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August 6, 2018

Dear Teacher Education Students

Congratulations on selecting a career path in education! We are excited that you chose Morehead State University (MSU) to prepare you for teaching in P-12 classrooms. As part of the proud Eagle nation of educators you will be prepared to connect theory, content, and instructional practices to positively impact your future students. MSU faculty in partnership with our many school partners and teachers in the region and beyond are committed to collaborative experiences to ensure you have the needed skills for a 21st century educator. Additionally, the MSU faculty and staff analyze data and assess programs, procedures, and policies to help elevate the levels of success related to relevant content, clinical experiences, feedback, support, and guidance. It is our goal to develop high quality teachers that can continue to be “A Light to and From the Mountains.”

Best regards,

Christopher T. Miller
Dean and Professor of Education
College of Education
Morehead State University
About this Handbook

The main objective of the Teacher Education Program Handbook is to provide easy access and a reader friendly approach to secure information. The design uniquely imbeds policies, processes, procedures, curriculum and resources, by category, based on the Transition Points, e.g. “Admission to the Teacher Education Program,” “Prior to Clinical Practice,” “Clinical Practice Experience,” and “Program Completion.” Local state and national regulations are included to provide clarification of regulations, curriculum, design, content, and Kentucky Learning Goals. Other resources include the Kentucky Teacher Code of Ethics, Kentucky Teacher Performance Standards (KTPS), Interstate Teacher Assessment and Support Consortium (InTASC), and information about the MSU Teacher Education Council. A copy of this handbook is readily accessible at the following website:


MSU faculty and staff continue to analyze data and assess programs, procedures, and polices because of a willingness to do what it takes to elevate levels of successes related to teaching and learning in 21st century classrooms.

Teacher Education Council (TEC)

The Teacher Education Council is the governing body for the Teacher Education Program. It is comprised of faculty, staff, teacher candidates and public schools’ practitioners. This group acts on recommendations from interview committees and confirms or denies candidates’ admission to the Teacher Education Program as well as approves TEC policies and programs.

Teacher Education Program Mission Statement

The Teacher Education Program at Morehead State University is based on the following fundamental assumptions:

Teachers need in-depth preparation in a chosen field of study to be able to challenge and to direct the youth of today.

Teachers need understanding and appreciation of the culturally, physically, and intellectually diverse people in our society, including disenfranchised members of society.

Teachers need fundamental knowledge, skills and understanding of human growth and development; learning theory; historical, philosophical, and sociological foundations of education; and evaluation and assessment of learning.

Teachers need understanding of themselves, their values, and their effect on others.

Teacher education is a process requiring preparation through course work and laboratory and clinical experiences throughout the entire preparation program.
Demands of the Program
In an attempt to be fair to all candidates seeking teacher certification, the following should be considered carefully by candidates in, or applying for, admission to the Teacher Education Program:

The program requires rigorous academic performance and professional commitment. Teacher Education Candidates will be required to complete the number of clinical experience hours as designated by course requirements. The clinical experience is a necessary component of the Teacher Education Program. Candidates may, with permission of the instructor and the proper form from the office of the Coordinator of Clinical Experiences, complete the experience in a public school other than Rowan County. Candidates are expected to make time for the clinical experience, just as they make time for classes, project assignments, and study. Work related activities, parking issues, lack of transportation, etc. are not legitimate reasons for failure to complete a requirement as important as the clinical practice and / or clinical experience. The career being pursued will be rewarding for those who find joy in working with young people. The career, however, makes long-term physical, cognitive and emotional demands on its practitioners.
Professional Code of Ethics for Kentucky School Personnel
704 KAR 20:680

Section 1. Certified Personnel in the Commonwealth:

Shall strive towards excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach.

Shall believe in the worth and dignity of each human being and in educational opportunities for all.

Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession.

To Students:

Shall provide students with professional education services in a non-discriminatory manner and in consonance with accepted best practice known to the educator.

Shall respect the constitutional rights of all students.

Shall take reasonable measures to protect the health, safety, and emotional well-being of students.

Shall not use professional relationships or authority with students for personal advantage.

Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.

Shall not knowingly make false or malicious statements about students or colleagues.

Shall refrain from subjecting students to embarrassment or disparagement.

Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing, rape, threats or physical harm; and sexual assault.
**To Parents:**

Shall make reasonable effort to communicate to parents, information which should be revealed in the interest of the student.

Shall endeavor to understand community cultures and diverse home environments of students.

Shall not knowingly distort or misrepresent facts concerning educational issues.

Shall distinguish between personal views and the views of the employing educational agency. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities.

Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgement, and shall not offer any of these to obtain special advantage.

**To Education Profession:**

Shall exemplify behaviors which maintain the dignity and integrity of the profession.

Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities.

Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law.

Shall not use coercive means or give special treatment in order to influence professional decisions.

Shall apply for, accept, offer or assign a position or responsibility only on the basis of professional preparation and legal qualifications.

Shall not knowingly falsify or misrepresent records of fact relating to the educator’s own qualifications or those of other professionals.
Teacher Education Academic and Professional Standards Committee

Committee Charge
Teacher education candidates are responsible to maintain high levels of academic performance and adhere to the ethical and behavioral standards outlined in Morehead State University’s Teacher Education Dispositions and the Professional Code of Ethics for Kentucky School Personnel. In cases where these standards are not maintained, the candidate’s continued membership in Morehead State University’s Teacher Education Program is subject to review. To monitor the standards and provide a mechanism for intervening with candidates who are failing, or are at risk of failing to maintain these standards, the academic programs in teacher education will establish Teacher Education Academic and Professional Standards Committees.

Committee Location
At the discretion of the department and program with the approval of the Dean of the College of Education these committees may be either at the department or the program level. Specifically: The Department of Early Childhood, Elementary and Special Education will be responsible for monitoring initial teacher education programs located in that department (Interdisciplinary Early Childhood Education, Elementary Education (P-5), Special Education (LBD / MSD P-5 & 5-9; MAT Special Education) The Department of Middle Grades and Secondary Education will be responsible for the undergraduate Middle Grades Education program and the MAT Middle Grades and Secondary programs. Each academic department outside of the College of Education with teacher education programs will have its own departmental Teacher Education Academic and Professional Standards Committee that will be responsible for monitoring initial programs in its department.

Committee Structure
Each of these committees will be made up of three full-time faculty members. The committees of the two departments in the College of Education will consist of three departmental faculty elected to three-year terms with regular rotation of electing on new member each year. The committee for programs outside the College of Education will have three members: one member from MGSE elected by the faculty, one from the department of the student’s certification program, selected however the department chooses to do so, and either the chair of that department or his / her designee. The two regular faculty members will serve the three year terms.

Committee Procedures
The committee will review information for any student who has been admitted to the Teacher Education Program in their respective program and meets one or more of the following conditions:
- Has not maintained a cumulative GPA of 2.75 or higher.
• Has obtained at least one “D” in a teacher education course requiring clinical experience.
• Is evaluated by a course instructor as rating below average (a 1 or 2) on any of the dispositions outlined in Morehead State University’s dispositions for teacher education candidates.
• Is reported to the College of Education by an instructor, staff person, cooperating teacher, or other as failing to exhibit behavior which reflects appropriate teacher dispositions or adherence to the Professional Code of Ethics for Kentucky School Personnel.

At the outset of each semester the College of Education Assessment Administrator will provide a report which will identify all students who fall under one of the conditions outlined above. This report will be forwarded to the chair of the appropriate department who will forward the list of names to the members of the Teacher Education Academic and Professional Standards Committee. The chair will work with the committee to schedule appropriate meeting times and notify the affected students of the requirement to meet with the committee. This process of scheduling a notification shall be completed within two weeks after the report from the College of Education Assessment Office.

In a case where a candidate is evaluated as below average for the first time on any disposition criteria, the candidate will be sent a letter from the College of Education Dean’s office. The letter instructs the candidate to review the concerns and submit a brief reflection paper. The reflection paper is distributed to the candidate’s department and advisors and placed in their official file. If a candidate is evaluated in an additional semester as below average, the Teacher Education Academic and Professional Standards Committee will review the areas of concern and conduct a hearing.

While a candidate’s status is being reviewed by the Teacher Education Academic and Professional Standards Committee and a plan of remediation is being implemented the candidate will continue in good standing in the Teacher Education Program. With this in mind the committee will attempt to resolve all issues within the semester in which they are reported, so that any needed change in candidate status may be implemented before the start of the next semester. The sole exception to this procedure will be the rare circumstance in which the serious nature of the candidate’s behavior or ethical violation requires that he or she immediately be suspended from the Teacher Education Program. In most cases, these actions have been taken by other university authorities and the Teacher Academic and Professional Standards Committee will be acting as a review body charged with determining whether the possibility of remediation and reapplication to the Teacher Education Program is possible.

In a case where a candidate’s cumulative GPA has fallen below 2.75, he or she will be on probation during the semester in which he or she is being reviewed by the Teacher Education Academic and Professional Standards Committee. If, at the conclusion of the semester, the candidate has not attained a GPA of more than 2.75, the candidate will be removed from the Teacher Education Program. Such candidates can apply for re-admission to the Teacher Education Program at the time they have attained the required GPA.
The written notification (delivered by both mail and e-mail) to students and their advisors must include the following:

- The specific issues for which the hearing is being held
- A list of the members of the committee
- The date, time, and location at which the hearing will be held
- The procedure that the student must follow if, for some reason, he or she is unable to meet with the committee at the appointed time
- Indicate that they may be accompanied to the hearing by their advisor
- Notification that they must acknowledge receipt of the notice and confirm the hearing date in the communication to the department chair within five days
- Notification that failure to acknowledge this notice and participate in the hearing can result in their immediate suspension from the Teacher Education Program at Morehead State University

Prior to the hearing, the committee will be provided with all supporting information and may, at its discretion, invite the individual who has filed a disposition or ethical concern about the student, or the instructor for the course in which the student failed to meet the appropriate academic standards to participate in the hearing.

At the hearing, the committee and any invited witnesses will present the candidate with the basis for the concerns that have led to the hearing. The candidate will be provided with an opportunity to respond to the issues presented. After a fair hearing of all the issues involved, the committee will deliberate in private and render a decision, which, when appropriate, will include a plan for remediation (see accompanying form). The committee may arrive at one of the three following findings:

- Issues resolved, no further action required.
- Remediation plan needed. In these cases, the committee will outline a specific plan of remediation with timelines and a designated date at which the committee will reconvene with the candidate to review progress toward resolving the issue.
- Serious concern or a lack of candidate response to concerns. In this case, the committee can recommend immediate suspension from the Teacher Education program. When the committee arrives at this finding, supporting documentation will be attached to the report and it will be forwarded to the Office of the Dean of the College of Education for further action.

A record of all Teacher Education Academic and Professional Standards Committee hearings will be provided to the candidate, to his or her advisor, to the department chair, and to the Office of the Dean of the College of Education for inclusion in the candidate’s Teacher Education Program Record.

At the time the committee convenes to review progress on the plan of remediation, the general procedures followed will be identical to the initial meeting. The Hearing Record Form, with the notation that this meeting is convened to review a plan of remediation, should be used to
document the results of this meeting. As with the previous meeting, the committee can arrive at three decisions:

- The candidate successfully implemented the plan of remediation. Issue has been resolved and no further action is needed.
- The candidate has made progress toward the remediation of the issue, but additional work remains to be done. The remediation plan will be revised, as needed, with a new review date established. The candidate remains in good standing in the Teacher Education Program while he or she continues to dutifully pursue a plan of remediation.
- The candidate has not made sufficient progress or has not implemented the plan of remediation and the committee makes a recommendation that he or she be suspended from the Teacher Education Program at Morehead State University with the option of reapplying at the time identified issues are fully resolved. This result, along with supporting documentation, is forwarded to the Office of the Dean of the College of Education for action.

**Right of Appeal**

Candidates have a right to appeal the underlying issue which has led to their being referred to the Teacher Education Academic and Professional Standards Committee or the decisions of the committee to the Morehead State University Teacher Education Council. Such appeals can be based upon either substantive or procedural matters. To undertake such an appeal, the candidate must submit a written letter to the Dean of the College of Education outlining the basis for the appeal within 10 business days after the action of the committee. Such appeals will follow the Teacher Education Program hearing procedures outlined in the Teacher Education Program Handbook.

Students also retain the right to appeal the decisions of the Teacher Education Council to the University Academic Standards and Appeals Committee using the standard procedure outlined for all academic grievances (UAR 112). Since prior review has been conducted, this next level of grievance procedures will begin at step 3 as outlined in the UAR 112. To initiate such an appeal, the student must submit a Student Grievance Form and petition for a hearing before the University’s Academic Standards and Appeals Committee directly to the Provost and Vice President for Academic Affairs within one week after the decision of the Teacher Education Council. Additionally, a student retains the right to appeal due process to the President of the University.
Record of Teacher Education Academic and Professional Standards Hearing

<table>
<thead>
<tr>
<th>Indicate whether this is</th>
<th>An Initial Meeting:</th>
<th>OR</th>
<th>A Follow-Up Meeting:</th>
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<table>
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<tr>
<th>Student Name:</th>
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<table>
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<tr>
<th>Standard(s) not met (with explanation):</th>
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<table>
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<tr>
<th>Findings:</th>
</tr>
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</table>

Issue resolved, no further action required  
Remediation plan needed  
Serious concern or lack of candidate response to concerns. Recommend immediate suspension from the Teacher Education Program (supporting information is attached).

<table>
<thead>
<tr>
<th>Plan for Remediation (including timeline):</th>
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<table>
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<tr>
<th>Date for Review of Remediation Plan:</th>
</tr>
</thead>
</table>

I understand that if I do not meet the conditions of this remediation plan in the time frame indicated, I can be placed on probation or discontinued in the program.

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Chair of Departmental Standards Committee</th>
<th>Date</th>
</tr>
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<tr>
<th>Standards Committee Member</th>
<th>Date</th>
</tr>
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<table>
<thead>
<tr>
<th>Program Representative (as required)</th>
<th>Date</th>
</tr>
</thead>
</table>

*Copies to Student, Advisor, TEP Coordinator, Department Chair, and Dean of College of Education*
Transition Points and Assessment Instruments

TO ALL: Candidates, Faculty, School and District Partners, and Community Members

The Initial Teacher Education Programs (TEP) have embarked on a familiar but new journey, beginning fall semester 2018. Candidates participating in the Clinical Practice or Student Teaching semester will participate in the nationally-used EdTPA summative assessment as a measurement of their knowledge, skills, and dispositions. This instead of the locally-produced Teacher Performance Assessment (TPA) that has been used for several years here at MSU. Candidates will be still be measured on their abilities to plan, implement, and analyze an instructional sequence. Instead of employing the Kentucky Teacher Framework as the rubric, and being graded by our own university supervisors and faculty, the EdTPA utilizes its own set of rubrics and is graded by content experts from all over the country.

