs of each learner. | The teacher demonstrates his or her ability to engage in professional learning, provide evidence of evaluation of his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community. | | The teacher provides minimal or no evidence that demonstrates his or her ability to engage in ongoing professional learning, reflection, and improvement. | | |
| *Comments: You may add comments here or attach a separate sheet with feedback for remediation guidance for student.* | |  | | | | | | | | |
| **Component & Evidence** | | **Score** | | | | | | | | |
| **Leadership Plan: Using the LWC Education Leadership Plan Rubric** | | **4**  **Exceeds Target** | **3**  **Target** | | | **2**  **Acceptable** | | **1**  **Unacceptable** | | |
| KTPS 10 | **Leadership and Collaboration.**   * Take responsibility for student learning. * Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth. * Advance the profession. | The teacher provides evidence that demonstrates his or her ability to independently seek appropriate leadership roles and opportunities to take responsibility for student learning. | | The teacher provides evidence that demonstrates his or her ability to seek appropriate leadership roles and opportunities to take responsibility for student learning. | The teacher provides evidence that demonstrates his or her ability to seek a leadership role but does not provide adequate opportunities to take responsibility for student learning. | | The teacher does not provide evidence that demonstrates his or her ability to seek appropriate leadership roles and opportunities to take responsibility for student learning. | | |
|  |  | The teacher provides evidence that demonstrates his or her ability to independently seek appropriate leadership roles and opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth that significantly impacts the students, school or community. | | The teacher provides evidence that demonstrates his or her ability to seek appropriate leadership roles and opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth. | The teacher provides some evidence that demonstrates his or her ability to work with others to seek appropriate leadership roles. The evidence provides some evidence of opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth. | | The teacher does not provide evidence that demonstrates his or her ability to seek appropriate leadership roles and opportunities to Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth. | | |
|  |  | The teacher provides evidence that demonstrates his or her ability to independently seek appropriate leadership roles and opportunities to significantly advance the profession. | | The teacher provides evidence that demonstrates his or her ability to seek appropriate leadership roles and opportunities to advance the profession. | The teacher provides limited evidence that demonstrates his or her ability to seek appropriate leadership roles and opportunities to advance the profession. | | The teacher provides no evidence that demonstrates his or her ability to seek appropriate leadership roles and opportunities to advance the profession. | | |
| *Comments: You may add comments here or attach a separate sheet with feedback for remediation guidance for student* | |  | | | | | | | | |

**AACU Written Communication VALUE Rubric**A picture containing font, text, graphics, design

Description automatically generated

*for more information, please contact value@aacu.org*

**Definition**

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Capstone**  4 | **Milestones**  3 2 | | **Benchmark**  1 |
| **Context of and Purpose for Writing**  *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).* | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. | Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). | Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). | Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). |
| **Content Development** | Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work. | Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work. | Uses appropriate and relevant content to develop and explore ideas through most of the work. | Uses appropriate and relevant content to develop simple ideas in some parts of the work. |
| **Genre and Disciplinary Conventions**  *Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).* | Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices | Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices | Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation | Attempts to use a consistent system for basic organization and presentation. |
| **Sources and Evidence** | Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing | Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing. | Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing. | Demonstrates an attempt to use sources to support ideas in the writing. |
| **Control of Syntax and Mechanics** | Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free. | Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors. | Uses language that generally conveys meaning to readers with clarity, although writing may include some errors. | Uses language that sometimes impedes meaning because of errors in usage. |

Kentucky Teacher Performance Standards (KTPS)

Teacher Standards for Educator Preparation and Certification established June 30, 2018. These standards shall be used in the evaluation and assessment of a teacher for initial or advanced certification and for the accreditation of educator preparation providers.

**Learner & Learning**

Standard 1. Learner development. The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences.

Standard 2. Learning differences. The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3. Learning environments. The teacher shall work with others to create environments that:

* 1. Support individual and collaborative learning; and
  2. Encourage positive social interaction, active engagement in learning, and self-motivation.

**Content Knowledge**

Standard 4. Content knowledge. The teacher shall:

* 1. Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and
  2. Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5. Application of content. The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Instructional Practices**

Standard 6. Assessment. The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator’s and learner’s decision making.

Standard 7. Planning for instruction. The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8. Instructional strategies. The teacher shall understand and use and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

**Professional Responsibilities**

Standard 9. Professional learning and ethical practice. The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.

Standard 10. Leadership and collaboration. The teacher shall seek appropriate leadership roles and opportunities to:

1. Take responsibility for student learning;
2. Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and
3. Advance the profession.

