NAME

TEACHER EDUCATION SOURCEBOOK
2010-2011

TEACHER EDUCATION SERVICES
MURRAY STATE UNIVERSITY
2101 ALEXANDER HALL
MURRAY, KENTUCKY 42071-3340
PHONE: 270/809-2054 - FAX: 270/809-3073

Director, Teacher Education Services, Dr. Alesa Walker .................................................. 809-2054
Coordinator of Field Experiences, Ms. Audrey Brown .................................................. 809-2594
Coordinator of Student Teaching, Mrs. Jeanie Robertson ........................................... 809-5371
Admissions Counselor/Administrative Secretary/KTIP Specialist, Ms. Carol Allen ............. 809-2055
Student Records, Mrs. Mamie Padgett .......................................................... 809-2118
Receptionist/Student Teaching Secretary, Mrs. Debbie Sawyers ...................................... 809-2054
Certification Specialist, Mrs. Barbara Thompson .................................................. 809-2110
Admissions/Assessment Specialist ........................................................................... 809-6161

USEFUL PHONE NUMBERS

Counseling and Testing Center, 100 Ordway Hall, Dr. Bill Allbritten, Director .................. 809-6351
ACT Residual Testing Information, Counseling and Testing Center .................................. 809-6351
Computer Competency Exams, Tamela Hayton .................................................. 809-2094
Dept. of Early Childhood and Elementary Education, 3203 Alexander Hall, Dr. Jo Robertson, Chair .............................................................. 809-2500
Dept. of Adolescent, Career and Special Education, 3225 Alexander Hall, Dr. Ganny Richerson, Chair .................................................. 809-4257
College of Education, 3101 Alexander Hall, Dr. Renee Campoy, Interim Dean ................. 809-3817
MSU Transfer Center, Continuing Education, Third Floor, Sparks Hall, Crystal Riley . . . 809-3350
MSU Registrar’s Office (for transfer equivalencies), Alison Marshall ................................. 809-3754
MSU Continuing Education (PCC, MCC, HCC, HCC) .................................................. 809-4150
Education Professional Standards Board, Certification, Frankfort, KY ..................... 502-573-4606
Education Professional Standards Board, Certification, Frankfort, KY (toll-free number) 888-598-7667
Kentucky Academy for Technology Education (KATE), 2nd Floor, Alexander Hall ............. 809-5360
Career Services Office, 210 Ordway Hall, Dr. Ross Melban, Director ......................... 809-3735
Services for Students with Learning Disabilities, Ms. Cindy Clemson or Ma. Velvet Wilson, 423 Wells Hall .......................................................... 809-6888

COLLEGE OF EDUCATION MISSION STATEMENT

The Mission of the Murray State University College of Education is to build partnerships
to provide leadership, service, and research at regional, state, and national levels and to
create community to foster excellence in teachers and other education professionals to
prepare them to make significant contributions in a diverse, global society.

Teacher as Reflective Decision Maker
The goal of Murray State University's preparation program is to produce candidates who demonstrate the characteristics of a Murray State graduate, the proficiencies delineated by Kentucky Standards and by the learned societies of their disciplines; thereby practicing as Reflective Decision-Makers, the Theme of our College. The following student Dispositions arise from our theme and are the values, commitments, and professional ethics that MSU engenders in its candidates. The Murray State University undergraduate candidate will become an educator who is:

1. **Tolerant** — Considers new ideas, alternative possibilities, different perspectives, and people representing a variety of differences without prejudice or bigotry.
2. **Responsible** — Considers consequences and makes decisions in a rational and thoughtful manner for the welfare of others; acts with integrity to pursue an objective with thoroughness and consistency.
3. **Enthusiastic** — is eager and passionately interested in tasks that relate to beliefs about education.
4. **Caring** — Demonstrates devotion, compassion, and regard for the welfare of others.
5. **Confident** — Exhibits certainty about possessing the ability, judgment, and internal resources needed to succeed as a teacher.
6. **Ethical** — Conforms to accepted professional standards of conduct by making decisions based on standards and principles established by the education profession.