As a result, we’ve made some adjustments to the Key Assessments that mark candidate progress. These assessments are part of an accountability system that includes entrance into the TEP through the method(s) courses, and the Clinical Practice semester. These Key Assessments provide data, both to the candidates and to the programs, about the preparedness and likelihood that our student teachers will be successful with the EdTPA, and thus positively impact the growth of the P-12 students with whom they interact.

Table 1 below shows our (MSU) Key Assessments along with the EdTPA tasks. They are presented in their assessment cycle(s) and alignment with the Interstate Teacher Support and Assessment Consortium (InTASC) Standards for measuring teachers’ knowledge, skills, and dispositions. Lastly it shows the Kentucky Teacher Framework (KTF). For many years these domains have guided the Kentucky Teacher Internship Program (KTIP), as well as the teacher evaluation system endorsed by the Kentucky Department of Education.

We acknowledge that in the most recent legislative session (2018) KTIP was eliminated. However, we believe that school districts will continue to employ the KTF as the basis of teacher evaluation into the foreseeable future. We believe it is imperative that our candidates be aware of both the InTASC standards and the KTF for understanding highly effective and best practices. Combined with the candidate’s knowledge of the Kentucky Academic Standards (KAS) for P-12 learners, they form a solid-content foundation. Finally, our candidates are expected to be able to turn those KAS into sound pedagogy through familiarity with their Specialized Professional Associations (SPA) Standards, e.g. NCTM for Math, NSTA for Science, etc.; for assessment, professionalism, strategies, methods, etc.

Table 2 shows how these assessments fit into the bigger picture of quality assurance. For example, the GPA is used as an indicator at Transition Point 1, admission into the TEP and for acceptance into the Clinical Practice, Point 2. Cycles 1 & 2 Key Assessments provide data during Transition Point 2, but Cycle 3 is used during Point 3. The Standards across the top of
this table are from the Council for the Accreditation of Educator Preparation Programs (CAEP), the national agency to which we report data annually. **Table 3** shows the Key Assessments in the context of state reporting requirements. The Educator Professional Standards Board (EPSB) approves teacher preparation programs based on their ability to show evidence of candidate progress and program improvement in those areas listed in the first column.

**Table 1:** Key Assessments with edTPA Tasks and KTF

<table>
<thead>
<tr>
<th>Singular Key Assessments</th>
<th>On-Going Key Assessments (Cycles 1 &amp; 2)</th>
<th>edTPA TASKS (Cycle 3)</th>
<th>Cycle 3 / Teacher Work Sample / Clinical Practice edTPA</th>
<th>InTASC Standards</th>
<th>*KTF Domains</th>
</tr>
</thead>
<tbody>
<tr>
<td>Praxis Content &amp; GPA</td>
<td>Lesson Plan &amp; Contextualized Learning Plan</td>
<td>PLANNING</td>
<td>1•Planning for Content Understanding</td>
<td>2, 3</td>
<td>1A, 1E</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2•Planning to support varied student needs</td>
<td>1, 2</td>
<td>1B, 1D</td>
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<td></td>
<td></td>
<td></td>
<td>3•Using knowledge of students to inform teaching and learning</td>
<td>1, 2</td>
<td>1B</td>
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<td></td>
<td></td>
<td></td>
<td>4•Identifying and supporting language demands</td>
<td>1, 2</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>5•Planning assessments to monitor and support student learning</td>
<td>1</td>
<td>1C, 1F</td>
</tr>
<tr>
<td>Praxis PLT</td>
<td>Observation Tool &amp; Contextualized Learning Plan</td>
<td>INSTRUCTION</td>
<td>6•Learning environment</td>
<td>2, 3</td>
<td>2A, 2B, 2C, 2D, 2E</td>
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<td></td>
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<td></td>
<td>7•Engaging student in learning</td>
<td>2, 3</td>
<td>3A, 3B, 3C</td>
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<td></td>
<td>8•Deepening student learning</td>
<td>3</td>
<td>3D</td>
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<td></td>
<td>9•Subject-specific pedagogy</td>
<td>3</td>
<td>1A</td>
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<td></td>
<td>10•Analyzing teaching effectiveness</td>
<td></td>
<td>3E, 4A</td>
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<tr>
<td>Literacy Proficiency</td>
<td>Assessment Plan &amp; Contextualized Learning Plan</td>
<td>ASSESSMENT</td>
<td>11•Analysis of student learning</td>
<td>6</td>
<td>1C, 1F, 3D</td>
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<td></td>
<td>12•Providing feedback to guide learning</td>
<td>6</td>
<td>3D</td>
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<td></td>
<td>13•Student use of feedback</td>
<td>6</td>
<td>1B, 2B</td>
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</table>
Analyzing students’ language use and content learning

Using assessment to inform instruction

*Kentucky Teacher Framework Domains

<table>
<thead>
<tr>
<th>Domain 1 – Planning &amp; Preparation</th>
<th>Domain 2 – Classroom Environment</th>
<th>Domain 3 - Instruction</th>
<th>Domain 4 – Professional Responsibilities</th>
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<tbody>
<tr>
<td>1A – Demonstrating Knowledge of Content and Pedagogy</td>
<td>2A – Creating an Environment of Respect and Rapport</td>
<td>3A – Communicating with Students</td>
<td>4A – Reflecting on Teaching</td>
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<tr>
<td>1B – Demonstrating Knowledge of Students</td>
<td>2B – Establishing a Culture of Learning</td>
<td>3B – Using Questioning and Discussion Techniques</td>
<td>4B – Maintaining Accurate Records</td>
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<td>1C – Selecting Instructional Outcomes</td>
<td>2C – Managing Classroom Procedures</td>
<td>3C – Engaging Students in Learning</td>
<td>4C – Communicating with Families</td>
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<td>1D – Demonstrating Knowledge of Resources</td>
<td>2D – Managing Student Behavior</td>
<td>3D – Using Assessment in Instruction</td>
<td>4D – Participating in a Professional Community</td>
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<td>1E – Designing Coherent Instruction</td>
<td>2E – Organizing Physical Space</td>
<td>3E – Demonstrating Flexibility and Responsiveness</td>
<td>4E – Growing and Developing Professionally</td>
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<td>1F – Designing Student Assessment</td>
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<td>4F – Demonstrating Professionalism</td>
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*Individual Programs instill these skills throughout the preparation process.

Table 2: Transition Points align with CAEP accreditation standards:

<table>
<thead>
<tr>
<th>Transition Point</th>
<th>Data Sources</th>
<th>Standard 1: Content &amp; Pedagogical Knowledge</th>
<th>Standard 2: Clinical Partnerships &amp; Practice</th>
<th>Standard 3: Candidate Quality, Recruitment, &amp; Selectivity</th>
<th>Standard 4: Program Impact</th>
<th>Standard 5: Provider Quality, Continuous Improvement, &amp; Capacity</th>
<th>Diversity (D)</th>
<th>Technology (T)</th>
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<td>1.1</td>
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<td>Requirements</td>
<td>5 Provisional Internship Certificate / KTIP Year Hire</td>
<td>6 Professional Certificate / Permanent Hire / Retention</td>
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**Table 3: EPSB Assessment Areas with Key Assessments**

<table>
<thead>
<tr>
<th>EPSB Performance Assessment Areas – Initial Programs</th>
<th>MSU/EPP Designated Assessments Per EPSB, an assessment may be listed multiple times if the measures apply to the appropriate areas.</th>
<th>MSU/EPP Transition Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Content Knowledge</td>
<td>Praxis II</td>
<td>Point 5</td>
</tr>
<tr>
<td>2. Other Assessment of Content Knowledge</td>
<td>GPA in content area classes</td>
<td>Points 2, 3, 4</td>
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<tr>
<td>3. Assessment of Professional Capabilities</td>
<td>PRAXIS PLT (Principles of Learning and Teaching) (as applicable for the program category)</td>
<td>Point 5</td>
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<tr>
<td>4. Clinical Experiences Measure of Teaching Proficiency</td>
<td>Observation of teaching</td>
<td>Points 2, 3, 4</td>
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<tr>
<td>5. Measure of Candidate Assessment Proficiencies</td>
<td>Assessment Plan</td>
<td>Points 2, 3, 4</td>
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<tr>
<td>6. Candidate ability to diagnose and prescribe for personalized student learning</td>
<td>Contextual Factors / Individual Differences</td>
<td>Points 2, 3, 4</td>
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<tr>
<td>7. Application of Content Knowledge and Pedagogical Skills (Instructional Practice)</td>
<td>Lesson Plan and Lesson Reflections</td>
<td>Points 2, 3, 4</td>
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<tr>
<td>8. Assessment of Literacy Outcomes</td>
<td>Informal Reading Assessment</td>
<td>Points 2, 3, 4</td>
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<tr>
<td>9. Professional Attributes and Dispositions</td>
<td>Philosophy of education paper, Code of Ethics assignment, Dispositions</td>
<td>Points 1, 2, 3, 4</td>
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</tbody>
</table>
To access InTASC standards visit the following link: [http://bit.ly/MSUInTASC](http://bit.ly/MSUInTASC)
To access Kentucky Framework for Teaching visit the following link: [http://bit.ly/KYFfT](http://bit.ly/KYFfT)
To access SPAs visit the following link: [http://bit.ly/SPASStandards](http://bit.ly/SPASStandards)

**Transition Point I: Admission to the Teacher Education Program (TEP)**

With the authority of the Teacher Education Council (TEC) and in compliance with the Education Professional Standards Board (EPSB) and the Council for the Accreditation of Educator Preparation (CAEP), the policies for admission to the TEP at Morehead State University reflect the College of Education’s commitment to high levels of academic performance and professional ethics.

**All teacher education candidates must gain admission to the Teacher Education Program.** Candidates may submit an electronic application for TEP admission at any time after they have successfully fulfilled all requirements set forth by the state in 16 KAR 5:020 and by the Teacher Education Council of Morehead State University. The candidate may enroll in restricted courses in the professional education program only after the candidate meets all of the requirements outlined below.
Teacher Education Admission Assurances

At this time when candidates apply for the TEP they are required to read and agree with the following assurances:

- I understand the following are required to be eligible to apply for the TEP. By selecting “Yes,” I certify that the statements are true.
- I have read the Teacher Education Program Handbook.
- I have read, understand, and support the Professional Code of Ethics for Kentucky School Personnel. I am aware of what I need to do to become state certified in my major area of concentration.
- I am aware that the admission process will not be complete until I have completed the REQUIRED orientation as directed by the TEP Coordinator.
- I understand that my continued status in the Teacher Education Program is contingent upon maintaining the required level of academic performance and demonstration of behavior consistent with professional dispositions and the Professional Code of Ethics for Kentucky School Personnel. If there is a serious question about my maintenance of these standards, my continued membership in the Teacher Education Program is subject to review by my program’s Teacher Education Academic and Professional Standards Committee.

The TEP application process is completed electronically through the College of Education’s electronic assessment system.

TEP Admission Requirements

Program Requirements*

- Admission to MSU with an assigned academic advisor.
- Pursuance of program completion leading to teacher certification.
- Completion of at least 30 credit hours.
- Minimum GPA of 2.75 on a 4.0 scale; or
- A GPA of 3.0 on a 4.0 scale on the last thirty (30) credit hours.
  All college courses attempted must be a part of the applicant’s MSU transcript.
  Transcripts must reflect all transfer coursework completed to the date. All transfer courses, as well as MSU credit, are used in calculating GPA.
- Completion of the following five core courses with grades of “C” or better:
  - ENG 100 Writing I
  - Mathematics General Education Requirement (MATH 131, MATH 135, MATH 152, MATH 174, or MATH 175, as required by program)
  - COMS 108 Fundamentals of Speech Communication
• EDF 207 Foundations of Education (CTE and Agriculture Teaching candidates may substitute CTE 207)
• EDF 211 Human Growth & Development (IECE candidates may substitute EDEC 253)

*Candidates in MSUTeach programs must meet the following program requirements to gain admission to the Teacher Education Program.

Program Requirements for MSUTeach Teacher Education Candidates:

❖ Admission to MSU with an assigned academic advisor.
❖ Pursuance of program completion leading to teacher certification.
❖ Completion of at least 30 credit hours.
❖ Minimum GPA of 2.75 on a 4.0 scale; or
❖ A GPA of 3.0 on a 4.0 scale on the last thirty (30) credit hours.
  All college courses attempted must be a part of the applicant’s MSU transcript. Transcripts must reflect all transfer coursework completed to the date. All transfer courses, as well as MSU credit, are used in calculating GPA.
❖ Completion of the following five core courses with grades of “C” or better:
  • ENG 100 Writing I
  • Mathematics General Education Requirement (MATH 123, MATH 131, MATH 135, MATH 152, MATH 174, or MATH 175, as required by program)
  • COMS 108 Fundamentals of Speech Communication
  • UTCH 100 Step I
  • UTCH 150 Step II
  • UTCH 200 Knowing and Learning
  • UTCH 250 Perspectives on Science and Math
  • UTCH 300 Classroom Interactions
  • UTCH 350 Project Based Instruction
  • UTCH 400 Research Methods

Testing Requirements

TEP candidates must obtain the following scores on the Praxis I test:

Prior to August 31, 2014 (Scores are valid for five years)
❖ Pre-Professional Skills Test: Mathematics 0730 Paper or 5730 Computer (Minimum score 174) and
❖ Pre-Professional Skills Test: Reading 0710 Paper or 5710 Computer (Minimum score 176 and
❖ Pre-Professional Skills Test: Writing 0720 Paper or 5720 Computer (Minimum score 174

After September 1, 2014
❖ Praxis Core Academic Skills for Educators: Combined 5751 Computer or
Praxis Core Academic Skills for Educators: Mathematics 5732 Computer (Minimum score 150) and
Praxis Core Academic Skills for Educators: Reading 5712 Computer (Minimum score 156) and
Praxis Core Academic Skills for Educators: Writing 5722 Computer (Minimum score 162)

Formal Application Procedure

To apply for the TEP, students must schedule an advising session with the appropriate College of Education advisor to review the above stated eligibility requirements. When the candidate has met all eligibility requirements, the candidate may submit the electronic application for official review.

The application will be submitted to and reviewed by the TEP Admissions Coordinator to confirm that the student is ready for admission.

Professional Dispositions

In compliance with the EPSB’s standards for admission to educator preparation programs, candidates must demonstrate an understanding of professional dispositions expected of professional educators. To comply with this regulation, the candidate must complete a Professional Code of Ethics for Kentucky School Personnel Assessment and receive 100% to progress forward in the cycle. The TEP Coordinator will facilitate this assessment in an electronic format.

Faculty Advising

Upon completion of the outlined steps, the candidate will be assigned and/or referred to a faculty advisor from the candidate’s program. Departments may require the approved candidate to meet with the faculty advisor for program planning.