Please reference 16 KAR 5:010. www.epsb.edu Y:\Datamanager\KY Teacher Standards\Kentucky Teacher Performance Standards (2018)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit Plan Rubric**  **Used to Assess LWC Teacher Candidate Unit Plans**  **Professional Preparation Methods Courses, and Student Teaching** | | | | | | | | | |
|  | | | | | | | | | |
| **Instructions:** **This rubric aligns with the EPP Unit Plan For Stage 2 & 3**  \*Faculty/instructors must use the indicators and critical attributes listed below to assess units across EPP programs.  \*Students should use the rubric to ensure that their unit plans meet or exceed expectations for each stage.  Score needed: Stage 2 & 3: Target (3) on all indicators | | | | | | | | | |
| **CAEP** | **KTPS (InTASC)** | **Danielson’s** | **Tech & Diversity** | **Indicators** | **Critical Attributes**  **as defined by KTPS/KAS/CAEP standards** | **Above Target**  **(4)** | **Target**  **(3)** | **Acceptable**  **(2)** | **Unacceptable**  **(1)** |
| 1.1.  1.2 | 7 | 1 | T | Unit Objectives/ Learning Targets | \*Standards  \*Learning target/  objectives for unit  \*Essential Questions | Correct standards/ objectives/ essential questions listed and aligned with the correctly identified Kentucky Academic Standards and demonstrates a deep knowledge of the connection (thread) that ties one to another. | Correct standards/ objectives/ essential questions listed and align with the correctly identified Kentucky Academic Standards. | Correct standards/ objectives/ essential questions listed. | No/incorrect standards listed.  Student does not demonstrate sufficient understanding of the critical attributes circled on the left. |
| 1.1  1.3 | 1-8 | 1-3 | T/D | Unit Contextual Data Sheet and Teaching and Learning Statement | \*Class description data  \*Diversity data  \*Physical features of classroom  \*Availability of technology  \*Scheduling  \*Student characteristics: age, gender, race, ethnicity, special needs  \*Factors impacting planning and implementation of instruction | Critical attributes are provided with detailed identifiers.  Student applies a comprehensive and in-deep understanding of each attribute identified. | Critical attributes are identified.  Student applies proficient understanding of each attribute identified. | Most critical attributes are identified.  Student applies limited understanding of each of the attributes identified. | Critical attributes are missing/Incorrect.  Student does not  demonstrate sufficient understanding of the critical attributes circled on the left. |
| 1.2 | 4,6 | 1,3 | T/D | Unit Assessments: Pre & Post with Answer Key | \*Aligns with unit objectives/learning targets  \*Measures unit objectives/learning targets  \*Contains a variety of levels of Bloom’s/DOK/HOT questions  \*Questions are written appropriately for the grade, purpose and content being tested.  \*Length of assessment is appropriate for grade level, purpose, and content being assessed. | Critical attributes are listed and fully developed.  Student applies a complete and deep understanding of each attribute and alignment to the standards. | Critical attributes are listed and fully developed.  Student applies proficient understanding of each attribute and alignment to the standards. | Critical attributes are listed but not fully developed.  Student applies limited understanding of attributes. | Critical attributes are missing/incorrect.  Student does not demonstrate sufficient understanding of the critical attributes circled on the left. |
| 1.1  1.2 1.3 | 1-8 | 1-4 | T/D | Lesson  Plans | \*Lesson Context  \*Standards/objectives  \*Learning targets  \*Concept/skill review  \*Concept/skill preview  \* Instructional strategies/learning activities  \* Review of Student Learning  \* Lesson extensions  \*Attached materials used  \*Higher Order/Critical thinking questions  \*21st century skills/CCRS  \*Differentiated strategies/activities (IEP, ELL, Gifted: with or without SET)  \*Media/Tech  \*Formative assessment/accommodations | Detailed description of critical attributes displayed.  Student creates plans that demonstrate deep understanding of each attribute, including high leverage practices. | All critical attributes are provided.  Student creates plans that demonstrate clear understanding of each attribute, including high leverage practices. | Most or all critical attributes are provided.  Student creates plans that demonstrate limited understanding of each attribute with minimal depth/ development/ or high leverage practices. | Critical attributes are missing/ limited (minimal description).  Student does not demonstrate sufficient understanding of the critical attributes circled on the left. |
| 1.1  1.3 | 1-8 | 1,3 | T | Technology | \*Teacher use of technology  \*Student use of technology | Teacher **and** student technology are current, integrated throughout the unit, and appropriate /beneficial for unit, age, grade, and content. | Teacher **and** student technology are utilized throughout the unit and utilized to support the lessons in the unit.  Technology utilized is appropriate/beneficial for unit, age, grade, and content. | Teacher **or** student technology is utilized in the unit, used in a limited capacity, or added to demonstrate technology use and not to support the lessons in the unit.  Technology utilized is adequate/appropriate for lesson, age, grade, and content. | No/limited technology is used throughout the lesson.  Technology utilized is inappropriate for lessons in unit, age, grade, and content. |
| 1.1  1.3 | 1-3 | 1-3 | D | Diversity and inclusion | \*Teacher identifies plans for diversity including factors such as: learning preferences and strategies, socioeconomic status, ethnicity, culture, educational background, geographical location, gender, etc. | Unit incorporates culturally relevant pedagogies to meet the needs of the population, decrease bias and promote Diversity, Equity, and Inclusion (DEI) for all students is demonstrated in a variety of creative and innovative ways across the unit lessons. | Unit incorporates culturally relevant pedagogies to meet the needs of the population, decrease bias and promote Diversity, Equity, and Inclusion (DEI) across the unit lessons. | Unit attempts to incorporates culturally relevant pedagogies to meet the needs of the population, decrease bias and promote Diversity, Equity, and Inclusion (DEI) across the unit lessons. | Unit does not attempt to incorporate culturally relevant pedagogies to meet the needs of the population, decrease bias and promote Diversity, Equity, and Inclusion (DEI) across the unit lessons. |
| 1.2  1.3 | 6 | 3,4 | T/D | Assessment | \*Formative  \*Summative  \*Self | All three types of assessments are used creatively and correctly to engage, evaluate, and reflect on learning throughout the culmination of lessons throughout the unit to increase student success and plan for further instruction. | All three types of assessments are utilized correctly to evaluate students throughout the culmination of lessons in unit to increase student success and plan further instruction. | Two or more types of assessments are utilized correctly to evaluate students throughout the culmination of lessons in the unit to increase student success instruction. | No/limited/ inappropriate assessments are used.  Student does not demonstrate sufficient understanding of the critical attributes circled on the left. |
| Actions/Feedback: | | | | | | | | | |

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Stage 2 Summative Instrument

Teacher Education Program

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Major: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

Rater: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Print Signature

***Scoring Instructions:*** *The committee will determine a summary score of the student’s portfolio, interview, dispositions, and written component. The chair of the committee will use this summative scoring instrument to record all scores from the Stage 2 Portfolio Scoring Rubric, the Stage 2 Presentation Scoring Rubric, and the Data Manager will record disposition scores. A determination for recommendation of program admission will be made and submitted to the Education Programs based upon the completion of this form and compiled scores.*

***The goal for candidate performance at Stage 2- Entrance to Student Teaching is an “3-Target” level (or higher) of proficiency based on the criteria for the Kentucky Teacher Performance Standards that are attached.***

**Portfolio Summary Score Table 1 (Scoring obtained from Portfolio Scoring Rubric, Stage 2 and the AACU Written Rubric)**

|  |  |
| --- | --- |
|  | Chair/ Rater |
| Demographic Sheet | Met/Not Met |
| Letter to Reviewer | Met/Not Met |
| Praxis II | Met/Not Met |
| KTPS 7: Unit Learning Objectives/Learning Targets |  |
| KTPS 1-8: Unit Contextual Data/Teaching & Learning Statement |  |
| KTPS 4,6: Unit Assessments |  |
| KTPS 1-8: Lesson Plans |  |
| KTPS 1-8: Technology |  |
| KTPS 1-3: Diversity |  |
| KTPS 6: Assessment |  |
| KTPS 9 Professional Growth Plan |  |
| KTPS 10 Leadership and Collaboration |  |
| AACU Written Rubric |  |
| Holistic Score Portfolio |  |

**Presentation Summary Score Table 2**

**(Scoring obtained from Stage 2 Presentation Scoring Rubric and the AACU Oral Rubric)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Division Faculty | College Faculty | P-12 Representative | Avg. |
| Student Philosophy of Education |  |  |  |  |
| KTPS 1 Learner Development |  |  |  |  |
| KTPS 2 Learning Differences |  |  |  |  |
| KTPS 3 Learning Environments |  |  |  |  |
| KTPS 4 Content Knowledge |  |  |  |  |
| KTPS 5 Application of Content |  |  |  |  |
| KTPS 6 Assessment |  |  |  |  |
| KTPS 7 Planning for Instruction |  |  |  |  |
| KTPS 8 Instructional Strategies |  |  |  |  |
| KTPS 9 Professional Learning/Ethical Practices |  |  |  |  |
| KTPS 10 Leadership and Collaboration |  |  |  |  |
| AACU Oral Rubric |  |  |  |  |
| Holistic Score Presentation |  |  |  |  |