The Murray State University graduate candidate sustains the undergraduate dispositions, but with a maturing expertise also embraces the disposition of leadership defined as ethical change agent to influence classrooms, schools, districts, communities, and the global society.

The Knowledge Base, including research, theory, philosophy, and practice is the foundation that informs faculty and guides program goals. The success of the program is determined by program outcomes, Kentucky Teacher Standards, Kentucky Interdisciplinary Early Childhood Education Teacher Standards, Kentucky School Guidance Counselor Standards and National Program Standards, for all certified programs so that the contributions of learned societies inform MSU program goals. Continuous Assessment connects all elements of the conceptual framework where each program is responsible for utilizing assessment information as a basis for program improvement. The focus of the conceptual framework is to prepare MSU graduates to become reflective decision-makers and to achieve Kentucky and National Standards:

---

**Note:** A more extensive version of the Conceptual Framework that includes the Knowledge Base is available to students and other interested individuals at: [http://coe.kate.murraystate.edu/media/nate_manager/framework/docfile/ConceptualFramework08.doc](http://coe.kate.murraystate.edu/media/nate_manager/framework/docfile/ConceptualFramework08.doc) or may be obtained through any College of Education department.
ADMISSION TO TEACHER EDUCATION, STUDENT TEACHING AND CERTIFICATION: 8/06

For additional information, call or write: Teacher Education Services, 2101 Alexander Hall, Murray State University, Murray, KY 42071-3340. Phone: 270-809-2054, or e-mail carol.allege@coe.murraystate.edu, alessa.walkar@coe.murraystate.edu.

INTRODUCTION TO THIS SOURCEBOOK

Becoming a teacher is a complex process. There are many procedures that a candidate must follow and many state and professional standards that must be met in order to become licensed. Taken one at a time, each procedure or standard is straightforward and attainable, given the necessary knowledge and skills. Taken together, all of the procedures, requirements and standards can seem overwhelming. This sourcebook is designed to provide an overview of the entire set of procedures.

Candidates enter the teacher preparation program at many different points in their own academic careers. As a result, personal teacher preparation deadlines vary. Freshmen can have a different sense of urgency about being admitted to teacher education than will the irregular student who wishes to complete the entire program in approximately a year to a year and a half. Candidates must examine all of the requirements, and then set personal goals so that everything that is required is accomplished and deadlines are met.

Many elements of the admissions and certification processes involve the meeting of standards. These standards have been developed to ensure that all teachers in Kentucky have the requisite skills, attitudes and knowledge to be successful in helping their students attain the proficiencies which the public expects. It is critical that students in the teacher preparation program attend to meeting standards at the suggested times before they invest time, energy and money in attempting a preparation program for which they lack the necessary skills and abilities.

This sourcebook is divided into sections, generally by the different types of explanatory materials which students have found helpful in completing all of the necessary sub-sets of the admissions and certification process.

- Section A: Issues and Questions students traditionally have that need to be addressed.
- Section B: Flow Charts for Teacher Education, Student Teaching and Certification—Arranged from the very general to the very specific.
- Section C: Checklists for admission, stated very specifically. “What to do, and when.”
- Section D: Important Dates
- Section E: KERA Goals and New Teacher Standards

WHEN SHOULD I?

Begin the process of being admitted to teacher education. At the time of taking the first introductory course in education, EDU-103, or its MSU equivalent, you should begin the process for admittance. Students not taking EDU-103 (such as transfer students) should register for admission to teacher education and certification by attending an Orientation session during their first semester at Murray State University. The dates of Orientation to Teacher Education and Certification meetings are updated by Teacher Education Services each semester. (See Page D1)

Complete the process for being admitted to Teacher Education. A student should be admitted by the end of their sophomore year, or within one or two semesters, if they are a transfer or irregular student.

Complete the process for being admitted to Student Teaching. This should be done at least one year (two semesters) prior to the semester you intend to student teach. For example, if you intend to student teach Spring 2012, your application for student teaching will be due April 2011.