Transfer Students Admitted To The Tep At Another Kentucky Institution

Transfer students who were recently admitted to a TEP at another Kentucky institution may provide evidence of their admission in lieu of the interview provided they are applying for admission to the same program of major. Transfer students must meet all other requirements listed above. In addition, these candidates should submit the following to the TEP Admissions Coordinator:

- MSU transcripts obtained from the Registrar’s Office that reflect all transfer hours and official check sheets indicating all substitutions of transfer course for course required in MSU programs.
- Test scores must be on file on the student’s MSU academic records
- Verification of the applicant’s admission to the TEP at another Kentucky institution.
Transfer student candidates must also complete a **mandatory** TEP orientation session to finalize admission.

**Policy on Admission, Suspension, Expulsion and Probation**

The Board of Regents, President, and faculty of Morehead State University have entrusted in the Chairperson of the University Teacher Education Council the authority to suspend, expel, or place on professional probation any student in the Teacher Education Program for violation of its regulations, insubordination, immoral conduct, or for any other reason, both written and implied.

During the process of admission, expulsion, suspension or professional probation, students shall be advised of their right to appeal to the University Teacher Education Council. The decisions of the university Teacher Education Council are final in matters pertaining to students in the Teacher Education Program.

In matters involving violation of civil or criminal law with possible fines or sentence imposed, the student may be suspended until the issues is resolved. When found guilty of improper conduct a student is subject to expulsion from the Teacher Education Program. Upon being suspended on probation, a student must reapply to the University Teacher Education Council for review and reconsideration for continuing in the Teacher Education Program. Students shall be advised of their right to request a case review by the Vice President of Academic Affairs and may further request to consult with the President of the University.

**APPROVED POLICY FOR EXITING CANDIDATES ADMITTED TO THE TEP WHO’S ENROLLMENT HAS BEEN INTERRUPTED**

Candidates who have not been enrolled in at least one (1) course required for program completion within the last twelve (12) months will be exited from the TEP on both the EPSB candidate system and on the candidates’ MSU DATATEL records. The cycle, which corresponds to the required reporting and exiting of program completers on the EPSB candidate system, will be adhered to each semester.


**APPROVED POLICY FOR RE-ADMITTING TEP CANDIDATES EXITED FROM THE TEP DUE TO AN INTERRUPTION IN THEIR ENROLLMENT**

Candidates exited from the Teacher Education Program due to an interruption in their enrollment may apply for re-admission to the TEP. They must be officially admitted to MSU at the time they submit the application. The application must be submitted two weeks prior to the first day of classes of the term in which the candidate wants to register for TEP restricted courses.
The candidate must submit a TEP Re-Admission form to the TEP Admissions Coordinator in B203 Ginger Hall. The form will ask the candidate to provide an explanation of the enrollment interruption, a description of what the candidate has been doing professionally since exiting the program, and the candidate’s plan for completing the program in a timely manner.

Upon receipt of the candidate’s application for re-admission, the TEP Admissions Coordinator will review the candidate’s records to confirm the candidate’s MSU admission status, GPA, and viability of the program in which the candidate is requesting re-admission. Within 24 hours of receiving the application and verifying the candidate’s eligibility, the coordinator will electronically deliver the application to the chairperson of the candidate’s academic program department.

No later than Monday of the week prior to the first day of classes in the term the candidate is seeking to register for TEP restricted courses, the department chair or designee will notify the coordinator in writing to re-admit or not re-admit the candidate. If the candidate is not to be re-admitted, and explanation must be included. Within 24 hours of receiving the Chair’s decision, the coordinator will notify the candidate of the decision. The candidate may appeal the decision not to re-admit using the same appeal process for TEP Admission Denial that is indicated in the TEP Handbook.
## TEP Restricted Courses

Admission to the Teacher Education Program is required as a Prerequisite to Enrollment:

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>ART 200</td>
<td>Elementary Materials and Methods</td>
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<tr>
<td>ART 301</td>
<td>Field Experience in Art Education</td>
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<td>ART 321</td>
<td>Materials and Methods for Secondary Art</td>
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<td>BIS 499C</td>
<td>Teaching Methods for Secondary Art</td>
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<td>BIOL 402</td>
<td>Integrated Biology Teaching Methods</td>
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<td>BIOL 403</td>
<td>Integrated Biology Field Experiences</td>
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<td>CTE 392</td>
<td>Methods of Instructional Technology</td>
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<td>CTE 470</td>
<td>Methods of Instruction</td>
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<td>CTE 478</td>
<td>Clinical Practice</td>
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<td>EDEE 321</td>
<td>Teaching Math in Early Elementary Grades</td>
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<td>EDEE 322</td>
<td>Teaching Social Studies in Early Elementary Grades</td>
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<td>EDEE 323</td>
<td>Language Arts for Early Elementary</td>
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<td>EDEE 331</td>
<td>Reading for Early Elementary</td>
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<td>EDEE 423</td>
<td>Supervised Student Teaching Practicum (P-5)</td>
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<td>EDF 311</td>
<td>Learning Theories and Assessment in Education</td>
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<tr>
<td>EDMG 332</td>
<td>Reading Strategies for Middle Grades</td>
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<td>EDMG 341</td>
<td>Teaching Math in Middle Grades</td>
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<td>EDMG 343</td>
<td>Language Arts in Middle Grades</td>
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<td>EDMG 446</td>
<td>Supervised Student Teaching Practicum (5-9)</td>
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<td>Educational Methods and Technology</td>
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<td>Clinical Practice Secondary</td>
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<tr>
<td>EDSE 451</td>
<td>Curriculum and Instruction in Social Studies</td>
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<td>EDSE 499D</td>
<td>Teaching Social Studies</td>
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<td>EDSP 365</td>
<td>Including Students with Diverse Needs in the Classroom</td>
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<td>EDSP 373</td>
<td>Curriculum for Students with MSD</td>
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<td>EDSP 374</td>
<td>Teaching Students with Moderate and Severe Disabilities</td>
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<td>Practicum in Education of Students with MSD</td>
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<td>Supervised Clinical Practice (LBD)</td>
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<td>EDSP 437</td>
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<td>Language Arts for Students with Learning and Behavioral Disorders</td>
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<td>Teaching Students with LBD</td>
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<td>EDSP 357</td>
<td>Mathematics and Content Area Teaching for Students with LBD</td>
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<td>EDSP 359</td>
<td>Practicum in Teaching for Students with LBD</td>
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<td>EDUC 476</td>
<td>Literacy in the Content Area</td>
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<td>Classroom Management / Assessment</td>
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<td>ENG 382</td>
<td>Teaching Writing in Secondary Schools</td>
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<td>ENG 400</td>
<td>Studies in English for Teachers</td>
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Clinical Experiences (Field Experience)

Clinical Experiences, also known as Field Experiences, are a vital part of the teaching curriculum established by Morehead State University and the Kentucky Department of Education. Each candidate is required to complete the number of clinical experience hours as designated by their program of study prior to clinical practice.

It is important that MSU candidates contribute to a positive learning environment in the schools by: Keeping the appointment scheduled. Teacher and their students depend on MSU candidate presence and participation. Please arrive at the designated time and do not leave before the scheduled departure time. Note – The middle school & high school operate on a bell schedule. MSU candidates will not be permitted to enter a classroom after the bell rings to start a class period.

Enter classrooms quietly and with as little disruption as possible.

Being properly dressed – dress more like a teacher and less like a student. Note – Improper candidate dress or behavior may cause scheduled clinical experiences for a candidate to be terminated. Maintain student confidentiality – students’ names and personalities should not be discussed.

MSU candidates must have a signed Confidentiality Agreement on file in the Office of Clinical Experiences (also known as Office of Field Experiences).

Display candidate MSU ID card in a clear plastic badge during all scheduled observation / participation experiences. A neck-hanging badge may be purchased at the University Bookstore. Remember that MSU candidates are guests in the school and that they represent themselves and MSU.

Abide by the Professional Code of Ethics (refer to page ??).

Abide by any individual school policies

Clinical experience will be accepted up to 10 years old unless waived by the Program Coordinator or Department Chair. The course must be approved for the program. The clinical experience hours must be verifiable with documentation. The candidate is responsible for providing verification and supporting documentation.
Planned Clinical Experience Sequence

<table>
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<tr>
<th>Clinical Experience Level</th>
<th>Courses</th>
<th>Primary Activity</th>
</tr>
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<tbody>
<tr>
<td>Level I</td>
<td>Education / Theory Classes</td>
<td>General Observation, Tutoring, Aiding, Grading, Attend School Board Meeting and Site-Base Council Meeting</td>
</tr>
<tr>
<td>Level II</td>
<td>Applied Theory Classes and Introductory Pedagogy Classes in Content Disciplines</td>
<td>Content Specific Observation, Tutor Small Groups, Whole Class Instruction</td>
</tr>
<tr>
<td>Level III</td>
<td>Advanced and Content-Based Methods Courses</td>
<td>Guided Observation, Tutoring, Working with Small Groups, Whole Class and Large Group Teaching, Teaching Full Period</td>
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<td>Full Responsibility for the Classroom</td>
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The MSU Instructors for Level II and Level III Courses are to:

Contact the teacher(s) with whom they partner to plan clinical experiences. Arrange the specific activities, dates, and times for their students.

Communicate to the public school teachers very clearly the clinical experience activity. Clinical Experiences should be meaningful for our MSU candidates while meeting the instructional needs of the students in the public school.
**Required Clinical Experience Hours**

*These hours reflect the minimum required for the course and students should refer to the syllabus for actual hours.

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*EDF 207 Field Hour Requirements: The governing board for teacher education in the state of Kentucky, the Educational Professional Standards Board (EPSB), requires all teacher education students to complete 200 hours of clinical experiences prior to student teaching. Since the number of education courses required varies according to the candidate’s certification area, the number of field hours required in this course will vary according to the
The table below shows the number of field hours that various programs require in this class.

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<th>Certification Area</th>
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Four Tiers of Field and Clinical Experience Hours by Certification Program

More complete information about the specific nature and requirements of the field or clinical experiences can be located on the course syllabi.

Interdisciplinary Early Childhood Education

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**Academic Component may contain Clinical Experiences**
Secondary Grades Certification

**Biology Grades 8-12**

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**Chemistry Grades 8-12**

Earth Space Science Grades 8-12 (Only for catalog years prior to Fall 2017/2018)

**Physics Grades 8-12**

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### Agricultural Education Grades 5-12 *(Other 2 hours will be Special Assignments)*

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*(Other 2 hours will be Special Assignments)*
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Grades P-12 Certification Areas (Dual Placement during Clinical Practice)

Art Education

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Area of Studies in Health and Physical Education P-12 Teaching (Only for catalog years prior to 2018/2019)

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## Theatre Education

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Learning and Disorders and P-5

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Learning and Behavior Disorders and Middle Grades Education

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Clinical Experience requirements vary according to certification level being pursued.
## Moderate to Severe Disabilities and P-5

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Clinical Practice

To apply for the professional semester, students must:
Submit application one semester PRIOR to the clinical practice semester.
Submit application electronically through the CoE online assessment system. Complete information can be found on the Teacher Education Services website.

Eligibility requirements for admission to clinical practice include the following:

- Admission to the Teacher Education Program (TEP) is mandatory.
- Grade Point Average (GPA) and course work requirements:
  - Candidate must have obtained a cumulative GPA of 2.75 (including transfer credit).
  - All course work completed at Morehead State University must reflect and overall 2.75 GPA.
  - Within the area of concentration, major(s), academic component(s), and professional education coursework, candidate must have a minimum GPA of 2.75
  - ALL GPA requirements are based on a 4.0 scale.
- A minimum grade of “C” is mandatory for each course which requires clinical experience hours and for ALL TEP restricted courses (those requiring TEP admission as a prerequisite).
- A minimum of ninety (90) semester hours must have been successfully completed.
- A minimum of seventy-five (75) percent of course requirements, in area or teaching component(s) as required by program, must have been successfully completed. This includes ALL methods courses.
- One semester (minimum 12 hours) must have been completed at Morehead State University prior to student teaching.
- Candidate must have a bona fide major for teacher certification (See Curriculum Standards ST-2).
- A current physical examination must be on file with the College of Education prior to commencing the professional semester (As per EPSB policy, a TB risk assessment is required). Candidate must use the Medical History Form provided on the TES webpage.
- A background check and any other required checks must be completed and a copy of the results given to the College of Education and district where the student is placed. Specific details to obtain your background check are given at the Clinical Practice Eligibility Review sessions during the application period.
PRAXIS

PRIOR to clinical practice, candidate must take the required PRAXIS II exams for certification in his / her major. When registering for PRAXIS exams, candidate must request a copy of his / her scores be sent to Morehead State University’s Testing Center.

Due to the timeframe between taking the test and receiving the scores, candidate must follow these guidelines:

For participation in fall semester clinical practice, PRAXIS exams MUST be taken by June of that same year.

For participation in spring semester clinical practice, PRAXIS exams MUST be taken by November of the previous year.

Temporary Requirement

In order to fully and completely review the current policy for taking the PRAXIS II, the requirement for students to take the PRAXIS II exams prior to Clinical Practice has been suspended for a period of one academic year (fall 2018 and spring 2019). Students must still take and pass the appropriate PRAXIS II tests for their certification area to obtain teacher certification in the Commonwealth of Kentucky.

While we are suspending this requirement temporarily, we are also looking into our PRAXIS II scores. The Teacher Education Council will review the findings and re-examine and update the requirement for taking the PRAXIS II exams prior to Clinical Practice.
The following Program of Study options include prerequisite course specific to each Program.

**Clinical Semester**

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Clinical Practice Guidelines and Policies

The following policy statements outline factors that influence decision making related to clinical practice placements:

The Teacher Education Services Director and the TES Assistant engage in a collaborative approach as placement decisions are made. Recommendations from school principals and university supervisors weigh heavily in the decision making. Preferences of the clinical practice candidates listed on the assessment system application form are also given due consideration. However, candidates are informed that preferences are not guaranteed as there are many variables that must be taken into consideration, i.e., university supervisor workloads, diversity, school performance, availability of cooperating teachers in a specific certification area, and cooperating teacher eligibility. Candidates are not permitted to independently contact school administrators or make arrangements for a placement assignment.

The Clinical Semester (student teaching) is an essential teacher development experience intended to provide candidates with diverse experiences and opportunities for constructive feedback and unbiased assessment. Therefore, teacher candidates will not be placed in districts where a) they attended school or b) they have relatives attending school. Exceptions will only be made in cases of need as verified by the Clinical Placement staff.

Content certification areas dictate whether placements will be made with two cooperating teachers, per 8 weeks, or one cooperating teacher for 16 weeks. The following provides guidelines related to specific content / grade level placement requirements:

Candidates completing a Secondary Clinical Practice experience are assigned to teaching in their area of concentration for 16 weeks with one cooperating teacher assigned.

Candidates certified in P-12 (Art, Health, French, Spanish, Music, Physical Education, and Theatre) or 5-12 (Agriculture, Business & Marketing, Family & Consumer Sciences, and Technology Education) are scheduled dual (2) placements.

Candidates completing the Middle School 5-9 Certification Program are scheduled placements with two cooperating teachers, one in each academic component area, for 8 weeks.

Primary-5 teacher education candidates are scheduled in dual placements, with two cooperating teachers, one in primary (K-3) and one in the intermediate level (4-5). Each placement is for 8 weeks.