**Disposition Holistic Summary Score Table 3**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Clssrm Mgmt | Content Fac 1 | Content Fac 2 | Principle Lifelong Learning | Ex Lrnr/ Adaptive PE | Mgmt & Assessment | Methods Course | Avg. |
| Disposition 1: Professional Integrity |  |  |  |  |  |  |  |  |
| Disposition 2: Caring |  |  |  |  |  |  |  |  |
| Disposition 3: Reflective Practice |  |  |  |  |  |  |  |  |
| Holistic Score Disposition |  |  |  |  |  |  |  |  |

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| **Recommendation for Program Entry** |
| **\_\_\_\_\_ Recommend for Student Teaching, pending completion of admission requirements by end of current**  **Semester. (Passing courses, GPA, Praxis, etc.-See Handbook)**  All holistic / summary scores rated at TARGET or above  **\_\_\_\_\_ Recommend for Program Completion pending meeting conditions as listed below**.    **\_\_\_\_\_ Require second Presentation if all scores are at or above Target except Presentation score**  **\_\_\_\_\_ Reapply for Stage 2 Presentation and Portfolio the following semester upon completion of**  **requirements listed below to remedy deficiencies in scored items at the unacceptable level.**  **\_\_\_\_\_ Not recommended for Student Teaching due to:**  \_\_\_ Failure to prepare an acceptable portfolio  \_\_\_ Failure to demonstrate appropriate teacher dispositions  \_\_\_ Failure to demonstrate a level of communication skills required of a classroom teacher  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Candidate Signature**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chair, Portfolio & Presentation Committee Signature**  (By signing this page, the candidate acknowledges having received a copy of the results) Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Requirements** (specific entry and program requirements in process of completing)**:**    **Conditions** (may include but not limited to remediation, tutoring, counseling, and/or working with a faculty mentor to correct deficiencies.)**:**  **Condition DUE Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  *\*\* If a student has a remediation plan, please submit remediated scores (in red) on this form to Data Manager for recalibration of data. Passing scores will be utilized for students to move forward to student teaching. Both scores will be retained for program data analysis and program improvements.* |
| **Remediation Recommendations For AACU Written and Oral Rubrics** |
| **Written Language Remediation Oral Language Remediation**  **\_\_\_\_\_ Recommended \_\_\_\_\_ Required \_\_\_\_\_ Recommended \_\_\_\_\_ Required**  Remediation includes 15 hours of tutoring in the Academic Success Center (1 hour each week per semester)  Candidate must document required tutoring hours in either writing or spoken language, whichever is indicated above.  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Conditions, if any, completed on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Date)**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Candidate Signature (if needed)**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chair, (Signature indicates *Recommend for Admission*)** |

Kentucky Teacher Performance Standards (KTPS)

Teacher Standards for Educator Preparation and Certification established June 30, 2018. These standards shall be used in the evaluation and assessment of a teacher for initial or advanced certification and for the accreditation of educator preparation providers.

**Learner & Learning**

Standard 1. Learner development. The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences.

Standard 2. Learning differences. The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3. Learning environments. The teacher shall work with others to create environments that:

* 1. Support individual and collaborative learning; and
  2. Encourage positive social interaction, active engagement in learning, and self-motivation.

**Content Knowledge**

Standard 4. Content knowledge. The teacher shall:

* 1. Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and
  2. Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5. Application of content. The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Instructional Practices**

Standard 6. Assessment. The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator’s and learner’s decision making.

Standard 7. Planning for instruction. The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8. Instructional strategies. The teacher shall understand and use and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

**Professional Responsibilities**

Standard 9. Professional learning and ethical practice. The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.

Standard 10. Leadership and collaboration. The teacher shall seek appropriate leadership roles and opportunities to:

1. Take responsibility for student learning;
2. Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and
3. Advance the profession.

Please reference 16 KAR 5:010. www.epsb.edu Y:\Datamanager\KY Teacher Standards\Kentucky Teacher Performance Standards (2018)

**A blue and white logo

Description automatically generated with low confidenceA diagram of a teacher's standards

Description automatically generated with medium confidence**

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| --- |
| **Professional Growth Plan Template (PGP)**  LWC Teacher Performance Assessment |
| |  |  |  |  | | --- | --- | --- | --- | | **Student Name:** |  | **Semester:** |  |   Teachers design and implement a professional growth plan (PGP) to become more proficient *in impacting student learning as they meet* the Kentucky Teacher Standards and Indicators. PGP design involves determining one’s strengths and areas for growth related to the [Kentucky Teacher Performance Standards](http://www.epsb.ky.gov/mod/book/view.php?id=133) and then developing work plans that describe the activities and actions that will be implemented to address targeted areas for growth. *When the Professional Development is completed the teacher candidate reflects on what was learned and how it will improve his/her teaching to better impact student learning.* |
| **Identifying Strengths and Areas for Growth**  *After completing your first unit, identify two areas of strength and two areas for growth from the following* [Kentucky Teacher Performance Standards.](https://www.lindsey.edu/academics/majors-and-programs/Education/Teacher-Edu-Resources/img/KTPS.pdf)  **Strengths -** *Identify and write out the standard # and definition. Write the reasons that you think this is a strength and add supporting evidence for those assertions from your unit, class work, field experience, etc.*   |  |  | | --- | --- | | Std | Reasoning/Supporting Evidence | |  |  | |  |  |   **Areas for Growth -** *Identify and write out the standard # and definition. Write the reasons that you think this is an area for growth and add supporting evidence for those assertions from your unit, class work, field experience, etc.*   |  |  | | --- | --- | | Std | Reasoning/Supporting Evidence | |  |  | |  |  | |
| *You must complete at least two Professional Development trainings focusing on the standards you identified as an area for growth. Select professional development opportunities that align with the two areas for growth you identified. You must choose from professional development activities approved or provided by LWC Education Faculty during the semester. Once you have selected a Professional Development event to attend, complete the following sections.* |
| |  |  | | --- | --- | | **Professional Development Activity 1 -Title:** | | | **Presenter/Provider:** | **Date/Time:** | | **If this is NOT an LWC provided PD - which member of the LWC Education Faculty approved? (Note approval must be obtained before attending the professional development activity)** | | | **Approval:** | ***Approval Date:*** | | *Discuss how this professional development activity relates to your growth area?* | | | *Discuss some of the key takeaways you learned during this PD activity?* | | | *Discuss some of the behaviors/practices will you implement/change as a result of this PD activity?* | | |

|  |  |
| --- | --- |
| **Professional Development Activity 2 -Title:** | |
| **Presenter/Provider:** | **Date/Time:** |
| **If this is NOT an LWC provided PD - which member of the LWC Education Faculty approved? (Note approval must be obtained before attending the professional development activity)** | |
| **Approval:** | ***Approval Date:*** |
| *Discuss how this professional development activity relates to your growth area?* | |
| *Discuss some of the key takeaways you learned during this PD activity?* | |
| *Discuss some of the behaviors/practices will you implement/change as a result of this PD activity?* | |

***Guidelines for PGP:***

* *Only Professional Development Workshops provided by or approved by LWC Education Faculty may be used for the PGP. If a candidate believes PD offered by another agency will augment professional growth, approval must be obtained prior to completion. This includes webinars, conferences, online development opportunities, and community-based workshops.*
* *Independent research may be used if the area for growth is unique. The plan will be developed in conjunction with the advisor. If reading professional articles is used, at least two articles from reputable sources written by experts within the field are the minimal requirement. The readings should be discussed with the advisor before the reflection is written.*
* *PGP must be completed in the semester preceding the Stage 2 semester.*

**Final Reflection - to be completed near the end of the semester:**

* Review the two areas and standards for growth you identified at the beginning of the semester and consider the learning, experiences, and professional development activities which you have participated in this semester. Be sure to reference the specific [Kentucky Teacher Performance Standards](https://www.lindsey.edu/academics/majors-and-programs/Education/Teacher-Edu-Resources/img/KTPS.pdf) in your writing.