Take the Principles of Learning and Teaching and PRAXIS II Specialty Examinations. You should begin taking the PLT and PRAXIS II Specialty exams at least one or two semesters before student teaching, if not sooner.

Engage in student teaching. Student teaching is typically done during the last semester of your teacher preparation program.

Apply for a teaching certificate. This will be done during the student teaching semester. Before a recommendation for certification can be made to the Education Professional Standards Board, the student must have a bachelor’s degree, completed student teaching, met all standards and requirements, and passed all required portions of the Principles of Learning and Teaching and PRAXIS II specialty exams. Kentucky certification requirement must be met prior to being recommended for any other state’s certification.
COE ADVISING POLICY AND PROCEDURES

Vision: All students enrolled in the College of Education (COE) will graduate and meet all standards and certification requirements to become a highly qualified and certified teacher.

Mission Statement: Students enrolled in Elementary Education, Middle School, Special Education, Interdisciplinary Early Childhood Education and Child Development Associate programs will be assigned initially to the COE Advising Center and later to faculty advisors. Advising will be informative (identifying problem areas), proactive (early preventative strategies) and directive (addressing problem areas).

Rationale: We, the faculty, believe in the concept of open enrollment and that each and every individual should be given an opportunity to fulfill their career goals. We understand that there are internal and external requirements that exist and that there are certain mandates beyond local control. Regrettably, some students experience difficulty in meeting certain requirements. It is our belief that data from ACT scores have reliable predictive value and identify students that may or may not encounter difficulty in successfully meeting requirements. Rather than waiting until a student has invested significant amounts of time and money to conclude that they are unable to meet the requirements, we believe that early intervention is a more fair and just process. It is also our belief that faculty of the College of Education and other support personnel have the obligation to monitor and scaffold a student’s progress and to provide informal and formal opportunities to enable the student to meet requirements.

Therefore, all prospective candidates for admission to Teacher Education will be identified as...

- Unconditional [ACT score of 21 or above]
- Conditional [ACT score of 19 or 20], or
- At-Risk [ACT score of 18 or less – including no ACT score]

Required action for freshman candidates

- Unconditional
  - Course EDU 099
- Conditional
  - Course 099
  - Professional Development Plan [FDP] approved by 099 instructor or advisor ~ Independent Study (See Page 56)
- At-Risk
  - Course 099
  - Professional Development Plan [FDP] approved by 099 instructor or advisor ~ Guided Practice
  - Formal ACT preparations sessions highly recommended

Required action for all other prospective candidates

- Unconditional
  - None
- Conditional
  - Professional Development Plan [FDP] approved by advisor ~ Independent Study
- At-Risk
  - Professional Development Plan [FDP] approved by advisor ~ Guided Practice
  - Formal ACT preparations sessions highly recommended

Exit Strategies...

- Unconditional
  - GPA 2.45 or higher
- Conditional
  - ACT score of 21 or higher
  - GPA 2.45 or higher
- At-Risk
  - ACT score of 21 or higher
  - GPA 2.45 or higher

Resources: A lab component will be included in the EDU 099 schedule. Students in any status may participate in the lab. Students identified as “at-risk” will be advised through individual conferences to participate in the lab component. Students may participate in the lab component for two semesters. Examples of resources that are available are:

- ACT Preparation computer programs in the COE computer labs
- ACT Assessment ~ Preparation online at: http://www.act.org/aap/estprep/index.html
- Kaplan ACT 2003 With CD-ROM, Paperback
- Act! 6 for Dummies

Teacher as Reflective Decision Maker
Learning Plus
Referral to campus resources for assessment and remediation
www.number2.com

Procedure:
- All freshmen elementary majors will be assigned to the Advising Center for the first two semesters of their program with the Director of the Advising Center being their advisor.
- At the end of the second semester, students identified as “unconditional” will be assigned a faculty advisor outside the Advising Center.
- At the end of the second semester, students identified as “conditional” will be assigned a faculty advisor outside the Advising Center. The faculty advisor will continue to monitor the student’s Professional Development Plan.
- Students identified as “at-risk” will remain assigned to the Advising Center and the Director of the Advising Center will be their advisor.
  - Assistance will continue to be provided to help “at-risk” students move to “conditional” or “unconditional” status.
  - When an “at-risk” student moves from “at-risk” status to “conditional” or “unconditional” status they will be assigned a faculty advisor outside the Advising Center.