Special Education Practicums, EDSP 435 (LBD) and EDSP 437 (MSD) are scheduled for a 6-8 week period, depending on the school district’s calendar, which in conjunction with either EDEE 423 Supervision of Student Teaching (6 credit hours) or EDMG 446 Supervision of Student Teaching (6 credit hours).
Six-week or summer practicums are scheduled for the Learning Behavior Disorder EDSP 435 and Moderate to Severe Disability (MSD) EDSP 437. School based programs are a requirement for special education placements.

Petitions to carry a course are concurrent with clinical practice are limited. Only one three 3) hour course is allowed; and a waiver request must be filed in Teacher Education Services (801 Ginger Hall) in advance of the clinical experience. An overall 3.2 GPA is required and circumstances must be identified that necessitate an overload. The overload is contingent upon approval of the Director of Teacher Education Services and the Dean of the College of Education.

Clinical practice candidates unable to fulfill clinical practice obligations must officially withdraw their application in Teacher Education Services and then withdraw from course in which they are enrolled in the Office of the Registrar.

Candidates desiring additional certification will be required to complete a practicum in the specific area for which additional certification is sought.

Candidates are required to complete a criminal background check. Specific details for obtaining your background check are given at the Clinical Practice Eligibility Review sessions during the application period. It is imperative that candidates follow through with making the contact and following the identified procedure, as they will not be permitted to enter the assigned classroom and begin the clinical practice experience until the report is filed in the school / district in which the placement has been confirmed. If a dual placement necessitates a candidate be placed in two districts, most often the district where the first 8-week placement is completed will willingly provide the background check to the district / school where the second 8-week placement is scheduled to occur. Confirmation of completing the Background Check must be confirmed by the Assessment Administrator.

The clinical practice semester represents a total commitment to teaching. Part-time employment must be adjusted so that the candidate may devote his / her full attention and energy to clinical practice. The university strongly supports a policy of NO outside employment during the clinical practice semester.

All required PRAXIS exams must have been taken and scores on file at MSU in order for a candidate to begin the clinical practice experience in the assigned classroom.

Temporary Requirement

In order to fully and completely review the current policy for taking the PRAXIS II, the requirement for students to take the PRAXIS II exams prior to Clinical Practice has been suspended for a period of one academic year (fall 2018 and spring 2019). Students must still take and pass the appropriate PRAXIS II tests for their certification area to obtain teacher certification in the Commonwealth of Kentucky.

While we are suspending this requirement temporarily, we are also looking into our PRAXIS II scores. The Teacher Education Council will review the findings and re-examine and update the requirement for taking the PRAXIS II exams prior to Clinical Practice.
Duties of the Clinical Practice Candidate

Documentation: The MSU College of Education Clinical Practice Application must be completed by the designated deadline, the semester prior to the clinical semester.

Liabilities and Responsibilities: Clinical practice candidates hold the same legal responsibilities for the welfare of pupils under their direction, as do the teacher employed by the school system. The clinical practice candidate is liable for actions while participating in school activities and may be tried in a court of law for mistakes, erroneous judgement or harmful acts. Negligence involving the welfare of pupils is the most frequent basis for litigation, although these instances are rare. The clinical practice candidate should develop an awareness of potentially unsafe conditions or practices. On the basis of this legal vulnerability, it is strongly recommended that professional liability insurance be obtained prior to entering the clinical practice classroom(s). Liability insurance may be obtained from the Kentucky Education Associate Student Program (KEA-SP), Kentucky Association of Professional Educators (KAPE), or other private agencies.

Orientation Seminars: The Clinical Practice Orientation Seminar is required; orientation seminars are intentionally scheduled prior to the start of the semester to provide professional development opportunities that assist candidates in the transition from student to teacher. Additional seminar dates are scheduled throughout the semester with topics that include, but are not limited to, the following: certification, career placement planning and information, school law and ethics, model lessons, assessment strategies, technology, edTPA, differentiation, diversity, questioning skills, and various other cutting edge presentations.

Keys to a Successful Beginning: The following list includes schools and classroom information, including policies and procedures, which are documented in the district’s faculty handbook. Upon entering the assigned school on the first day, the candidate will learn a great deal from the administrators and cooperating teacher, as he/she engages in focused academic conversations.

Academic Expectations / Core Content / Program of Studies  Cooperating Teacher Contact information (to notify of an absence)
Attendance Procedures  Curriculum Calendar Map
Assessment Plans  Detention Policies & Procedures
Availability of Teacher Resources  Discipline & Behavior Management Policies & Procedures
Bell Schedule  Dismissal Procedures
Children with Special Needs in Your Classes  District Curriculum Guidelines
Class Party Policies & Procedures  District School Improvement Plan
Class Schedule  Dress Code for Students & Staff
School Improvement Plan  Emergency Safety Codes & Procedures
Facility Floor Plan
Faculty Attendance Policy
Faculty Committees
Faculty Handbook
Field Trip Approval Procedures
Homework Policy
Hours School Building is Open
Identification Badge
KY School Testing Results (received in the fall)
School Lesson Plan Format (may not be used when being observed by the university supervisor and/or cooperating teacher or for all TPA lessons taught)
Library Use Policy
Lunch Procedures
Parent Conference Procedures
Professional Organizations
School Calendar of Events (PTA, PTO, SBDM, School Board meetings, extracurricular activities, etc.)
School Staff Members
School Contact Information
School Website
Sign-In Policy (procedures & protocol for clinical practice candidates)
Student Folder Access Procedures
Standards & Indicators for School Improvement (SISI)
Substitute Teacher Procedures (Per state law, a clinical practice candidate may not serve as a substitute during the clinical practice experience; however, a candidate should know procedures.)
Support Staff (introduce yourself & build positive relationships with the cafeteria, office, and maintenance staff, as they are part of the school team)
Student Names (learn them quickly)
Teacher Duties & Responsibilities (cooperating teacher will provide this)
Teachers’ Manuals & Materials
Technology Availability, Use, and Policies
Conferences: The purpose of conference sessions is to provide a time for the clinical practice candidate and the cooperating teacher to discuss specific issues relating to effective teaching practices. It is also an ideal time to establish a critical friend relationship, as the cooperating teacher(s) are encouraged to constructively critique the clinical practice candidate’s classroom performance. As a result, the clinical practice candidate will be provided clear expectations for improvement plans. The Student Teaching Conferencing Guide is used to guide conference discussions.

The Student Teaching Conferencing Guide identifies ways mentors and teacher candidates can collaborate to address KTPS and InTASC while actively involved in a “real life” classroom learning environment. The tool will be distributed to candidates at the first scheduled seminar. Accountability for maintaining the check list and posting hours in the time log at the end of each week is an important responsibility of the clinical practice candidate. As the time cards serves as the official record of classroom attendance, and for verification purposes, signatures of the candidate’s mentor(s), and the candidate are required prior to submitting the documentation to the Teacher Education Services director at the last seminar. Additionally, a weekly time card entry is required in the university’s assessment system.

Observations: In addition to conferences with the cooperating teacher, observations of classes being taught by other experienced teachers will aid the clinical practice candidate in extending the knowledge related to content and best practice methods and strategies. Observations prior to and during the first few days of the clinical practice are essential to the clinical practice experience. The university supervisors (P-5, 5-9 and Special Education) may use a portion of required seminar time for directed observations in the assigned classrooms. Focused observation during this early period will provide the clinical practice candidate with orientation of the culture and climate of the classroom and school learning environment. Periodic observations throughout the entire clinical practice semester will enhance the clinical practice experience and provide extended opportunities for guidance in attaining higher levels of professional growth. “Look For” suggestions may include, but are not limited to the following:

- Individual characteristics of each child
- Class behavior of each class as a whole
- Temperament or mood of each class
- Teacher’s use of audio-visual aids / technology
- Bulletin board displays
- Motivational discipline techniques used by the teacher
- Teaching methodology
- Evidence of instructional planning and use of instructional technology
- Learning styles of students
- Questioning, assessment, and evaluation techniques
- Communication skills
- Development of a positive classroom climate
- Classroom management techniques
- Professional attitudes
- Grammar / speech
- Enthusiasm of students and the instructor
**Participation:** An expectation of clinical practice candidates is participation in extracurricular activities outside of the regular classroom hours and environment. This phase of the clinical semester usually begins following the period of initial observations of the class/classes to be taught. Participating in activities outside the classroom setting affords a clinical practice candidate with opportunities to exhibit model behavior, establish rapport with the students, become familiar with the individual interests, practice teaching skills and work with students, both individually, and in small and large group settings. Becoming a part of the “teaching and learning team” is another valuable learning experience, and candidates will gain knowledge from other teachers willing to share teaching and learning experiences and content expertise. Your professional reputation is important and demonstrating that you are a dependable person is a great way to begin. The aforementioned activities are building blocks, as well as the ones listed below.

Participation activities include, but are not limited to:

- Collecting, organizing, and filing teaching materials
- Constructing assessment instruments aligned with measurable objectives
- Guiding student activities, scoring/grading and analyzing results of student work products
- Assisting in supervising study halls, hallways, playgrounds, and library activities
- Assisting with bus duty, early duty, or late duty
- Supervising field trips, parties, or class programs
- Assisting special needs students
- Judging science fair projects or attending a school drama or music production
- Attending PTA/PTO meetings, parent-teacher conference, faculty meetings, in-service meetings, professional development, site-based council meetings, and school board meetings
- Reading or telling stories
- Preparing bulletin board displays
- Attending and assisting with club meetings and other extracurricular activities
- Researching and accessing library and/or internet resources for classroom use
- Participating in professional development workshops/webinars

Teaching: When the cooperating teacher and the university supervisor believe the clinical practice candidate has made sufficient professional growth through observation experiences and participation in class activities, the candidate will be permitted to teach under the cooperating teacher’s guidance. The clinical practice candidate’s demonstration of proficiency in working with small group situations will help determine when he or she will begin engaging in whole-class instruction. The cooperating teacher will collaborate with the clinical practice candidate in the beginning. The candidate will begin teaching as confidence and independent teaching skills are successfully demonstrated. The university supervisor and the cooperating teacher are encouraged to differentiate clinical practice experiences so that the semester’s experiences provide for individual candidate’s needs. Lesson plans are to be prepared and reviewed prior to teaching. During the 14-16 weeks, the candidate should progress to assuming a majority of the classroom responsibilities.

University supervisors will share expectations with candidates regarding observation visits and Record of Performance observation form, from Student Teaching Conferencing Guide.
and Time Log, Extended Classroom Observations, Conservations with Other Professionals Log, Extra Curricular Activities Log, required seminars/ University Supervisor Work Sessions, and processes to be followed. Students are encouraged to take full advantage of having two mentors who are quality resources. Candidates should not be afraid to ask questions.

Documentation and Evaluation Forms are included:

- Teacher Performance Assessment (edTPA)
- Lesson Plan Format
- Clinical Practice Time Card
- Teacher Education Candidate Withdraw / Failure Form
- Summative Evaluation
- Teacher Education Candidate Tort Liability Form
- Teacher Education Candidate Record of Performance
Duties of the Cooperating Teacher

Classroom supervision is an integral part of the preparation of competent teachers. Cooperating teachers are selected based on the following criteria:

Effective September 1, 2013, Kentucky 16 KAR 5:040 requires, prior to student teacher placement, training approved by the Education Professional Standards Board and provided at no cost to the cooperating teacher:

Basic Responsibilities of a Cooperating Teacher (Edmodo Quiz)
Best Practice in supporting the Student Teacher (Co-Teaching Effective Assessment of the Student Teacher (TEP Handbook)

All areas must be completed to obtain the required certification to be able to host a clinical practice candidate.

Cooperating Teacher Eligibility Requirements:

A valid Kentucky teaching certificate for each grade and subject taught.
At least three (3) years of teaching experience as a certified educator.
The cooperating teacher should demonstrate knowledge of best practice teaching and learning strategies and current research. They should also demonstrate a willingness to participate in continuous improvement of the clinical practice candidate through effective mentoring.
The cooperating teacher must be recommended by the local school administration and by the University.
While not required, cooperating teachers who have been trained in the Kentucky Teacher Internship Program are preferred.

Benefits for the cooperating teacher in the past have been very limited in view of the contribution made in preparing teachers. The 2000 Kentucky General Assembly allocated funding for the compensation of cooperating teachers. The regulation requires the institution of higher education where the teacher education candidate is training to report the cooperating teacher and teacher education candidate to the Education Professional Standards Board. The public school district that employs the cooperating teacher will facilitate processing and distribution of stipends. The amount is determined by the Education Professional Standards Board at the end of the school year.

Senate Bill 77 provides a cooperating teacher mentoring a clinical practice candidate the opportunity to take a maximum of six (6) credit hours per term at a public postsecondary institution using a tuition waiver. The teachers identified in this legislation may exercise the tuition-free course option only if there is available space within a given course offering. The tuition-free courses may be used to partially satisfy requirements for an advanced degree. A tuition waiver is issued to the cooperating teacher upon request at the end of the clinical practice semester. Applications for tuition waivers may be obtained on-line. Waivers must
be used within one year of the issuance, following completion of the semester for which the waiver is granted.

**Collaboration between the Cooperating Teacher and the University:** Cooperating teachers enter into a special working relationship with the university in preparing future teachers. Cooperating Teachers’ fieldwork (i.e. recommendations, suggestions) are highly valued and are given careful consideration as the College of Education strives to address continuous improvement of the programs.

**Collaboration between the Cooperating Teacher and the University Supervisor:**
Performance-based assessments at key points within the experience are established to demonstrate candidate’s development of knowledge, skills and professional dispositions as delineated in *CAEP Standard 1 (to include InTASC Standards and Components), that are associated with a positive impact on the learning and development of all P-12 students. The final evaluation is determined based on all evidence collected during the clinical semester and mutual agreement of the cooperating teacher and the university supervisor. *CAEP is the Council for the Accreditation of Educator Preparation. Standard 1 reads, “The provider ensures that the candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific (SPA standards) practices flexibly to advance the learning of all students toward attainment of college-and-career-readiness standards.”

**Preparing the Clinical Practice Candidate:** Success in guiding the teaching experience of a clinical practice candidate depends upon careful pre-planning on behalf of the cooperating teacher. Thoughtful consideration should be given to addressing the following:

- Review what has been taught prior to the clinical practice candidate’s arrival
- Review the subject matter to be taught in the assigned grade or area
- Prepare the materials to give to the clinical practice candidate on his / her first day. These may include:
  - School Policy Handbook
  - Class Schedules
  - Technology Resources / Polices
  - Textbooks
- Provide a work area for the candidate
- Introduce the candidate as a professional teammate

As a cooperating teacher you should provide a welcoming environment for the clinical practice candidate and, in doing so, familiarize them with your school, the classroom and community. Suggestions include:
- Arrange a tour of the school facilities.
- Arrange a tour of the community, if the candidate is not familiar with the district.
- Acquaint the clinical practice candidate with your classes, subjects, policies and procedures.
- Provide the clinical practice candidate a school schedule, student handbook, faculty handbook, and a copy of the school / district aligned curriculum document.
Orientation for Cooperating Teachers: An on-line orientation for cooperating teachers will be available on the Teacher Education Services webpage, as per state department requirements. These conferencing sessions serve as an ongoing in-service program for the cooperating teachers conducted by the Director or on-site by the MSU university supervisor.