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| **LWC LESSON PLAN FORMAT**  Use this template, the LWC lesson plan format, to develop a stand-alone lesson for each day in your unit. Attach rubric, scoring guides, worksheets, activity sheets, etc. along with each lesson. | | |
| Name: | Date: | Content and / or Integrated Subject |
| Age/grade level | # of students: | Gifted: |
| #IEP | #ELL | Lesson Title |
| **Lesson Context:**   * **Yesterday, students learned about** * **Today, students will** * **Tomorrow, students will**   **Unit Objective(s) Addressed in this Lesson (for stand-alone lessons, indicate NA)** | | |
| [**KENTUCKY ACADEMIC STANDARD (KAS)**](https://kystandards.org/)  **\*ELA Interdisciplinary Literacy Practices (required for ALL content areas K-12) (Literacy Component)**  **Math**  **Standard(s):**  **English Language Arts / College Career Readiness Literacy Content Standards**  **Standard(s):**  **Social Science / Science / Art / Integrated Music / Health / Physical Education**  **Standard(s):**    **List learning targets/objective(s) aligned with Kentucky Academic Standards: At least 1**  1.  List the “I Can” statements based on the learning targets / objectives:  1.  2. | | |
| **Key Lesson Components** | | |
| **Instructions: Mark all that apply** | | |
| **Strategies/Activities:**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Direct instruction |  | Indirect Instruction |  | Guided Practice/Modeling |  | | Discussion |  | Learning Stations |  | Technology |  | | Graphic Organizer |  | Cooperative Group work |  | Anchor Charts |  | | Independent practice |  | Guided questioning |  | Student choice |  | |  |  |  |  |  |  | | Other: | | | | |  |   **21st Century /College Career Readiness Skills:**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Ethics |  | Technology User |  | Leader/Team Contributor |  | | Media Literacy |  | Self-directed |  | Financial Literacy |  | | Social Responsibility |  | Multi-lingual |  | Personal Accountability |  | | Critical Thinker |  | Effective Communicator |  | Global Awareness |  | | Adaptability |  | Personal Responsibility |  | Curious researcher |  |   **Co-teaching Strategy:**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | One teach-one observe |  | Station Teaching |  | Parallel teaching |  | | One teach-one assist |  | Alternative Teaching |  | Team Teaching |  |   **Special Ed Teacher (SET):  Accommodations and Modifications if collaborating with SET**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | One-on-one |  | Small group |  | Extended time |  | | Scribe |  | Learning Stations |  | Reader |  | | Rubric |  | Student reads to teacher |  | Environment Change |  | | Graphic Organizer |  | Guided questioning |  | Student choice |  | | Accuracy goals |  | Step-by-step instructions |  | Assisted technology |  | | Other: | | | | | |   **Differentiated strategies/activities: IEP, ELL, and Gifted**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Group/Teamwork |  | Guided Discussion |  | Graphic organizers |  | | Guided questions |  | Student Leaders |  | Learning Stations |  | | Rubrics |  | Higher-Order questions |  | Movement |  | | Other: | | | | | |   **Media/Technologies/Resources:**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Interactive Board |  | Content Texts |  | Google Classroom |  | | Digital Formative Assessment |  | Classroom Library |  | Virtual Gaming |  | | Virtual Collaboration |  | Online Video |  | Learning App |  | | WebQuest |  | ESL Texts |  |  |  | | TV/DVD/Video: | | | | | | | Other Resources/materials: | | | | | | | Research Sources: | | | | | |   **Assessment: Indicate how the students will be assessed and how these assessments will be used to improve/guide instruction.**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Observation |  | Exit Slip |  | Think/Pair/Share |  | | Peer |  | KWL |  | Discussion |  | | Summary |  | Questioning |  | Dry Erase Boards |  | | Response game |  | Quiz |  | Self-assessment |  | | Student Data Notebook |  | Learning Log |  | 3,2,1 |  | | Other: | | | | | |     **Accommodations for this assessment?**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Extended Time |  | Increased Print size |  | Audio Recording |  | | Written instructions |  | Reader |  | Calculator |  | | Setting Accommodations |  | Scribe |  | Paraphrasing |  | | Modified Lesson |  | Translation App |  | Manipulatives |  | | Other: Behavior, SET | | | | | | | | |

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| **Lesson Procedures and Sequence**  **Instructions: Fully develop the learning strategies incorporated in the learning sequence.**  **Assessments: Even though a pre-assessment was given for the Unit, include pre-assessment(s) of a specific concept if needed. Clearly identify. Also identify formative assessments throughout the lesson plan and label summative assessments when included. Opportunities for student self-assessment should be included.** |
| **a. Describe the sequence of strategies and activities you will use to engage students and accomplish your objectives within this sequence. Use the outline below and *include only those sections needed.***   1. **Concept / Skill Review**      1. **Concept / Skill Preview** 2. **Using the Gradual Release Model of Teaching and Learning, develop and give full detail for the Learning Strategies and Experiences**   **a.**  **b.**  **c.**  **d.**    **4. LIST the questions you will use to promote CRITICAL THINKING during your lesson. This section should outline the who, what, when, where of the instructional strategies and activities. LABEL Bloom’s Taxonomy levels to ensure Higher Order Thinking (HOT/Critical thinking) questions are being asked.**  ***Attach a copy of all materials* used in the lesson including but not limited to:**   * **Handouts** * **Activity sheets** * **Instructions** * **PowerPoints** * **Assessments** * **Copies of or links to web pages** |

## Student Teaching

Candidates who have attained senior status and met all criteria for admission into student teaching may be permitted to student teach. Each candidate must be admitted into the Teacher Education Program. All requirements for student teaching must be met prior to the student teaching semester, including a grammar class/seminar, if applicable. Candidate account will be charged $155.00 for Student Teaching fee.

A formal application for admission into student teaching is available in this handbook. The Registrar and the Division Data Manager will complete the checklist to see all criteria have been met. When all criteria have been met, the candidate application will be presented to the Teacher Education Committee for approval.