Coursework Policy for Undergraduate Students: Any student interested in the field of education is encouraged to explore the field by taking an appropriate introductory course or courses within the desired program up to 12 credit hours. Those desiring to complete a teacher certification program are encouraged to seek Admission to Teacher Education early in their program. It is anticipated that admission paperwork will be submitted in the sophomore year.

To ensure that students are aligning the admission process with the successful completion of the degree/certification program, the following policy will be in effect:

Upon completion of 60 undergraduate credit hours (junior status), students enrolled or desiring enrollment in education coursework* beyond 12 hours credit must be admitted to the Teacher Education Program.

Alternative Criteria:

If a student is not eligible to take education coursework (based on the above criteria statement), the advisor may recommend the taking of education coursework based on the following criteria:

The advisor documents that the student has/is completing admission paperwork and that the student documents the following:

- Successful completion of the General Academic Proficiency Requirement;
- An overall Grade Point Average of 2.45;
- Successful completion of University Studies Coursework required for admission.

Any waiver of this policy must be recommended by the Advisor and approved by the Department Chairperson and the Director of Teacher Education Services. A waiver request should be submitted as a Professional Growth Plan. Approval must be granted prior to enrolling in upper level education courses.

*See curriculum guide sheet for education requirements.

WHAT IS INVOLVED IN BEING ADMITTED TO TEACHER EDUCATION, AND HOW DOES IT DIFFER FROM BEING ADMITTED TO THE UNIVERSITY?

Teacher certification is governed by state law and administrative regulations administered by the Education Professional Standards Board. Admission to teacher preparation programs in Kentucky is also governed by the KPSB. Admission to the university is governed by the University Board of Regents, following guidelines established by state law, regulation, and accrediting bodies. Admission rules for these two entities, the University and the KPSB are similar, but not identical. Students seeking state teaching certification must be formally admitted both to the university and to the Teacher Education Program.

At Murray State University, the admissions process is governed by Teacher Education Admission Committees representing all teacher certification programs at Murray State University. Students make formal application for a review by the committee associated with their college major so that this committee can admit them to the Teacher Education Program. The committees themselves are governed by the rules and procedures established by the governing bodies of the teacher education unit, which has its headquarters in the College of Education.

NCATE ACCREDITATION

The National Council for the Accreditation of Teacher Education (NCATE) programs is the major body for accrediting the quality of teacher education programs. Murray State University teacher preparation programs are accredited by NCATE. Completing certification requirements at an NCATE-approved institution assures students that their teacher preparation program will be recognized and accepted anywhere in the country. Maintaining NCATE accreditation is a continuous process requiring the cooperation and participation of students, faculty, staff and clinical personnel in the public schools. Murray State University will be reviewed by the NCATE and EPSB evaluation teams next in Fall 2016.

Teacher as Reflective Decision Maker
ORIENATIONS (See Page D1)

1. All students seeking certification are expected to attend an orientation for Admission to Teacher Education and an Admission to Student Teaching Orientation.

2. Students who do not attend the orientation session in EDU-103 should attend an orientation for transfer and irregular students scheduled by Teacher Education Services.

3. 2 + 2 Students should attend the orientation at their 2 + 2 site.

4. Responsibility for tracking the progress of Agriculture Education students is shared between Teacher Education Services and the School of Agriculture. A scheduled Orientation for Admission to Teacher Education and Student Teaching and Certification is conducted by Teacher Education Services and the Agriculture Education Department. All Agriculture Education students are expected to attend this orientation that is scheduled during the regular class period.