The First Week of Clinical Practice: Getting off to a good start is crucial. The first few weeks of the clinical practice should include scaffolding learning activities focused on standards mastery. It is during this time that the clinical practice candidate will make the adjustment needed to ensure a meaningful clinical practice experience. Cooperating teachers may find the following list of details useful in providing a comprehensive orientation to the school:

School
School mission statement and polices
School Facilities
Custodial personnel
Personal data forms
Discipline policies and procedures
Students
Individual needs (IEP)
Behavior patterns
Group interactions
Peer group interests
Extracurricular emphasis
Records
Attendance patterns
Guidance records
Conference reports
Letters to parents
Communicating assessment results
Achievement profiles
Clerical duties
Collecting money
Recording grades
Checking attendance
Limited teaching duties (first week)

Clinical practice candidates should not be required to teach subjects unrelated to their fields. Clinical practice candidates should be given options of activities to be taught.

Conferences: The primary purpose of daily conferences is to provide direction, offer suggestions, and make recommendations. Techniques, methods, and strategies should be discussed during conference periods. The candidate may need encouragement and reassurance to build confidence. Use of the Student Teaching Conferencing Guide is recommended as a tool to guide conferencing.
Participation: The clinical practice candidate should become actively involved in classroom activities from the first day. The majority of the participation should be completed during the early stages of the clinical practice in order to help the candidate gain self-confidence and become actively involved in working with individuals and small groups. Refer to the section on participation under the “Duties of the Teacher Education Candidate.”

Observation: Observing is an effective method of learning. Therefore, the cooperating teacher should provide the candidate with observation periods in a variety of teaching situations. This may be accomplished by providing observation periods in other classrooms or in special classes. Additional information concerning observations may be found in the “Clinical Practice Candidate” section of this handbook.

Organizing and Planning for Instruction: There is no substitute for good planning. The clinical practice candidate shall write daily lesson plans to include appropriate content, teaching strategies and assessments that include formative and summative evaluations of learning. The lesson plan mode for the clinical semester is aligned with Kentucky Teacher Internship Program design to prepare candidates for their intern experience.

Introduction to Teaching: The introduction into the Clinical Practice experience should be gradual. It should follow a sequential pattern of orientation, collaboration, observation, teaching of several classes, participation in small group activities, progress toward the responsibility for a full day schedule and a week of solo teaching. Cooperating teachers are required to complete four (4) evaluations / formal observations. The university supervisor and cooperating teacher are encouraged to differentiate clinical practice experiences so that the semester’s activities provide for an individual candidate’s needs.

Documentation and Evaluation: It is understood that acceptance of a clinical practice candidate constitutes a responsibility on the part of the cooperating teacher to complete the documentation noted below in the MSU database.

- Cooperating Teacher Contract / Payroll Forms
- Teacher Evaluation Candidate Record of Performance
- Disposition Evaluation

The cooperating teacher must document four (4) formal evaluations for a 16-week placement. The cooperating teacher must document two (2) formal evaluations for each 8-week placement. In addition, the cooperating teacher is responsible for documenting time on the Clinical Practice Timecard via the university’s assessment system.

Evaluation of the Clinical Practice: Collaboration between the cooperating teacher and university supervisor is critical in assigning letter grades. Ultimate responsibility for the assignment of grades is the responsibility of the university supervisor. Review of the edTPA, professional disposition, and observations will be considered in the evaluation process (see syllabus for grading guidelines).
Assignment of Letter Grades: The following general guidelines may be used in distinguishing among levels of performance during clinical practice.

A grade of “A” means that the clinical practice candidate has demonstrated outstanding performance. The candidate demonstrates competency in KTPS / InTASC, and is creative, responsible, and highly capable of self-direction and practices effective classroom management skills. The candidate is a self-starter, organized and effectively implements lessons that are accomplished and / or above a satisfactory level. As addressed in KTPS / InTASC, the candidate should demonstrate a satisfactory level of achievement and professional behavior should be observed at all times.

A grade of “B” means that the clinical practice candidate is noticeably above average in ability to teach and demonstrates effective classroom management. This candidate can plan and implement effective teaching practices and has grown consistently with regard to self-direction and responsibility. The candidate demonstrates a level of satisfactory achievement as shown by indicators addressed in the Kentucky Teacher’s Standards and demonstrates professional behavior.

A grade of “C” means the clinical practice candidate can teach in an acceptable fashion. This candidate is an average candidate, who may need more supervision. The candidate’s professional insights will need to be fully developed. Additional teaching and experience will be needed before the candidate may be considered a fully prepared teacher. The candidate is recommended for a teaching position and prospective employers may assume that this teacher will need supervisory assistance and growth in the area of professional disposition. The candidate demonstrates a level of satisfactory progress in meeting KTPS / InTASC.

A grade of “D” means that the clinical practice candidate has demonstrated unacceptable lesson preparation and / or limited classroom management skills. The candidate demonstrates a need to develop creativity and self-direction. There is a need to develop effective teaching skills before being placed in a classroom situation and improvement in demonstrating a professional disposition related to the teaching career. The teacher education candidate will not be eligible for certification.

A grade of “I” means the clinical practice candidate did not complete the required work. A student has until mid-term of the next clinical practice semester to fulfill course requirements and receive a grade.
Duties of the Director, Teacher Education Services

The director of Teacher Education Services is the coordinator of all clinical experiences in the teacher education programs at Morehead State University. In fulfilling this responsibility:

Reports to the Dean of the College of Education as liaison between Morehead State University and regional districts
Screens, processes and assigns placements in clinical practice program
Receives and processes recommendations related to the placement of clinical practice candidates, observers, and interims; consults with university supervisors on matters of placement; works with appropriate personnel in contracted schools.
Coordinates the clinical practice program for all areas of preparation in accordance with polices established by the Education Professional Standards Board, Kentucky Department of Education, Kentucky State Board for Vocational Education, and Morehead State University’s Teacher Education Council
Maintains all records and contracts relative to the clinical practice semester
Interprets and monitors existing policies related to the clinical practice as directed by the University Teacher Education Committee
Assists departments in the evaluation of the clinical semester
Supervises financial transactions involving the professional programs to include university and Education Professional Standards honorarium to cooperating teachers as well as fee waivers
Provides liaison and public relations contacts with the teachers and administrators of the cooperating schools
Provides leadership and support for the initiation and development of program changes in the clinical semester
Recommends appropriate research and experimental activities related to the growth and development of teacher education
Assists in the orientation, staff development and formal evaluation of personnel scheduled to supervise during the clinical semester
In terms of line relationships, the Director reports directly to the Dean of the College of Education on matters relating to the clinical practice experience
**Duties of the University Supervisor**

The university supervisor works with the clinical practice candidate during the clinical semester. Duties and responsibilities of university supervisors include the following:

Effective September 1, 2013, Kentucky 16 KAR 5:040 requires, prior to student teacher placement, training approved by the Education Professional Standards Board and provided at no cost to the university supervisor.

Basic responsibilities of a cooperating teacher (Edmodo Quiz)
Best practice in supporting the student teacher (Co-Teaching) and
Effective assessment of the student teacher (TEP Handbook)

All areas must be completed to obtain the required certification to be able to serve as a university supervisor.

Schedule class meetings, if involved in a program with a 3 hours seminar-capstone course, to enrich effective teaching practices and allow opportunities for reflection.
Exemplify the best in teaching techniques, planning, classroom organization, and ability to recognize individual differences, democratic classroom control, and opportunities for students to develop self-direction.

Visit and observe the clinical practice candidate a minimum of four (4) on-site visits for the purpose of assessment using the Clinical Practice Candidate Record of Performance via Folio180. A face-to-face orientation visit is required to ensure that the cooperating teacher is well informed of the specific duties for the clinical practicum.

Conduct a summative conference with the clinical practice candidate and the cooperating teacher at the conclusion of each clinical placement.

Conduct regular conferences with the clinical practice candidate and cooperating teacher to discuss observations, classroom management, effective teaching practices, TPA submissions and Folio180 assessments.

Collaborate with each cooperating teacher on the final evaluation of clinical practice candidate performance and to assign and appropriate grade.

Serve as an ambassador for the University and as a liaison between the district and Teacher Education Services / CoE / University.

Ensure the following documents are completed:
Clinical Practice Candidate Record of Performance – 4 per student by university supervisor and 4 per student by the cooperating teacher (Folio180)
Clinical Practice Time Card (Folio180)
Disposition Evaluation (Folio180)
Kentucky Teacher Framework Conferencing Guide (paper signed and dated)
Professional Disposition Evaluation (Folio180)
Teacher Performance Assessment Rubric (Folio180)
Summative Evaluation (Folio180)

Enters mid-term and final grades in Datatel.
Attends supervisor’s meetings to collaborate and contribute to the design and development of future clinical practice seminars, based on identified candidate needs.
Attends seminars along with clinical practice candidates.
Participates in Teacher Performance Assessment scoring training and scoring event.
Duties of the School Principal

The principal of the school designated as a Clinical Practice Center may accept or delegate the following responsibilities:

Recommends highly qualified faculty members to serve as cooperating teachers. Ensures that all cooperating teachers meet minimum academic and professional requirements. Teacher should have a valid Kentucky teaching certificate for each grade and subject taught, completed at least three (3) years of teaching experience on a Professional Certificate. Teacher assigned to a teaching position on the basis of probationary or emergency certificate issued by the Education Professional Standards Board are not eligible to host student teachers. The cooperating teacher should demonstrate knowledge of best practices, current research, and a willingness to participate in the continuous improvement of the clinical practice candidate through effective mentoring. The cooperating teacher must be recommended by the local school administration and by the university.

While not required, cooperating teachers who have been trained in the Kentucky Teacher Internship Program are preferred.

Works with the university personnel in assigning clinical practice candidates and coordinates the work of the clinical practice candidate, the cooperating teacher and university supervisor. Knows the clinical practice candidates assigned to his / her school and keeps on file a record of the clinical practice candidate’s schedule and contact information in case an emergency situation arises.

Provides for a clinical practice candidate induction through conferences and materials, review of facilities, personnel policies and orientation to the school community.

Participates in conference discussions regarding school polices including personnel policies.

Shares school resources materials.

Provides a tour of the facilities

Orients candidates to the school and extended learning community.

Keeps the university informed of personnel changes within the school system that might affect the clinical practice placements.
Duties of the Superintendent

The superintendent or a designated representative has the following responsibilities:

Creates awareness in the schools and community of the role of the public school in the education of clinical practice candidates.
Develops in the minds of students, teachers, and patrons of the schools, a sympathetic understanding of the problems faced by clinical practice candidates and their needs for guidance and assistance.
Works cooperatively with university administrators in arriving at a contractual arrangement.
Attorney General’s Statement Re: Classroom Responsibility

The following statement issued in 1963 by the Attorney General of the Commonwealth of Kentucky is quoted below to clarify classroom authority and responsibility of the teacher education candidate:

KRS Chapters 157 and 161 require the employment of competent certified teacher, but there is no express or implied exclusion of an assistant or student teacher. The student teacher cannot be employed by the local board of education, can receive no compensation from said board or exercise any authority in the management or control of the class. While a student teacher is working with the class, the regularly employed certified teacher must remain in supervisory capacity to see that the recitations are heard and instructions given according to her own judgement and discretion. There can be no delegation of this authority and responsibility.

The student teacher may be devoted in his / her pursuit of the art of teaching, but he / she is not a teacher within the meaning of the law, which has undertaken to insure that school children shall be taught only by those who have met, not by those seeking to attain a certain standard of proficiency.

Therefore it is the opinion of this office that a student teacher may not legally take charge of a classroom in the absence of the regular teacher.

A January 1975 opinion of the Attorney General not only reaffirms this opinion but also further states that the student teacher is not authorized to teach except under the supervision of a certified teacher.

In response to the Attorney General’s statement, the following policy statements will guide college supervisors and student teachers.

A student teacher has no legal authority as a certified teacher either in or out of the classroom. A student teacher may not be used in a substitute role for any certified teacher. A student teacher may not legally assume responsibility for any activities (such as field trips, debate contests, etc.) that occur away from the cooperating school.
General Policies

**Absences:** Only two (2) excused absences are permitted. Emergency absences will be based on need and will be approved by the Director of Teacher Education Services. Clinical practice candidates are expected to be punctual and in attendance for the entire day, each day, during the placement that the school is in session. All meetings, conferences and class activities are to be attended.

**Co-curricular Activities:** Clinical practice candidates are expected to assist the cooperating teacher in co-curricular school activities. Student teachers are not required to assist in extracurricular activities that the cooperating teacher receives additional stipends for.

**Applying for a Teaching Certificate:** Application forms for certification are distributed by the Certification Officer. The initial application will be completed and returned to Teacher Education Services staff at the Clinical Practice Orientation seminar prior to graduation / program completion.

**Clinical Practice Center Policies:** Students enrolled in the clinical practice semester must abide by the policies of the school system to which they are assigned. It is the responsibility of the student to obtain school policies from the principal and cooperating teacher.

**Criminal Background Checks:** KRS 160.380 School Employees – Restrictions on appointment of relatives, violent offenders, and persons convicted of sex crimes – national and state criminal history background checks on applicants.

Initiated January 1, 1999 – a superintendent shall require a national and state criminal background check on all new certified hires in the school district and clinical practice candidates assigned within the district. Excluded are certified individuals who were employed in another certified position in a Kentucky school district within six (6) months of the date of hire and who had previously submitted to a national and state criminal background check for the previous employment. Clinical practice candidates are responsible for completing the background check and filing this information with the school district where the candidate has been assigned.

**Grades:** Clinical practice candidates must attain a letter grade of “C” or above in each course of the clinical practice semester and clinical practicum in order to be recommended for teacher certification.

**Grade Appeal:** Clinical practice candidates may appeal their grade by following the procedures set forth in the Teacher Education Council (TEC) Regulations.

**Health Examinations:** The state of Kentucky requires a medical examination and a TB Risk Assessment. Forms for these examinations are included in this document. The University Health Clinic or a personal physician may perform the examination. Candidates
are to advise the Director of Teacher Education Services of medical conditions that may affect their teaching (Americans with Disabilities Act 1990). Physical or medical limitations identified on the physical examination are subject to a request for additional information to clarify disabilities or limitations to facilitate a suitable placement. Health examinations are good for one year. Medical examination forms are an eligibility requirement.

**Job Interviews:** Clinical practice candidates must make arrangements, well in advance, with the university supervisor, cooperating teacher and principal in order to be absent from the clinical practice for job interviews. If at all possible, the teacher education candidate should attempt to limit interviews to a time outside the regular school day.