Applications for fall and spring student teaching must be submitted by August 31 or January 31 in the year prior to student teaching. This is done by filing an application to student teach in the Division of Education Office. The application is placed in the Candidate’s file and a copy is given to the Coordinator of Student Teaching.

Assignments for student teaching are the responsibility of the Coordinator of Student Teaching. The Coordinator of Student Teaching will place student teachers in cooperation with local school district personnel. Contracts must be secured with the local school boards. Candidates may not secure their own placements with public school officials or individual classroom teachers and may be placed outside Adair County. All transportation to placements and associated costs are the responsibility of the candidate.

The Student Teacher Handbook is available on-line on the Education Division website. All policies and procedures relevant to student teaching are contained in this handbook. Student teachers are strongly advised to become familiar with all policies and guidelines in the Handbook before student teaching. The Student Teacher Handbook is also provided for the cooperating teacher.

A candidate may not student teach:

1. in a school outside a 50-mile radius from Lindsey Wilson College;
2. in a school where their own children, stepchildren, or foster children, etc. are students;
3. in a county in which they have relatives (i.e., mother, father, siblings, spouse, significant other, etc.) in an administrative position;
4. or in a school building in which they have a relative (i.e., mother, father, siblings, spouse, significant other, etc.) or significant other, employed or as a student there;
5. or in a high school from where they were graduated (applicable to secondary candidates only)

Student teachers who fail the student teaching experience must reapply for student teaching to the Education Division. Reapplication does not assure acceptance.

**NOTES:**

Student teachers must follow the school calendar of the school district in which they are placed. They will NOT be on Lindsey’s Calendar schedule. Taking Practicum before student teaching requires an early start each semester.

## Criteria for Admission into Student Teaching

1. Senior standing shall be prerequisite for admission to student teaching. In addition, each candidate must have been admitted to the Teacher Education Program at Lindsey Wilson College.
2. Each candidate for student teaching must be approved by the LWC Teacher Education Committee. Acceptance into the Teacher Education Program does not mean automatic approval for student teaching.
3. Official transcripts of all college work must be on file in the Registrar’s Office.
4. Each candidate must have a current criminal check and a copy of a current medical examination including a tuberculosis test or screening in their file.
5. Candidates must have a current KEA-SP membership or proof of liability insurance.
6. Beginning September 1, 2013, each candidate must have completed 200 hours of clinical and field-based experiences prior to student teaching. Transfer candidates must provide documentation of field and clinical hours earned at other colleges/universities. Of the 200 hours, 90 hours of field/clinical experiences will be documented through Practicum.
7. Each candidate must have a cumulative grade point average of 2.75 on all college work attempted.
8. Each candidate must have a cumulative grade point average of 2.75 on professional education courses with no grade less than “C.”
9. Each candidate must have a cumulative grade point average of 2.75 in each area of emphasis/major with no grade less than “C.”
10. Each candidate must have completed the following courses:

A. All professional preparation courses;

B. All courses in the area(s) of emphasis/major

C. All general education requirements.

D. All elective hours.

1. A candidate may earn no more than 15 hours credit during the student teaching semester, which is limited to 12 hours of student teaching and three hours of practicum. A candidate may not be gainfully employed for more than 20 hours per week during the semester of student teaching.
2. The student teacher candidate must be a person whose moral, social, and ethical behavior is acceptable in the school and wider community.
3. Applications for fall student teaching and spring student teaching must be returned to the Coordinator of Student Teaching and submitted to the Education Division Office two semesters prior to student teaching.
4. Candidates must have a HOLISTIC SCORE of TARGET on the Recommendation /Disposition assessment instrument which is completed by the Classroom Management faculty member and by the Chair of the Portfolio committee. (If the Chair of the Portfolio committee is the same as the Classroom Management faculty member, the Portfolio chair will appoint another member of the Portfolio committee to complete the recommendation.)
5. A candidate must have a successful Stage 2 interview with a Portfolio holistic score at the target level or above. If a candidate does not successfully complete the Stage 2 process, the candidate may remediate any conditions cited in the Portfolio or interview (usually two weeks from the interview date). If the stipulated conditions are not met by that date, the candidate will not student teach and must participate in the Stage 2 process again when interviews are normally scheduled in a subsequent semester.
6. The Stage 2 interview and portfolio is to be completed in the semester immediately prior to student teaching. If unforeseen circumstances occur that prevent student teaching in the designated semester, the candidate must take a leave of absence for no more than one semester and must reenter to complete student teaching the following semester. Student teaching must be completed within two semesters following initial approval for student teaching.
7. Failure to complete student teaching within the time frame outlined in #16 will result in the requirement to re-interview and submit a new or revised Stage 2 portfolio that adheres to any updated Kentucky or LWC Division of Education guidelines.
8. Candidates who fail to complete student teaching within the time frame outlined in #14 and fail to request a leave of absence will be required to apply for readmission to the Education Program. After readmission, the candidate will be required to:

* Complete any new Education Program requirements including additional course work and field experience.
* Reapply for Student Teaching completing the Stage 2 portfolio and interview as outlined at the time of their readmission.

1. In the semester prior to Student Teaching, Candidates will be required to complete Positive Behavior Intervention & Support training online (PBIS) and provide a copy of the participation certificate for their personal file. They are also required to pass all Praxis Content tests prior to student teaching.
2. Candidates must complete a state and federal criminal background check in the semester prior to their Student Teaching.
3. Candidates must complete a physical examination and TB assessment/screening in the semester before student teaching.
4. When the application for student teaching is filed and during the Stage 2 assessment process, the candidate must clearly state all areas for certification, i.e. Secondary content adding middle school certification, single or dual emphasis in middle grades, middle adding elementary certification. A student teacher cannot change the certification they are seeking during the student teaching semester or drop a certification.

When all criteria have been met, the candidate application will be presented to the Teacher Education Committee for approval. Applications for Fall and Spring student teaching should be submitted to the Division’s Data Manager at least one year prior to the projected student teaching semester. Assignments for student teaching are the responsibility of the Coordinator of Student Teaching and Clinical Practices. Student teachers will be placed by the Coordinator of Student Teaching and Clinical Practices in a cooperative effort with the local school district personnel and/or school principals. Contracts must be secured with the local school boards. Student teachers may not secure their own placements with public school officials or individual classroom teachers. Student teachers may not teach in a school district in which a relative (i.e., mother, father, sibling, spouse, significant other, etc.) is employed in a supervisory role at the district level. Student teachers may be allowed to teach in a school in which a relative is employed provided the following conditions are met:

* The relative is not in the position of school principal, assistant principal, or another position with supervisory responsibilities over personnel in that school;
* Previous field experience placements in that school indicate that the student teacher has performed in an excellent manner with no difficulties arising;
* Placement is available in a grade level where the relative is not working;
* Approval by the school principal, district supervisor, LWC Coordinator of Student Teaching and Clinical Practice and the Teacher Education Committee.
* A student teacher may not be placed for student teaching in a school where his/her child is enrolled.

