



EDUCATION DIVISION • CERTIFICATION PROGRAMS

CANDIDATE HANDBOOK

Teacher Education

P R O G R A M

Teacher as Leader for the 21st Century

Academic Year 2024-2025

The regulations, requirements, and criteria contained in this Handbook apply to the 2024-2025 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



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 in compliance 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 are 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 are 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.
 - a. Passing the PRAXIS CORE or qualifying ACT Scores are REQUIRED to obtain an interview at the end of the semester you take Fundamentals:
 - b. 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).

If you do not have qualifying ACT scores you must take the praxis Core test at least once before taking Fundamentals of Education (EDUC 3413/3403).
 - c. *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 the 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.

- d. 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) or if you have made arrangements with your advisor and the Director of Education.
8. Have completed the following required courses with a grade of C or above:
 - a. ENGL 1013 or ENGL 1023 (or ENGL equivalent) Demonstration of Communication competency,
 - b. COMM 2103 Demonstration of Communication competency, and
 - c. 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 exceed 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/InTasc 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 – 15 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 by 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 coursework, 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);
Physical Education and Health Curriculum and Methods P5 (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 or higher 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 will 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 6-7.

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 average score at the, "Agree," level (target). 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:

- a. 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.

- b. 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
- c. Will forward the appeals letter to the Appeals Committee within 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.
- d. 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.
- e. 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.
- f. 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.

Education 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 a 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. In order 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 Starfish 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);
- 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 are not to be recorded 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 incidence that occur in the public schools, classrooms, or clinical situation 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 general 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 in order 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.

Incomplete Field Observation Hours

Students will not receive credit for field hours until all hours have been uploaded and entered in the KFETS database and approved by the LWC course instructor. Failure to upload all field hours in KFETS will result in an F grade for the course. The Coordinator of Field Placements must place students for additional hours.

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 a 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.

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.

Admission to 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 the 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:

- a. in a school outside a 50-mile radius from Lindsey Wilson College;
- b. in a school where their own children, stepchildren, or foster children, etc. are students;
- c. in a county in which they have relatives (i.e., mother, father, siblings, spouse, significant other, etc.) in an administrative position;
- d. 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;
- e. 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.
11. 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..
12. The student teacher candidate must be a person whose moral, social, and ethical behavior is acceptable in the school and wider community.
13. 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.
14. 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.)
15. 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.
16. 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.
17. 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.

18. 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 coursework and field experience.
 - Reapply for Student Teaching completing the Stage 2 portfolio and interview as outlined at the time of their readmission.
19. 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.
20. Candidates must complete a state and federal criminal background check in the semester prior to their Student Teaching.
21. Candidates must complete a physical examination and TB assessment/screening in the semester before student teaching.
22. 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.

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..

Candidates must pass all Praxis II exams required by Kentucky before they will receive their letter of eligibility for certification.

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 risk 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

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.

- A. 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.
- B. 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 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.
- C. 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.

- A. 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 knowledge, and competency on an ongoing basis.
 6. Committing to ongoing professional learning.
- B. 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.
- C. The professional educator acts in the best interest of all students by:
 1. Increasing students' access to the curriculum, activities 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.

- A. 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.
- B. 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.
- C. The professional educator maintains students trust and confidentiality when interacting with students on a developmentally appropriate 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.

- A. 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.
- B. 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.
- C. 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.

- D. 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.
- E. 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 through all technologies. The ethical educator is vigilant to ensure appropriate boundaries of time, place and role are maintained when using electronic communication.