**Legal Action:** Candidates charged with violation of criminal law may be suspended from the Teacher Education Program and / or the clinical practice until the case is settled. In all cases, it is the candidate’s responsibility to report such charges to the Director of Teacher Education Services.

**Length of Practicum:** The candidate is expected to teach on a full-day basis of the assigned semester. The clinical practice may be extended on an individual basis upon the recommendation of the university supervisor and the approval of the TES Director.

**Non-Teaching Days:** Days observed in the public schools as non-teaching days during the fall and spring semesters are also observed by the teacher education candidate. Holidays identified on the University’s fall / spring schedule are not to be observed by the teacher education candidate unless these specific dates are observed as non-teaching days in the school where the teacher education candidate is assigned.

The University recognizes the need for clinical practice candidates to spend as much time as possible in their teaching assignment. It is hoped that the clinical practice candidates, cooperating teachers and university supervisors might mutually resolve various situation. All professional days, in-service days, and snow days should be observed as a school day by the teacher education candidate.

**Orientation:** Clinical practice candidates are required to attend ALL scheduled seminars during the clinical practicum.

**Placements:** Placements for the clinical practice are the responsibility of the Director of Teacher Education Services. **Candidates are not permitted to make contact with public school officials for clinical practice placement.**

**Pregnancy:** School districts within the geographic area where Morehead State University places clinical practice candidates have conclusive statements of policy regarding maternity leave and its relationship to teaching positions in those systems. MSU respects these policies concerning maternity leave and recognizes the school district’s prerogative in establishing such regulations. The University abides by these regulations and will place students in accordance with them.
Requests: Information and requests relative to clinical practice assignments must be made BY THE STUDENT to the Director / Coordinator.

Schedules: Class schedules for the clinical practice candidates are official university schedules and shall not be altered during the clinical practices semester without prior approval by the Director.

Seminars: The first orientation seminar is scheduled prior to the beginning of MSU’s first day of fall and spring classes. Scheduling of seminars early provides students the opportunity to meet and greet university supervisors and participate in professional development opportunities intentionally designed to relieve anxiousness and better prepare them for entry into the district classrooms.

Clinical practice candidates are to return to the campus for additional seminars throughout the semester. The seminars provide the opportunity for the clinical practice candidates to analyze various classroom activities, to evaluate effective teaching practices, discuss TPA development and share learning gained from classroom experiences. Candidates are required to attend all scheduled seminars; the Director must be notified in writing prior to the seminar if a candidate, for any reason, cannot attend. Students are responsible for all information provided at seminars and may be asked to complete make-up assignments even if an absence is excused. Attendance at seminars and completion of assignments must be documented before a passing grade will be issued.

Student Load: The course load for the clinical semester represents a full academic workload. A candidate shall be permitted to schedule an additional three (3) semester hours providing it is the last required course, the student has a 3.2 overall GPA and has the approval of the Director.

Substitute Teaching: Clinical practice candidates placed in centers are not, by law, to be assigned to substitute teach (Attorney General’s Ruling OAG 75-70).

Clinical Practice Candidate Rights: Clinical practice candidates with grievances may document them using the procedures outlined in the Morehead State University catalog and regulations of the Teacher Education Program.

Testing: Clinical practice candidates are required to take the PRAXIS Specialty Area and Principles of Learning and Teaching (PLT) Examinations as specified by the State Department of Education and the Kentucky Education Professional Standards Board. The student must bear the expense for these examinations. PRAXIS scores are required prior to commencing clinical practice.

Transportation of Pupils: Transportation of pupils to school events, field trips, or other activities shall not be provided in the automobile belonging to or driven by a clinical practice candidate.
**Vacations:** Interns, practicum students, and teacher education candidates will follow the schedule of the school district while off campus.

**Non-Academic Responsibility:** Clinical practice candidates are expected to represent Morehead State University in a positive manner while completing the clinical practice semester. Student Teachers are expected to demonstrate professional behavior by acting responsibly and with integrity and character. All candidates must demonstrate behavior and attitudes in accordance with the Kentucky Code of Ethics.

Clinical practice candidates must demonstrate appropriate personal conduct consistent with professional behavior. Being punctual and in attendance each day, accepting constructive criticism, demonstrating appropriate behavior when dealing with conflict, and developing appropriate relationships with students, parents, faculty, or supervisors are all examples of professional behavior expected of students. Appropriate personal dress, language, and written communications also represent professional conduct in the clinical practice placement and clinical practice seminars. During the clinical practice placement, students should limit personal phone calls during the school day and refrain from using cell phones during instructional time. District / school policies must be followed.

Clinical practice candidates must demonstrate respect for all students, parents, colleagues, supervisors, and faculty. Students must value differences as well as similarities in others. Professional respect includes exhibiting positive behaviors towards persons with exceptionalities and cultural diversities as well as be able to work cooperatively with others.
Teacher Performance Assessment

The Vision: The Teacher Performance Assessment (ed TPA) is a tool that requires the beginning teacher to document the essential steps, planning, delivery, and reflection, in the teaching process which is part of the daily practice of effective teachers. At this point in your development it is essential that you write about and reflect on these critical skills so that they may begin to become second nature in your daily classroom practice.

The Teacher Performance Assessment (edTPA requirements can be found in the TPA Handbook). This handbook can be found on the following website:


Transition Point III: Program Completion

Initial Kentucky teacher certification requires the completion of at least a bachelor’s degree and a certifiable teaching area and / or major in Interdisciplinary Early Childhood Education, birth to primary; Elementary Education, grades P-5; Middle Grades Education, 5-9; Elementary and Middle Grades may be combined with certification for special Education (MSD and LBD), grades P-12; English, Mathematics, Social Studies, Biological Science, Chemistry, Earth and Space Science or Physics for Grades 8-12; Agriculture, Business and Marketing Education or Technology Education in grades 5-12; Art, Spanish, French, Health, Physical Education, Music or Theater Education, grades P-12. Program completion is assessed by the Registrar’s Office and documented by official transcripts. Program completion candidates should file for degree completion in the Registrar’s Office early in their completion semester (check with Registrar for deadline).

Using official transcripts, check sheets, and PRAXIS test scores, the Undergraduate Certification Officer tracks completion of teacher certification requirements and recommends eligible applicants for initial Kentucky certification. Candidates must complete the application for Kentucky Teacher Certification (TC1 Form) as indicated below.
Applying for Teacher Certification

COMPLETE AN APPLICATION FOR KENTUCKY TEACHER CERTIFICATION (CA-1 Application)

The CA-1 application and directions for the completion of it will be distributed at the final clinical practice seminar. The application may also be downloaded from the KY Education Professional Standards Board website at: www.epsb.ky.gov. Applications will be processed by:

Michelle Roberts, Initial Certification Officer
801 Ginger Hall
Morehead State University
Morehead, KY 40351

The certification officer will review the application for accuracy, verify all PRAXIS scores, and complete the recommendation before sending all paperwork to the EPSB for final verification and issuance of the certificate. If the applicant does not complete his/her program at the end of the clinical practice semester and/or pass all required PRAXIS tests, the application will be kept on file until the applicant notifies the certification officer of his/her program and/or testing requirement completion.

PRAXIS SCORE REPORTS

Before a recommendation or certification can be forwarded by the MSU Certification Officer to the Education Professional Standards Board all required PRAXIS exam/s must:

Be on file in the MSU Testing Center in 501 Ginger Hall
Be included on a candidate’s MSU academic records

TRANSCRIPTS

Individuals applying for certification MUST send the EPSB all official transcript/s once the degree has been conferred. The transcript request can be made from the candidate’s MSU online account or by contacting the Registrar at 606.783.2008.
Out of State Certification

Kentucky does have reciprocity agreements with most states, but a teaching certificate or license is valid only in the state for which it is issued. Certification and testing requirements are never static. States change regulations constantly. To apply in another state, contact the state’s certification/licensure office as the first step. All state departments of education have websites with information regarding application for certification/licensure. To access information for a particular state, for example, Indiana, do an on-line search for “Indiana Teacher Certification”. The website will then provide instructions for applying for certification, and in most cases the application can be downloaded for easy completion. Please contact the certification officer in Ginger Hall 801 for assistance in completing any paperwork required by other states.

Kentucky Teacher Internship Program

First year teachers will receive supervision, assistance, and assessment through the Kentucky Teacher Internship Program (KTIP) as described in KRS 161.030 and 16 KAR 7:010. The main goal of KTIP is to increase the likelihood that new teachers will experience success during their first year in the classroom. To accomplish this goal each new teacher is assigned a three-person committee consisting of the school principal, a resource teacher, and a teacher educator appointed by the regional university. First year teachers in Kentucky must successfully complete the Internship Program to obtain certification and continue teaching beyond the internship year.*

*Due to state budgetary constraints, the KTIP program has been temporarily suspended.
Local, State, and National Regulations

Clarification of Attorney General’s Opinion

This is a response to your letter or January 11 concerning OAG 63-269 generally and the following statement therein specifically, to wit: “While the student teacher is working with the class, the regularly employed certified teacher must remain in a supervisory capacity…” You inquire if the quoted statement should be interpreted to mean that the certified teacher must be physically present in the classroom while a student teacher is instructing the children.

This is to advise it is not necessary for the regularly employed teacher to be physically present in the classroom. However, she should be close by so that she can supervise the work of the student teacher. This supervision should take place with the regular teacher outside the classroom by use of various techniques. In some schools, where facilities are available, the regular teacher could supervise the student teacher by looking through a one-way glass partition. The regular teacher could monitor the class via the public communication system. These are only two examples of numerous ways in which the student teacher could acquire the much-needed opportunity to be alone in the class and yet remain under the supervision of the regular teacher.

We hope that the forgoing statements have been clarified rather than confused. If additional information is needed, please advise.

Sincerely Yours,
Ray Corns, Director
Division of Legal Services

To further clarify the status of a student teacher in a public school, the 1972 session of the General Assembly of the Commonwealth of Kentucky enacted the following legislation:

Kentucky Revised Statutes – 161.042 (3)

“A student teacher who is jointly assigned under agreement by a teacher education institution and a local board of education shall have the same legal status and protection as a certified teacher employed within the school district but shall be subject to the direction and supervision of the professional administrative and teaching staff of the school district.
Further Clarification by Attorney General to KRS 161.042

You have requested an opinion of this office on two questions, which we will answer seriatim:

Whether KRS 161.042 (3) when it states that student teachers “shall have the same legal status and protection as a certified teacher employed within the school district…” means that said teacher would be subject to tort liability.

A student teacher may be held liable for his negligent acts or omissions the same as a regular teacher except that a student’s actions would have to be judged in light of the fact that he is acting under the direction and supervision of a teacher. In OAG 74-883, copy, enclosed, we pointed out that the standard by which a teacher’s actions are to be evaluated in regard to negligence is the same for any other person, to wit: what a reasonable person would do under the circumstances.

Whether a student teacher can perform the services of a student teacher in the absence of a regular classroom teacher.

One answer is negative. KRS 161.042 reads as follows:

“A student teacher who is jointly assigned under agreement by a teacher education institution and a local board of education shall have the same legal status and protection as a certified teacher employed within the school district and shall be subject to the direction and supervision of the professional administration and teaching staff of the school district.”

Since the foregoing statute provides that a student teacher shall be subject to the direction and supervision of the teaching staff of the school district, we believe that the legislative intent is that a regular teacher must be present in the classroom when a student teacher is teaching. We believe that a student teacher is not qualified or authorized to serve as a substitute teacher. A student teacher does not have a regular or emergency certificate from the State Department of Education and is therefore not authorized to teach except under the supervision of a certified teacher.

Yours very truly,
Ed W. Hancock, Attorney General
By: Carl Miller,
Assistant Attorney General
Appendix
Evaluator/Instructor Professional Dispositions Assessment........ Error! Bookmark not defined.
Dress Code .................................................................................................................. Error! Bookmark not defined.
Teacher Education Program Hearing Procedures ......................... Error! Bookmark not defined.
Candidate Disposition Inventory.............................................................. Error! Bookmark not defined.
Clinical Practice Time Card ................................................................. Error! Bookmark not defined.
Clinical Practice Tort Liability Form ........................................... Error! Bookmark not defined.
Medical History Form .................................................................................. Error! Bookmark not defined.
Clinical Practice Candidate Withdrawal / Failure Form .......... Error! Bookmark not defined.
Glossary......................................................................................................... Error! Bookmark not defined.
Evaluator/Instructor Professional Dispositions Assessment

Candidate Name: _______________________________ Candidate ID: __________
Advisor’s Name: _______________________________ Course Prefix & Number: __________
Course Name: __________________________________________________________________

The following dispositions are believed to be essential attributes for effective teaching. All Candidates applying to the Teacher Education Program and candidates who have been admitted to this program will be evaluated by faculty and field teachers regarding the demonstration of these behaviors.

Directions

Place a checkmark in the column that best describes the candidate’s behavior. A specific rubric for each of the dispositions has not been developed, but the following should give the reviewer basic guidance in selecting a descriptor for the candidate’s behavior.

Standard Met: This descriptor should be used when a candidate consistently demonstrates behavior which reflects the disposition. For example, always on time for class; assignments submitted on time and with obvious care; obvious concern for appearance and demeanor during clinical experiences, etc.

Standard Partially Met: This descriptor should be used when the candidate’s behavior is occasionally inconsistent with the disposition (i.e. usually this will mean a single episode). For example, occasionally tardy, some carelessness on a few assignments, a single episode expressing low regard for a classmate or P-12 student; lack of awareness of appropriate demeanor or appearance in clinical experiences which is immediately corrected when the oversight is pointed out to them.

Area of Concern: This descriptor should be used when a candidate’s behavior is frequently inconsistent with the disposition (multiple episodes), they fail to respond when a dispositional matter is brought to their attention or there is a serious episode which calls into question the person’s fitness as an educational professional. For example, the candidate is consistently late or misses a large number of classes; assignments which are frequently poorly done and / or late; holding P-12 students or peers in low regard (ridiculing, calling into question or intelligence or learning ability, etc.) flippant attitude towards clinical experiences; lack of concern for appearance which is not corrected when called to the candidate’s attention.

Place a checkmark in “Insufficient Information” when you feel you do not have the basis for assessing a particular disposition. No item should be left blank.

When a candidate does not consistently demonstrate one or more of these behaviors by the end of a course or clinical experience, this should be identified as an “Area of Concern” and an explanation should be included in the comments section. The comments section may also be used to provide an explanation for dispositions which are rated as “Standard Partially Met.” If
five or more dispositions on this form are rated as “Standard Partially Met” an explanation **must** be included in the comments section.

Disposition numbers 10, “Fulfills Responsibilities,” 11, “Demonstrates Academic Honesty,” and 12, “Demonstrates Professional Ethics,” **must** be evaluated as either “Standard Met” or “Area of Concern.” For guidance in relationship to number 12 please see the Professional Code of Ethics for Kentucky School Personnel (16 KAR 1:020 [http://bit.ly/16KAR1020](http://bit.ly/16KAR1020)). In the area of number 11, Academic Honesty, the process identified here is not meant to override or replace the University policy and practice for dealing with violations of academic honesty. In cases where there is an “Area of Concern” or numerous dispositions which are rated as “Standard Partially Met,” the faculty members are encouraged to review/discuss the disposition form results with the candidate. This conference should take place in an advisory manner by the end of the semester in which the disposition is evaluated.