The student teacher should be aware that being admitted to student teaching does not guarantee the successful completion of student teaching. Student teachers who do not pass the student teaching experience may reapply for student teaching to the Education Division. Reapplication does not assure acceptance.

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## Praxis II

It is required that candidates complete the Praxis II exams as required by Kentucky for certification prior to student teaching to demonstrate the candidate’s readiness for student teaching. Candidates are required to pass all Praxis II exams prior to student teaching.  All teacher candidates who have not yet passed the Praxis exams will be required to attend tutoring sessions for the Praxis exams during your prior semester to student teaching (classroom management). These will be scheduled in conjunction with weekly meetings on campus.  When the exams have been passed, the candidate will no longer be required to attend the sessions, and will receive credit. Candidates must pass all Praxis II exams required by Kentucky before they will receive their letter of eligibility for certification.

## Application for Admission into Student Teaching

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

last first middle maiden

Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

number street city state zip code

Telephone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SSN\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ID#: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

College Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cell Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Number street/p.o. box city state zip code-

Gender: ◻ Female ◻ Male Ethnic Background (optional): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Field of Professional Preparation and Certification:**

◻ Early Elementary P-5

□ Middle Grades 5-9 (Candidates may choose 2 areas of emphasis-24 to 30 hours in each area)

(Single emphasis may require up to 36 hours in area of emphasis)

◻ Secondary Education 8-12

◻ Physical Education P-12

◻ Physical Education/Health P-12

◻ Art Education P-12

**Areas of Emphasis or Major:**

◻ English/Communications (5-9 only) ◻ Mathematics ◻ English (8-12 only)

◻ Natural Sciences (5-9 only) ◻ Social/Behavioral Sciences ◻ Biology (8-12 only)

Current Advisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Graduation Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Semester in which you wish to student teach: \_\_\_ **Fall \_\_\_\_ Spring Year**: \_\_\_\_\_\_\_\_\_\_\_\_\_

**Are you seeking additional certification? \_\_\_\_ yes \_\_\_\_ no**

**Check the additional certification that applies: Elementary \_\_\_\_\_ Middle \_\_\_\_\_\_\_ Secondary \_\_\_\_\_\_\_**

**Additional content area: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Requests must be made prior to Stage 2 assessment for approval in order for placements to be made. Candidates cannot change certification level or area after being accepted to student teaching.**

**Preferences for Student Teaching Assignments:**

Remember, it is the Education Division’s responsibility to place student teachers. Do not contact teachers or Central Office Personnel concerning a student teaching placement. The Education Department must follow strict state guidelines and departmental policy guidelines in the placement of student teacher. PLEASE NOTE: P-5 candidates must student teach with an intervening grade between assignments. Secondary candidates may not be placed in the high school from which they graduated.

FIRST PREFERENCE: County: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SECOND PREFERENCE: County: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

COMMENTS: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Candidate Certification (Place a check in the appropriate boxes):**

1. ◻ I have read, and I understand the “Criteria for Admission into Student Teaching” as stated in the LWC Student Teacher Handbook, and I meet these criteria.
2. ◻ I have submitted official transcripts on all college work not completed at Lindsey Wilson College to the Registrar’s Office.

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Note: If you have children in school, relatives employed by a school, or other close relatives in administrative positions, please list the school(s)/county

## Medical Examination of Student Teacher

**PLEASE RETURN TO:**

**Education Division Fax to 270-384-8162**

**Lindsey Wilson College**

**210 Lindsey Wilson St**

**Columbia, KY 42728**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DOB: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Sex: \_\_\_\_\_\_\_\_\_

Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**History**

Medical: All serious medical and psychiatric diseases such as diabetes, epilepsy, heart disease, etc.

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**Physical**

General Appearance \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Blood Pressure \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Pulse \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| 1. Eyes | 6. Lungs |
| 2. Ears | 7. Abdomen |
| 3. Teeth & Gums | 8. Nervous system |
| 4. Thyroid | 9. Extremities |
| 5. Heart | Other |

**Tests**

Urine Sugar: Pos. \_\_\_\_\_\_\_\_\_\_\_\_ Neg. \_\_\_\_\_\_\_\_\_\_\_ Tuberculin or X ray: Pos. \_\_\_\_\_\_\_\_\_\_\_\_ Neg. \_\_\_\_\_\_\_\_\_\_\_\_

**Copy of TB Risk Assessment in lieu of testing** \_\_\_\_\_\_\_\_\_\_

**Certification of Medical Examination**

This is to certify that I have examined \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and find him/her free of communicable disease and any physical disabilities that might interfere in the performance of his/her duties, except as follows:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Physician’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**LINDSEY WILSON COLLEGE**

**EDUCATION DIVISION**

**PRAXIS II**

## Candidate Statement of Understanding

As an education major at Lindsey Wilson College, I understand that passing the required PRAXIS II tests (Principles of Learning and Teaching [PLT] and content area tests) is required as part of the teacher preparation process leading to certification. Information about all testing required for Kentucky Certification can be found at [www.ets.org/praxis](http://www.ets.org/praxis). I understand that the coursework in the Teacher Education program contributes to my preparation for the required tests and additional preparation includes the strategies listed below.

I understand that I am responsible for completing the following:

1. Reviewing the PRAXIS II Study Companion for each test required to complete my program to identify the content categories and topics that are strengths and growth areas;
2. Updating the PRAXIS II Study Plan every semester for each of the ED and content area courses I have completed with the study content and resources related to the Praxis II test categories and topics.
3. Discussing progress on PRAXIS II preparation with advisor each semester;
4. Taking a practice PRAXIS II test for each exam required (Resources can be found at the library as well as online at www.ets.org/praxis);
5. Registering for and taking the PRAXIS II (PLT) test in the semester prior to student teaching;
6. Registering for and taking the Praxis II content area tests prior to student teaching or as soon as the content courses are completed;
7. Developing a remedial study plan with advisor that targets low sub-scores prior to student teaching **for each test** not passed the first time. This may involve being tutored and attending evening study sessions during my student teaching semester.

I understand that passing the required PRAXIS II exams is a requirement for teacher certification and must be completed in order to receive a Statement of Eligibility for employment requiring certification.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Student Signature Date*

## Professional Code of Ethics 704 KAR 20:680

Section 1. Certified personnel in the Commonwealth:

1. Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;
2. Shall believe in the worth and dignity of each human being and in educational opportunities for all;
3. Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession:

**Model Code of Ethics for Educators**

The Model Code of Ethics for Educators (MCEE) serves as a guide for future and current educators faced with the complexities of P-12 education. The code establishes principles for ethical best practice, mindfulness, self-reflection, and decision-making, setting the groundwork for self-regulation and self-accountability. The establishment of this professional code for ethics by educators for education honors the public trust and upholds the dignity of the profession.