- A. The professional educator uses technology in a responsible manner by:
 1. Using social media responsibly, transparently, and primarily 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.
- B. 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.
- C. The professional educator maintains confidentiality 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 electronic student's records.
 3. Ensuring that the rights of third parties, including the right of privacy, are not violated via the use of technologies.
- D. 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 personnel, 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
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**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 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 _____

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 ☐ UnknownSemester 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☐ Physical Education P-12☐ Middle Grades 5-9☐ Physical Education/Health P-12☐ Secondary Education 8-12 (Indicate Major below)☐ Art 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

Candidate Disposition Inventory

LWC Division of Education

Student Name:			
	Last	First	Middle
Evaluator:			Date:
Course Name:			Stage Level: 1 2 3

Dispositions are operationally defined as tendencies of beliefs that are conveyed or made public through observable behaviors. Identify your choice by placing a check in the corresponding checkbox which best describes the manner in which each behavior has been exemplified. Please remember that students are graded with respect to their level of acceptable behavior or their deviation from it. If you have no evidence upon which to base your decision, please place a check in the box beside "Neither agree or disagree".

Professional Commitment and Responsibility: The candidate demonstrates a commitment to the profession and adheres to the legal and ethical standards set forth by it. The Student:

	Maintains appropriate confidentiality <input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Neither agree or disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
	Demonstrates compliance with laws/regulations/policies/standards <input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Neither agree or disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
	Maintains professional appearance <input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Neither agree or disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
	Is prepared for class or appointments <input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Neither agree or disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
	Is punctual for class or appointments <input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Neither agree or disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
	Demonstrates honesty/ academic integrity <input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Neither agree or disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree

Professional Relationships: The candidate develops, maintains, and models appropriate relationships within the workplace community, and larger society. The student:

	Demonstrates high expectations for others <input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Neither agree or disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
	Demonstrates respect for the beliefs of others <input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Neither agree or disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
	Demonstrates and/or promotes effective collaboration skills (with colleagues, instructors, students) <input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Neither agree or disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
	Demonstrates respect for cultural differences <input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Neither agree or disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
	Demonstrates patience with and/or compassion for those experiencing difficulty in the learning process <input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Neither agree or disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
	Demonstrates flexibility during the learning process <input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Neither agree or disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree

Critical Thinking and Reflective Practice: The candidate demonstrates a commitment to continuous development within the profession. The student:

	Demonstrates critical thinking in written or verbal form <input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Neither agree or disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
	Addresses issues of concern professionally (with instructors/colleagues/students) <input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Neither agree or disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
	Responds positively to constructive criticism <input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Neither agree or disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
	Takes responsibility for his or her learning by actively seeking out new information <input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Neither agree or disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
	Demonstrates personal progress through professional development to improve content and pedagogical knowledge <input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Neither agree or disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
	Demonstrates reflective practice in written or verbal form <input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Neither agree or disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree

Based on your experiences would you recommend this student?

☐ Recommend

☐ Recommend with Reservations

☐ Do not Recommend

☐ Other

Comments:	

Reference Signature

Date

This disposition survey was originally designed by KITEP (Kentucky Information Technology in Educator Preparation Committee) which is a standing committee of KACTE (Kentucky Association of Colleges for Teacher Education) committee - in the fall of 2017. The survey statements were evaluated by a panel of experts in 2017 and shared with KACTE in the spring of 2018. KITEP's conducted a review of the survey by a panel of 21 experts and calculated the percent positive response for each survey statement. The average percent positive response was 85%. All but four statements received greater than 80% positive response.

Upon review of the survey by the LWC EPP in the spring of 2024 it was noted that the response options on the current survey format did not follow research recommendations for the presentation of Likert scales. As a result the answer portion of the survey was reconstructed to align with research recommended Likert scale language/presentation. (Edmondson, 2005), (Spector, 1980), (Spector 1992)

Edmondson, D.R. (2005) Likert scales: A history. In L. C. Neilson (Ed.), *Proceedings of the 12th conference on historical analysis and research in marketing (CHARM)* (pp.127-133). Retrieved from <https://ojs.library.carleton.ca/index.php/pcharm/article/view/1613>

Spector, P. E. (1980). Ratings of equal and unequal response choice intervals. *The Journal of Social Psychology*, 112, 115-119.

Spector, P.E. (1992). *Summated rating scale construction: An introduction*. Newbury Park, CA: Sage.