<table>
<thead>
<tr>
<th>Dispositions with Relevant Kentucky Teachers’ Standard(s) Indicated</th>
<th>Standard Met (3)</th>
<th>Standard Partially Met (2)</th>
<th>Area of Concern* (1)</th>
<th>Insufficient Information (NA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Meets attendance and punctuality requirements (KYTS 3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Demonstrates sensitivity to all students (KYTS 3 &amp; 8)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Identifies and solves problems independently (KYTS 4 &amp; 7)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Cooperates, works well with others (KYTS 3 &amp; 8)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Solicits suggestions and feedback from others (KYTS 5, 7, &amp; 9)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Comments:</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6</td>
<td>Maintains confidentiality (KYTS 3 &amp; 8)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Engages in self-reflection (KYTS 7, 9, * 10)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Exhibits adaptability and resilience (KYTS 4 &amp; 7)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Comments:</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Demonstrates professional dress and demeanor (KYTS3)</td>
<td></td>
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<td>-----------------------------------------------------</td>
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</tr>
<tr>
<td>10</td>
<td>Fulfills responsibilities (KYTS 9 &amp; 10)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Demonstrates academic honesty (KYTS 9 &amp; 10)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Demonstrates professional ethics (KYTS 6, 9, &amp; 10)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*As of the spring 2018 semester this form will be replaced with a revised form based on KTPS/InTASC dispositions.

Signature of Reviewer (faculty member or field supervisor): ___________________________________________ Date: ____________
Dress Code

Clinical Practice Candidates are encouraged to secure a copy of the dress code for the school in which they are placed. School dress code policies apply to both clinical experience and clinical practice candidates.

Sample Faculty / Staff Dress Code Policy

Faculty and Staff will dress and act professionally and be an example for the students you are teaching and/or servicing. People should be able to tell you from your students by your appearance and behavior. Any attire that brings undo attention to the wearer is considered inappropriate. This includes, but is not limited to mesh shirts, see-through clothing, spaghetti straps, tube tops, halter tops, over-sized sleeveless shirts, mid-drift tops, undergarments or cleavage showing.

Any clothing or accessories with language, statements, pictures, or graphics which are obscene, inappropriate, racially or ethnically offensive, or pertain to drugs, alcohol, tobacco, or sex are not permitted.

Sandals are permitted. Flip flops are not.

Physical Education Teachers may wear athletic suits throughout the week. Pants made out of sweat shirt material are not permitted.

Waistband of clothing must be worn above the hips.

Tight fitting clothing is not permitted and appropriate undergarments must be worn.

If in doubt about attire, do not wear it.

Principals will be allowed to make exceptions for special events.

Any person who violates the dress code policy will be sent home for the day.
Teacher Education Program Hearing Procedures

When the Dean of the College of Education acts to enforce any policy of the Teacher Education Council and a teacher education candidate appeals that action to the Teacher Education Council, the following hearing and due process rights shall apply:

Within the following sixty days, a hearing date and time shall be set by the Teacher Education Council, or its representative, to hear the appeal by the teacher education candidate. The candidate shall be given notice of the date and time at least ten days prior to the hearing. The hearing shall be by mid-term of the regular semester (fall / spring) following the filing of the appeal. For appeals filed prior to the adoption of these procedures, the hearing shall be by mid-term of the regular semester (fall / spring) following the adoption. For extenuating circumstances, the candidate or College representative may request a postponement of the hearing. The chair of the Council, or his designee, shall rule on the postponement request.

The candidate and the College representative presenting the charges shall be informed of these hearing procedures. Upon request, the candidate may be permitted to review the evidence and obtain a copy of each document.

All hearings will be closed to the public. All discussion in the hearing shall be kept confidential.

The candidate and the College representative may each be accompanied by one advisor selected from the student body, faculty, or staff. The advisor serves only in a support role and may not participate in the direct examination, cross-examination, and arguments.

The candidate and College representative will each be given the opportunity to hear the evidence presented and to cross-examine the witnesses who testify.

The candidate and College representative may present witnesses who will testify under oath, and make arguments. Reasonable limits may be placed by the chairperson on the direct examination, cross-examination, and argument.

The candidate may remain silent which will not be considered as adverse against the candidate.

At the conclusion of the presentation of all evidence, the Teacher Education Council will move into executive session for deliberation.

The Council shall consider whether there is substantial evidence that the candidate has committed the violation as accused and shall determine whether the sanction issued by the Dean is appropriate. Decisions of the Council shall be by majority vote of those present and voting. If the Council determines the sanction appropriate, it shall affirm the decision of the Dean. IF the Council determines that the evidence does not support the action of the Dean, it shall recommend to the Dean the appropriate sanction, if any.

The burden of proof shall be upon the candidate to prove by a preponderance of the evidence that the decision of the Dean was erroneous.
Except for deliberations in executive session, the proceedings at the hearing shall be tape recorded. The candidate, upon request, may receive a copy of the record upon payment of a reasonable cost.

The decision of the Council shall be in writing and forwarded to the candidate and the Dean.
Candidate Disposition Inventory

Dispositions are operationally defined as tendencies or beliefs that are conveyed or made public through observable behaviors. Identify your choice by selecting the appropriate level. Complete the following inventory using the excel sheet provided in accord with the following scale as a means to describe 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. A score of 3 is given to students for whom you have not observed any behaviors that would lead you to believe that their dispositions are anything other than acceptable. Scores that approach 1 should be given to students whom exhibit less than acceptable behaviors and scores that approach 5 should be reserved for students who exhibit exceptional behaviors.

- Strongly Disagree: 1
- Somewhat Disagree: 2
- No evidence to believe otherwise: 3
- Agree: 4
- Strongly Agree: 5

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:

1. Maintains appropriate confidentiality
2. Demonstrates compliance with laws/regulations/policies/standards
3. Maintains professional appearance
4. Is prepared for class or appointments
5. Is punctual for class or appointments
6. Demonstrates honesty/academic integrity

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

7. Demonstrates high expectations for others
8. Demonstrates respect for the beliefs of others
9. Demonstrates and/or promotes effective collaboration skills (e.g., with colleagues, instructors, students)
10. Demonstrates respect for cultural differences
11. Demonstrates patience with and/or compassion for those experiencing difficulty in the learning process
12. Demonstrates flexibility during the learning process

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

13. Demonstrates critical thinking in written or verbal form
14. Addresses issues of concern professionally (with instructors/colleagues/students)
15. Responds positively to constructive criticism
16. Takes responsibility for his or her learning by actively seeking out new information
17. Demonstrates personal progress through professional development to improve content and pedagogical knowledge
18. Demonstrates reflective practice in written or verbal form

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Clinical Practice Time Card

SEMMESTER: _______________ YEAR: ______________

NAME: ______________________________________________________________________

Last    First    Middle

CERTICIATION AREA: _______________________________________________________

PLACEMENT DATES: ______________ COOPERATING TEACHER: _________________

University Supervisor Visitations

C = Conference C C C C C C C
O = Observation O O O O O O O

Directions for using this card: Please keep an accurate record of the time spent each week in the various activities described below. Report time in the various categories to the nearest half hour. This record should be initialed each week, and the time distribution should be evaluated periodically in conferences with the cooperating teacher and university supervisor. The time card is documentation for certification and must be entered into your assessment system account weekly and verified by the cooperating teacher each 8 weeks. A minimum of 70 days taught is required by the Kentucky Educational Professional Standards Board.

<table>
<thead>
<tr>
<th>Time Requirements</th>
<th>16 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Teaching Time</td>
<td>180 hours</td>
</tr>
<tr>
<td>Minimum Number of Conferences</td>
<td>48 hours</td>
</tr>
<tr>
<td>Minimum Number of Observations</td>
<td>54 hours</td>
</tr>
<tr>
<td>Minimum Participation</td>
<td>40 hours</td>
</tr>
</tbody>
</table>

Due to the nature of the Clinical Practice experience at MSU, the four categories are explained as follows:

- **Conference**: Record the time spent in cooperating teacher / teacher education candidate, or conferencing with other Professional Educators and PLCs.
- **Observation**: Record the time the teacher education candidate observes the classroom teacher or any other Professional Educators.
- **Participation**: Record the time the teacher education candidate is involved in counseling, individual assistance, faculty meetings, home visitations, assemblies, extracurricular activities, grading cooperating teacher’s papers, homeroom duties and case studies.
- **Actual Teaching**: Record the time the teacher education candidate is in charge of class or a segment of the class and follows a lesson plan and positively contributes.

| Week | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | Total Hours |
|------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|-------------|
| Conference |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |             |
| Observations |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |             |
| Participation |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |             |
| Actual Teaching |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |             |
| Days |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |             |
| CT Initials |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |             |
Clinical Practice Tort Liability Form

I have been informed of the advisability of obtaining tort liability for coverage during the clinical practice semester and have been provided information from Teacher Education Services about how to obtain coverage.

NAME: ______________________________________________________________________

Last    First    Middle

It is my intention to obtain adequate tort liability insurance for the clinical semester.

Yes☐    No☐

Insurance Company: ____________________________________________________________

I waive the opportunity to purchase insurance and understand that the University provides NO coverage and that I will be solely liable.

Yes☐    No☐

SIGNATURE: _____________________________________________ DATE: ___________
# Medical History Form

## Morehead State University Teacher Education Services
Clinical Practice Medical Form – Health Care Provider’s Examination

<table>
<thead>
<tr>
<th>Name:</th>
<th>MSU ID Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Address:</td>
<td>Male  Female</td>
</tr>
<tr>
<td>Home Telephone:</td>
<td>Age: Date of Birth:</td>
</tr>
</tbody>
</table>

### Current Health Issues

- Allergies (Please List)
- Medications
- Food
- Other
- History of Anaphylaxis to
  - Epi-Pen: Yes  No

- Asthma: Yes  No (Please Attach)
- Diabetes: Type 1  Type 2
- Seizure Disorder
- Other (Please Specify)

### Current Medications

<table>
<thead>
<tr>
<th>Physical Examination</th>
<th>Date of Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Height</td>
<td>Weight</td>
</tr>
</tbody>
</table>

- (Check = Normal / If Abnormal, please describe)
- General
- Skin
- HEENT
- Dental/oral

### Screening

- Vision
  - Right Eye: Pass  Fail
  - Left Eye: Pass  Fail
- Hearing
  - Right Ear: Pass  Fail
  - Left Ear: Pass  Fail

- The entire examination was normal

### Tuberculosis Risk Factor Assessment

- Yes  No

- High risk for tuberculosis infection
- Referred to local health department for further TB infection evaluation
- Tuberculosis test performed (specify: _____ TST/____ BAMT) Date of Chest X-ray __________

No further follow-up unless signs/symptoms of Tuberculosis infection develop.

This student has the following problems that may impact his/her educational experience:

- Vision
- Hearing
- Speech/Language
- Fine/Gross Motor Deficiency
- Emotional/Social
- Behavior
- Other

### Certification of Medical Examination

This is to certify that I have examined _____________________________ and find him/her free of any communicable disease(s) and also any physical limitations that might interfere with performing his/her duties as a teacher.

Signature of Licensed Medical Practitioner: _____________________________

Address: _____________________________

Date of Examination: _____________________________

---

*16 KAR 5.040 Admission, placement, and supervision in student teaching. Section 3 Admission to Student Teaching (1) A record or report from a valid and current medical examination, which shall include a Tuberculosis (TB) risk assessment, shall be placed on file with the admission committee.

Morehead State University – Educational Service Unit – 2014
Clinical Practice Candidate Withdrawal / Failure Form

Candidate Name:
_________________________________________________________________
Last    First    Middle

MSU ID Number: ____________________ Semester: ______________ Year: ______________

University Supervisor: ___________________________________________________________

Reasons for withdrawal / failure:

Recommendations made to candidate (counseling, career goal change, other courses, etc.):  

Recommendations regarding future Clinical Practice placement:

Signature: _______________________________________________ Date: _________________
Glossary

Teacher Education Services, College of Education, and Morehead State University endorse the following terminology.

**Accommodation** – Practices and procedures in the areas of presentation, response, setting and timing / scheduling that provide equitable access during instruction and assessments for students with disabilities.

**Alignment** – The consistency among objectives, pre-assessments, instruction, formative assessments and summative assessments.

**Analysis of Data** – Includes collecting and compiling a variety of student performances in order to make inferences about the level of student understanding as compared with standards.

**Artifacts** – Documents or pieces of evidence that are used to support teacher performance assessment entries. Good artifacts should demonstrate the active thought processes of students, not just the ability to recall facts.

**Assessment** – Using various methods to obtain information about student learning that can be used to guide a variety of decisions and actions.

**Assessment System:**
A database for the collection of all TEP candidate records documenting program progress.

**Anecdotal Record** – A written record, kept in a positive tone, of a child’s progress based on milestones particular to that child’s social, emotional, physical, and cognitive development. Recording happens throughout the day while actual learning occurs. Recordings are made when appropriate and are not forced. This method is informal and encourages the use of a note pad, sticky notes, and a checklist with space for notes, etc. Continuous comments are recorded about what a child can do and his / her achievements as opposed to what he / she cannot do.

**Authentic Assessment** – A broad evaluation procedures that includes a student’s performance or demonstration of complex cognitive behaviors. Assessment occurs in the context of normal classroom involvement and reflects the actual learning experience (i.e. portfolios, journals, observations, taped readings, videotaping, conferencing, etc.). The products or performances, which are assessed, are like products and performances that occur in the “real world.”

**Basal Textbook** – A book that offers a basis for instruction for a course or grade level that is organized to provide appropriate progression of information on a subject being studied.

**Baseline Data** – Information collected to comprise a reference set for comparison of a second set of data collected at a later time; used to interpret changes over time, usually after some condition has been changed for research purposes, that sets the standard for any research that follows in the same project.

**Beliefs** – A core group or set of guiding principles that serves as a basis for decision-making.
**Best practices** – Current, national consensus recommendations that consistently offer the full benefit of the latest knowledge, technology, and procedures impacting teaching and learning.

**Benchmark** – A term used interchangeably with “exemplar.” A benchmark is an example of student work that illustrates the qualities of a specific score on a rubric scoring guide. Benchmarks are models of performance that illustrate, by way of example, standards of teaching and / or learning at different levels.

**Civic Organizations** – Clubs, fraternal or other community groups that have a knowledge awareness and experience to make a contribution to the larger community.

**Classroom Writing / Working Folder** – A collection of student writing in different stages of development from more than one content area.

**Clinical Experience** – Also known as clinical experience.

**Clinical Practice Candidate** – A qualified candidate who has an opportunity to observe and teach with a cooperating teacher. The clinical practice candidate gradually assumes increased classroom responsibility with a group of learners for the duration of the Clinical Practice.