**Welcome**

There is a movement growing with the greater P-12 and educator preparation educational communities to ensure educators and prospective educators understands how professionals’ decision-making can impact the safety and well-being of children, as well as the culture and mission of the school. The increased focus on examining, understanding, and informing best practices in educator decision-making is a critical part of the mission of the National Association of State Directors of Teacher Education and Certification. (NASDTEC)

A professional code of ethics sets a higher threshold than regulatory codes of conduct. A code of conduct provides absolutes for employment, licensure, and/or criminal sanctions. The MCEE, however, helps mitigate the risked inherent within the profession and is designed as guide for current and future educators to construct the best course of action when faced with ethical dilemmas, providing a basis for educator learning, self-reflection, and self-accountability.

**For more information, visit** [www.nasdtec.net](http://www.nasdtec.net)

**Principles 1: Responsibility to the Profession**

The professional educator is aware that trust in the profession depends upon a level of professional conduct and responsibility that may be higher than required by law. This entails holding one and other educators to the same ethical standards.

1. The professional educator demonstrates responsibility to oneself as an ethical professional by:
   1. Acknowledging that lack of awareness, knowledge, or understanding of the Code is not, in itself, a defense to a charge of unethical conduct.
   2. Knowing and upholding the procedures, policies, laws and regulations relevant to professional practices regardless of personal views.
   3. Holding oneself responsible for ethical conduct.
   4. Monitoring and maintaining sound mental, physical, and emotional health necessary to perform duties and services of any professional’s assignment, and taking appropriate measures when personal or health-related issues may interfere with work-related duties.
   5. Refraining from professional or personal activity that may lead to reducing one’s effectiveness within the school community.
   6. Avoiding the use of one’s position for personal gain and avoiding the appearance of impropriety.
   7. Taking responsibility and credit only for work actually performed or produced, and acknowledging the work and contributions made by others.
2. The professional educator fulfills the obligations to address and attempt to resolve ethical issues by:
   1. Confronting and taking reasonable steps to resolve conflicts between the Code and the implicit or explicit or explicit demands of a person or organization.
   2. Maintaining fidelity to the Code by taking proactive steps when having reason to believe situation.
   3. Neither discrimination nor retaliating against a person on the basis of having made an ethical complaint.
   4. Neither filing nor encouraging frivolous ethical complaints solely to harm or retaliate.
   5. Cooperating fully during ethics investigations and proceedings.
3. The professional educator promotes and advances the profession within and beyond the school community by:
   1. Influencing and supporting decisions and actions that positively impact teaching and learning, educational leadership, and student services.
   2. Engaging in respectful discourse regarding issues that impact the profession.
   3. Enhancing one’s professional effectiveness by staying current with ethical principles and decisions from relevant sources including professional organizations.
   4. Actively participating in educational and professional organizations and associations.
   5. Advocating for adequate resources and facilities to ensure equitable opportunities for all students.

**Principles 2: Responsibility for Professional Competence**

The professional educator is committed to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills and dispositions required for professional competence.

1. The professional educator demonstrates commitment to high standards of practice through:
   1. Incorporating into one’s practice state and national standards, including those specific to one’s discipline.
   2. Using the Model Code of Educator Ethics and other ethics codes unique to one’s discipline to guide and frame educational decision-making.
   3. Advocating for equitable educational opportunities for all students.
   4. Advocating the responsibilities, performing duties, and providing services corresponding to the area of certification, licensure, and training of one’s position.
   5. Reflecting upon and assessing one’s professional skills, content know3ledge, and competency on an ongoing basis.
   6. Committing to ongoing professional learning.
2. The professional educator demonstrates responsible use of data, materials, research, and assessment by:
   1. Appropriately recognizing others work by citing data or materials from published, unpublished, or electronic sources when disseminating information.
   2. Using developmentally appropriate assessments for the purposes for which they are intended and for which they have been validated to guide educational decisions.
   3. Conducting research in an ethical and responsible manner with appropriate permission and supervision.
   4. Seeking and using evidence, instructional data, research, and professional knowledge to inform practice.
   5. Creating, maintaining, disseminating, storing, retaining, and disposing of records and data relating to one’s research and practice, in accordance with district policy, state and federal laws.
   6. Using data, data sources, or findings accurately and reliably.
3. The professional educator acts in the best interest of all students by:
   1. Increasing students access to the curriculum, activates and resources in order to provide a quality and equitable educational experience.
   2. Working to engage the school community to close achievement, opportunity, and attainments gaps.
   3. Protecting students from any practice that harms or has the potential to harm students.

**Principle 3: Responsibility to Students**

The professional educator has a primary obligation to treat students with dignity and respect. The professional educator promotes the health, safety, and well-being of students by establishing and maintaining appropriate verbal, physical, emotional, and social boundaries.

1. The professional educator respects the rights and dignity of students by:
   1. Respecting students by considering their age. Gender, culture, setting and socioeconomic context.
   2. Interacting with students with transparency and in appropriate settings.
   3. Communicating with students in a clear, respectful, and culturally sensitive manner.
   4. Taking into account how appearance and dress can affect one’s interactions and relationships with students.
   5. Considering the implication of accepting gifts from or giving gifts to students.
   6. Engaging in physical contact with students only when there is a clearly defined purpose that benefits the students and continually keeps that safety and well-being of the student in mind.
   7. Avoiding multiple relationships with students which might impair objectivity and increase the risk of harm to student learning or well-being or decrease educator effectiveness.
   8. Acknowledging that there are no circumstances that allow educators to engage in romantic or sexual relationships with students.
   9. Considering the ramifications of entering an adult relationship of any kind with a former student, including but not limited to, any potential harm to the former students, public perception, and the possible impact on the educator’s career. The professional educator ensures that the adult relationship was not started while the former students were in school.
2. The professional educator demonstrates an ethic of care through:
   1. Seeking to understand students’ educational, academic, personal, and social needs as well as students’ values, beliefs, and cultural background.
   2. Respecting the dignity, worth, and uniqueness of each individual student including, but not limited to, actual and perceived gender, gender expression, gender identity, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, socio-economic status, and culture.
   3. Establishing and maintaining an environment that promotes the emotional, intellectual, physical, and sexual safety of all students.
3. The professional educator maintains students trust and confidentiality when interacting with students on a developmentally appreciate manner and within appropriate limits by:
   1. Respecting the privacy of students and the need to hold in confidence certain forms of student communication, documents, or information obtained in the course of professional practice.
   2. Upholding parents/guardians’ legal rights, as well as any legal requirements to reveal information related to legitimate concerns for the well-being of the students.
   3. Protecting the confidentiality of student records and releasing personal data in accordance with prescribed state and federal laws and local policies.

**Principle 4: Responsibility to the School Community**

The professional educator promotes positive relationships and effective interactions with members of the school community, while maintaining professional boundaries.

1. The professional educator promotes effective and appropriate relationships with parents/guardians by:
   1. Communicating with parents/guardians in a timely and respectful manner that represents those students’ best interests.
   2. Demonstrating a commitment to equality, equity, and inclusion as well as respecting and accommodating diversity among members of the school community.
   3. Considering the implication of accepting gifts from or giving gifts to parents/guardians.
   4. Maintaining appropriate confidentiality with respect to student information disclosed by or to parents/guardians unless required by law.
2. The professional educator promotes effective and appropriate relationships with colleagues.
   1. Respecting colleagues as fellow professionals and maintaining civility when differences arise.
   2. Resolving conflicts, whenever possible, privately, and respectfully and in accordance with district policy.
   3. Keeping students’ safety, education, and health paramount by maintaining and sharing educational records appropriately and objectively in accordance with local policies and state and federal laws.
   4. Collaborating with colleagues in a manner that supports academic achievement and related goals that promote the best interests of students.
   5. Enhancing the professional growth and development of new educators by supporting effective field experiences, mentoring or induction activities across the career continuum.
   6. Ensuring that educators who are assigned to participate as mentors for new educators, cooperating teachers, or other teacher leadership positions are prepared and supervised to assume these roles.
   7. Ensuring that educators are assigned to positions in accordance with their educational credentials, preparation, and experience in order to maximize student’s opportunities and achievement.
   8. Working to ensure a workplace environment that is free from harassment.
3. The professional educator promotes effective and appropriate relationships with the community and other stakeholders by:
   1. Advocating for policies and laws that the educator supports as promoting the education and well-being of students and families.
   2. Collaborating with community agencies, organizations, and individuals in order to advance students’ best interests without regard to personal reward or remuneration.
   3. Maintaining the highest professional standards of accuracy, honesty, and appropriate disclosure of information when representing the school or district within the community and in public communications.

**Principle 4 Cont.: Responsibility to the School Community**

The professional educator promotes positive relationships and effective interactions with members of the school community, while maintaining professional boundaries.

1. The professional educator promotes effective and appropriate relationships with employers by:
   1. Using property, facilities, materials, and resources in accordance with local policies and state and federal laws.
   2. Respecting intellectual property ownership rights (e.g., original lesson plans, district level curricula, syllabi, grade books, etc.) when sharing materials.
   3. Exhibiting personal and professional conduct that is in the best interest of the organization, learning community, school community, and profession.
   4. Considering the implications of offering or accepting gifts and/or preferential treatment by vendors or an individual in a position of professional influence or power.
2. The professional educator understands the problematic nature of multiple relationships by:
   1. Considering the risks that multiple relationships might impair objectivity and increase the likelihood of harm to students learning and well-being or diminish educator effectiveness.
   2. Considering the risks and benefits of professional relationships with someone with whom the educator has had past personal relationships and vice versa.
   3. Considering the implications and possible ramifications of engaging in a personal or professional relationship with parents and guardians, student’s teachers, colleagues, and supervisors.
   4. Ensuring that professional responsibility to students, their learning, and well-being.

**Principle 5: Responsible and Ethical Use of Technology**

The professional educator considers the impact of consuming, creating, distributing, and communicating information thought all technologies. The ethical educator is vigilant to ensure appropriate boundaries of time, place and role are maintained when using electronic communication.

1. The professional educator uses technology in a responsible manner by:
   1. Using social media responsibly, transparently, and primary for the purpose of teaching and learning per school and district policy. The professional educator considers the ramifications of using social media and direct communication via technology on one’s interactions with students, colleagues, and the general public.
   2. Staying abreast of current trends and uses of school technology.
   3. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members.
   4. Knowing how to access, document and use proprietary materials and understanding how to recognize and prevent plagiarism by students and educators.
   5. Understanding and abiding by the district’s policy on the use of technology and communication.
   6. Recognizing that some electronic communications are records under the Freedom of Information Act (FOIA) and state public access laws and should consider the implications of sharing sensitive information electronically either via professional or personal devices/accounts.
   7. Exercising prudence in maintaining separate and professional virtual profiles, keeping personal and professional lives distinct.
2. The professional educator ensures students safety and well-being when using technology by:
   1. Being vigilant in identifying, addressing, and reporting (when appropriate and in accordance with local district, state, and federal policy) inappropriate and illegal materials/images in electronic or other forms.
   2. Respecting the privacy of students’ presence on social media unless given consent to view such information or if there is a possibility of evidence of a risk of harm to the students or others.
   3. Monitoring to the extent practical and appropriately reporting information concerning possible cyber bullying incidents and their potential impact on the student learning environment.
3. The professional educator maintains confidentially in the use of technology by:
   1. Taking appropriate and reasonable measures to maintain confidentiality of student information and educational records stored or transmitted through the use of electronic or computer technology.
   2. Understanding the intent of Federal Educational Rights to Privacy Act (FERPA) and how it applies to sharing electronics student’s records.
   3. Ensuring that the rights of third parties, including the right of privacy, are not violated via the use of technologies.
4. The professional educator promotes the appropriate use of technology in educational setting by:
   1. Advocating or equal access to technology for all students, especially those historically underserved.
   2. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personal, parents, and community members.
   3. Promoting technological applications (a) that are appropriate for student’s individual needs, (b) that students understand how to use and (c) that assist and enhance the teaching and learning process.

**MCEE: The Power of a Common Language**

The Model Code of Ethics for Educators (MCEE), supported by national education organizations that undergone our profession, was developed by a diverse and representative task force of educational practitioners. The MCEE connects the aspirations of professional ethics with the day-to-day realities of the practicing educator.

The MCEE facilitates a broad understanding of what constitutes ethical best practice and helps ensure that educators are equipped with a framework for ethical decision-making.

The MCEE, which can be adopted, adapted, or endorsed, provides a basis for conversations across the profession about the importance of having a common language rooted in professional ethics. These conversations have power.

The Model Code of Ethics for Educators – Giving the professional common language to guide professional decision-making.

**National Council for the Advancement of Educator Ethic**

Established by NASDTEC, the national Council for the Advancement of Educator Ethics (NCAEE) consists of practitioners and educational partners that represent the profession. NCAEE’s mission is to promote and foster an intentional and thoughtful focus on professional ethics for educators. Its role is to provide national leadership in advancing ethical understanding and practice, while promoting awareness and use of the MCEE

*Founded in 1928, NASDTEC represents professional standards boards, commission and state department of education that are responsible for the preparation, licensure, and discipline of educational personnel. Associate members include constituent groups with an interest in the preparation, continuing development, and certification of education personnel.*

**I hereby acknowledge that I have read the Kentucky Department of Education’s Professional Code of Ethics for school personnel in Kentucky and agree to abide by and exhibit the behavior described therein.**

Name (print) Signature Date

**Lindsey Wilson College**

**Teacher Education Program**

## Candidate Handbook Acknowledgment Form

I hereby acknowledge that I am familiar with and will abide by the policies contained in the 2015-16 edition of the LWC Teacher Education Program Candidate Handbook. I understand that I must meet degree requirements for my specific program as outlined in the Lindsey Wilson College Catalog for the year that I was admitted to the Teacher Education Program. I also agree it is my responsibility to remain current by checking for and acquiring subsequent handbook editions when they are released.

Candidate Name (please print) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Candidate Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_