**Clinical Practice Center:**
A school or school system with which the college or university has agreed to establish a comprehensive Clinical Practice Program.

**Co-Curricular Activities** – Clubs, athletic teams, intermural or other school-based organizations or activities that provide opportunities for students to participate in the school community.

**Collaboration** – A systematic process by which people work together, interdependently, to analyze and impact professional practice in order to improve individual and collective results.

**Common Items** – Items on the assessment taken by all students and on which individual student scores are based.

**Computer Assisted Instruction** – Instruction within a classroom used to enhance the acquisition of knowledge through the use of interactive computer programs that allow students to work at their own pace.

**Consolidated Plan** – A school improvement plan organized around priority needs that include financial resources, professional development, equity, and technology to improve the academic environment.

**Cooperating School:**
A school that is not controlled or supported by the university, but does provide facilities for Clinical Practice experienced in a teacher education program and has a contract with Morehead State University.

**Cooperating Teacher:**
A certified classroom teacher who teaches children or adolescents, and also supervises teacher education candidates during the clinical practice semester. Requirements to serve as a cooperating teacher, as designated by the institution, must be verified. Requirements can be found under Duties of the Cooperating Teacher.

**Cooperative Learning** – A teaching strategy that groups students in structured learning groups that requires that they work together to solve problems by using skills and content. The teacher acts as a facilitator for learning.

**Critical Attributes** – Those descriptors that define necessary components of the primary program. They are: developmentally appropriate, skillful about causal explanation, prediction, generalization, reasoning by analogy, conditional reasoning, and the reliability of sources of information and then applying them in evaluative ways.

**Criteria** – A standard on which a judgement or decision may be based.

**Curriculum** – An organized plan of instruction that engages students in learning the standards that have been identified at the state and local level.

**Curriculum Alignment** – A curriculum in which what was taught, and how it was assess is intentionally based on, but not limited to, *the Kentucky Program of Studies* and *the Kentucky Core Content for Assessment*. The sequence for learning in an aligned curriculum is articulated and constantly discussed, monitored and revised.

**Curriculum Framework** – Transformations: Kentucky’s Curriculum Framework, Volumes I & II provide direction in the development of local curriculum and should serve as a major basis for staff development and the development of instructional units and performance assessments.

**Data** – Information providing measured evidence of progress

**Demonstrators** – *Expansions of the Academic Expectations* that further define what students should be able to do as found in *Transformations*.

**Developmentally Appropriate** – The use of content, instruction, and assessment that meets the student’s ability to reason, interpret, focus, communicate, and interact, both socially and academically.

**Development Appropriateness** – This concept of developmental appropriateness has two dimensions:

- **Age Appropriateness** – Human development research indicates that there are universal, predictable milestones of growth and change that occur in children during the first nine years of life. These predictable changes occur in all domains of development – physical, emotional, social, cognitive, and aesthetic. Knowledge of typical development of children within the age span served by the program provides a framework from which the teachers prepare the learning environment and plan appropriate experiences.

- **Individual Appropriateness** – Each child is a unique person with an individual pattern and timing of growth, as well as individual personality, learning style and family background. Both the curriculum and adults’ interactions with the children should be responsive to
individual differences. Learning in your children is the result of interaction between the child’s thoughts and experiences with materials, ideas, and people. When these experiences match the child’s developing abilities, while also challenging the child’s interest and understanding, learning will take place.

**Differentiation** – A philosophy which involves students giving multiple options for taking information, making sense of ideas, and expressing what they learn. It provides different avenues to acquire content, process or make sense of ideas, and develop products.

**Director, Teacher Education Services:**
The college representative who coordinates the Clinical Practice program for all areas of teacher preparation. The Director acts as a liaison officer between the university and the school districts.

**Diverse / Diversity** – The inclusion of differences based on race, gender, disability, age, national origin, color, economic status, religion, geographic regions and other characteristics. Achieving diversity requires special respect of differences, and affirmation initiatives, such as recruitment, placement, and retention.

**edTPA** – See Teacher Performance Assessment

**Educational Equity Plan** – A plan which addresses equity within the school environment.

**Educational Technology** – A variety of equipment used to teach pupils, including computers, telecommunication, cable television, interactive video, film, lower-power television, satellite communications, and microwave communications. In the future, special rate funding will provide such equipment.

**ELL** – English Language Learners

**Empowerment** – The process of providing stakeholders with the opportunities to make decisions through a consensus building process.

**Equity** – A condition that occurs when a community believes in and provides access, opportunity, and fairness to all learners as demonstrated by the absence of any form of discrimination.

**Exhibits** – Documents, artifacts, or other products that demonstrate an intern’s performance on a task.

**External Criteria** – The list of requirements for judging work (i.e. rubric, scoring guide).

**Family Literacy Initiative** – A national and state movement involving at-risk children and their families, with sufficient intensity and duration, to make sustained changes in their lives through the educational process.

**Family Resources and Youth Services Centers** – Centers established to provide programs and make referrals to service agencies to assist students and families in need.

**Field Experience** – Also known as clinical experience.
Flexible Groups – Ad hoc committees or groups formed to meet a specific purpose or need. They are together long enough to formulate a solution or suggest a strategy.

Formative Assessment – An assessment for learning used to advance and not merely monitor each student’s learning (Stiggins, 2001). Strategies undertaken by teachers and students assessing themselves which provides information to be used as feedback to modify the teaching and learning activities in which they are engaged. Assessments become formative when evidence is used to inform instruction and meet the needs of the students.

Gap Groups – Groups of students in a school or classroom who are not performing at the level of proficiency. They might include students who are Ell, have an IEP, have a 504 Plan, or some other special education needs, students in a gender gap or those who are falling behind because of cultural and/or economic factors.

GSSP – Gifted Student Services Plan

Higher Order Thinking – Comparing, analyzing, synthesizing, evaluating, and applying knowledge by classroom strategies that go beyond dissemination of factual information.

Heterogeneous Grouping – The grouping of students in classrooms on the basis of mixed abilities

Holistic Scoring – A scoring process used to evaluate a student’s overall performance or product. One set of criteria is used to assess the quality or overall effectiveness of student work. The criteria are written to include all the expectations or standards, which are targeted.

Homogeneous Grouping – The grouping of students based on similarities, i.e., chronological age, reading ability, and test scores.

IEP – Individualized Education Program designed to meet the unique educational needs of a child who may have a disability, as defined by federal regulations.

Inclusion – It is both a philosophy and a practice where all students are considered and treated as members of the school community.

Indicators – Descriptors of each standard on which a candidate is evaluated using the Performance Observation Form as an evaluative tool.

Integrated / Interdisciplinary Curriculum – A curriculum that purposefully links disciplines across the academic spectrum.

Intervention – An education practice, strategy, curriculum or program to enhance learning for students.

Instructional Practices – Methodology used by teachers to engage students in the learning process.
Integration of Technology – Incorporating the use of computers or other technical equipment into the curriculum.

Learning Environment – Any setting or location inside or outside the school used to enhance the instruction of students.

Learning Objectives / Outcomes – Learning objectives, sometimes referred to as outcomes, are statements that specify what learners will know and / or be able to do as a result of experiencing the teaching of the series of lessons developed for including in the TPA. Learning objectives / outcomes are usually expressed as knowledge, skills, or attitudes.

Learning Targets – Educational aims or end products which encompass all goals and objectives. Sometimes learning targets are referred to as “I Can” statements.

Local Task Group – Similar to a Focus Group in structure and function.

Manipulative – Concrete or hands-on instructional materials and games used in the classroom to introduce and reinforce skills.

Mentoring – Providing support for activities in a learning process by a person who usually has more experience or expertise.

Misconceptions – Student responses that indicate inaccurate understanding of content.

Mission – A statement of purpose to define the goals and direction; a guide for decisions and a set of criteria by which to measure the school’s progress towards its defined purposes. It emphasizes the conditions that must be present in schools where all children succeed.

Modality – The sensory styles through which people receive information.

Model Site – A primary program in completion; one that includes all of the Critical Attributes as outlined by the Kentucky Department of Education.

Modeling – A teaching strategy in which the teacher demonstrates to students how to do a task, with the expectation that the student will copy the model. Modeling often involves talking about how to work through a task or “thinking aloud.”

Modifications – Practices that change, lower or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency and a particular grade level.

Multicultural Education – (1) Interdisciplinary, cross-curricular education that prepares students to live, learn, and work together to achieve common goals in a culturally diverse world. It does this by (a) enabling all students to be aware of and affirmed in their own cultural roots; (b) allowing all students to understand and accept cultural diversity; (c) fostering appreciation, respect, and understanding for persons of different cultural backgrounds; and (d) preparing students to live fruitful lives in an increasingly global society with decreasing borders.
**Multi-Age** – Grouping students of various ages together.

**Non-Academic Data** – Formally referenced as non-cognitive indicators of a school’s progress (retention rate, dropout rate, attendance and school to work transition) included in the calculation of the school’s Academic Index.

**Objectives** – The goals to be achieved by a less or unit. Objectives describe a clear expectation from the student; as in “Identify and describe eight major causes of the Civil War.”

**On-Demand Writing Prompts** – Also known as “writing prompt,” “prompt,” “timed writing,” or “directed writing.” Interchangeable terms refer to timed structured writing assessments that require extended writing, including essays, letters, compositions, etc.

**Open-Response Items** – Questions that require students to combine knowledge and application of process skills in order to communicate the answer.

**Outcome** – Successful demonstration of learning that occurs at the culminating point of a set of learning experiences.

**Partnership** – Involvement of parents and / or family members and students themselves in a variety of home and school based partnership activities.

**Patterns of Achievement** – Regular growth in knowledge that can be charted or graphed showing the progress of a student focused on objectives.

**Peer Collaboration** – Students working together in a group to solve a problem.

**Peer and Cross-Age Tutoring** – See Authentic Assessment

**Portfolio** – A purposeful or systematic collection of selected student work and student self-assessments developed over time, gathered to demonstrate and evaluate progress and achievement in learning.

**Process** – The steps a student takes in reaching the final performance or product.

**Professional Development** – An intentional, ongoing, systematic process. It is embedded in the process of developing and evaluating curricula and student assessment.

**Professional Development School:**
This term refers to schools within the service region where pre-service teachers and / or teacher education candidates are engaged in clinical experiences. A partnership contract is made between the district and Morehead State University.

**Professional Growth Plan** – The plan teaches users to become more proficient in meeting KTPS / InTASC. It usually contains directives in the areas needing improvement.
**Prompts** – Statements that provide direction for teaching tasks utilizing guiding questions, suggestion for specific actions, and graphic organizers that a candidate may use to complete teaching tasks.

**Reflective Thinking** – A process that provides a structured opportunity for students to consider what has taken place and the feelings that have been stimulated through and experience.

**Reliability** – The accuracy and repeatability of a measurement.

**Reliable** – The consistency of assessment results from and instrument over time or over a number of trials.

**Response to Intervention (RTI)** – Response to Intervention is a multi-tiered approach to help struggling learners. Students’ progress is closely monitored at each stage for intervention to determine the need for further research-based instruction and / or intervention in general education, in special education, or both.

**Rubric / Scoring Guide** – A set of scoring guidelines to be used in evaluating a student’s work.

**School Based Decision-Making** – A council is typically composed of two parents, three teachers and an administrator. Councils adopt policies relating to instructional materials, personnel, curriculum, extracurricular programs, and other aspects of school management. Exceptions are: successful schools that request a waiver, districts that have only one school, district-wide operated schools, such as vocational and alternative, and special education schools.

**Scrimmage** – Practice tests that schools administer to improve student performance on the Commonwealth Accountability Testing System.

**Self-Assessment** – A student’s evaluation of his / her own work.

**Service Learning** – A teaching methodology that allows students to learn and apply academic, social and personal skills to improve the community, continue individual growth and become better citizens.

**Stakeholder** – Any person or group of people associated with the school community that has an interest in the success of the school and its programs.

**Standard(s)** – Content: A description of what students need to know and be able to do. Performance: A description of how well students need to perform on various skills and knowledge to be considered proficient.

**Strategies** – Plans and methods used by both teachers and students to approach a task.

**Student Centered** – Strategies built on the natural interests and motivation of the students. Activities place the responsibility to provide evidence of understanding on the students.

**Summative Assessment** – An assessment of learning (Stiggins, 2002) designed to provide a final measure to determine if learning goals have been met (Ainsworth & Viegut, 2006)
**Teacher Performance Assessment (TPA)** – The key to student success is using data for continuous improvement. The TPA is designed to put structures and processes in place to measure effectiveness via classroom instruction and learning gains of students. The edTPA is the name of the Key Assessment that will be given this year. The assessment consists of planning a learning segment of 3-5 lessons and analysis of recorded segments of instruction and assessment results.

**Technology** – Includes, but is not limited to, computers, telecommunication, cable television, interactive video, film, television, satellite communication, and microwave communication that are in supplement instruction.

**Thematic Approach to Curriculum** – An approach based on organizers that motivate students to investigate interesting ideas from multiple perspectives. The central them becomes the catalyst for developing the concepts, generalizations, skills, attitudes, etc. Themes should encourage integration or correlation of various content areas. The rationale is grounded in a philosophy that students learn most efficiently when subjects are perceived as worthy of their time and attention and when they are actively engaged in inquiry. These themes may be broad-based or narrow in scope; may be used for one class, designated classes, or the whole school; and may last for a few weeks up to several months.

**Title I** – Federal law and dollars for special help for disadvantaged children, from the federal law improving America’s School Act.

**Teacher Performance Assessment (TPA)** – The TPA is the critical performance for the undergraduate teacher education program clinical practice experience. The TPA is designed with structures and processes in place to measure teacher effectiveness, via classroom instruction, as well as the learning of gains of students. As the sequence of 3 lessons is developed, students completing the section assignments will be exposed to “backwards design,” which includes both formative and summative assessments. Data analysis from the assessments can, and should, drive decision making related to curriculum, instruction, and assessment.

**Tracking** – Grouping students based on their abilities.

**Universal Design** – An approach to designing environments and products so they may be used by the widest range of users, without adaptation. It is also a way to conceptualize access and to maximize learning for the greatest number of students.

**University Supervisor:**
The college representative who is responsible for serving as a mentor for clinical practice candidate or group of clinical practice candidates.

**Validity** – A measurement’s ability to actually measure what it purports to measure.

**Values** – A core belief structure.

**Vision** – A future oriented aspiration for the teaching and learning environment of the school.
Welcoming School Environment – An atmosphere / climate created within the school where everyone associated with the educational system is treated in a warm and inviting manner.

Writing Assessment Portfolio – A selection of a student’s work, no longer required as part of state assessment, that represents his / her best efforts, including evidence that the student has evaluated the quality of his / her own work and growth as a writer. The student, in conferences with teacher, chooses the entries for this portfolio from the writing folder, which should contain several drafts of the required pieces. Ideally, the writings will grow naturally out of instruction rather than being created solely for the portfolio.

References & Credits