5. A scheduled orientation for Admission to Teacher Education and Student Teaching and certification is conducted by the Director of Teacher Education Services and the faculty advisor for Communication Disorders. All CDI students will demonstrate that they have met all admissions and certification rules and standards through 1) a statement of qualification and 2) the student teaching application and approved program form. These forms are retained by the CDI faculty advisor, until the file is complete. The student’s file is then reviewed for a recommendation by the Admission to Teacher Education Committee.

Coursework Policy for Undergraduate Students: Any student interested in the field of education is encouraged to explore the field by taking an appropriate introductory course or courses within the desired program. Those desiring to complete a teacher certification program are encouraged to seek Admission to Teacher Education early in their program. It is anticipated that admission paperwork will be submitted in the sophomore year.

HOW TO STAY INFORMED OF YOUR PROGRESS/ADMISSION STATUS

It is the student’s responsibility to utilize the College of Education Student Information System (COESIS) for the following purposes:

1. Acquire/monitor information related to admission to teacher education and student teaching

2. Acquire/monitor information related to student placements

3. Communication regarding orientations and meetings, placement information and other general correspondence related to teacher education.

Any issues related to data should be discussed with Teacher Education Services. Students are able to access their recorded data from a Murray State University computer (within the musnet2k domain) located on any of the Murray campuses including Murray, Henderson, Hopkinsville, Madisonville and Paducah. This cannot be done from dorm rooms or home.

1. Open web browser (Internet Explorer or Netscape) from a Murray State University computer within the musnet2k domain.

2. In the address field,
   a. type http://champere.musnet2k.edu/ics/ or
   b. type http://www.murraystate.edu/voe and select the COESIS button near the top of the screen.

3. Select Student Access from the COE Student Information Systems screen.

4. Enter Murray State University network Username and Password.**

**Murray State University usernames and passwords must be authenticated each semester. Instructions may be found at http://coekate.murraystate.edu/portfolio/activatusername.htm.

Students experiencing difficulty with usernames and passwords should contact the Murray State University Help Desk at 270/809-2346.
PROFESSIONAL CODE OF ETHICS
FOR KENTUCKY SCHOOL PERSONNEL
16 KAR 1:020
as developed by The Education Standards Board

Educators in the Commonwealth strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship and safeguard the freedom to learn and to teach Kentucky educators believe in the worth and dignity of each human being and in educational opportunities for all. Educators in the Commonwealth strive to uphold the responsibilities of the education profession according to the highest ethical standards. The commitment of all Kentucky educators is symbolized by this code of ethics of the education profession in the Commonwealth.

Preamble

In 1990, the General Assembly of the Commonwealth of Kentucky enacted landmark legislation for education reform throughout the state. As the Kentucky Education Reform Act is implemented across the state, the Educational Professional Standards Board calls Kentucky’s educators to reaffirm their commitment to the highest ethical standards. In recognizing the magnitude of our responsibility to learners and to society, we offer this Code of Ethics which reflects and promotes the aspirations of our profession.

The 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 the 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.

The 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 interfere in the exercise of political and citizenship rights and responsibilities of others.
• 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 judgment, and shall not offer any of these to obtain special advantage.

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 facts relating to the educator’s own qualifications or those of other professionals.

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information contact Sabrina Dial, Director of Equal Opportunity, Murray State University, 103 Wells Hall, Murray, KY 42071-3318. Telephone (270)-809-3155 (Voice) and (270) 809-3361 (TDD).

Teacher as Reflective Decision Maker
ADMISSION TO TEACHER EDUCATION

IN ORDER TO BE ADMITTED TO TEACHER EDUCATION, THE FOLLOWING REQUIREMENTS MUST BE MET:

1. The General Academic Proficiency (GAP) Test Requirement.

2. Have a 2.45 grade point average or higher.

3. Introduction to Education Course with “C” or better, “B” or better in one English Composition Course, “C” or better in Public Speaking, “C” or better in MATH 117 or approved higher level math course

4. Have interview with Academic Advisor (A8-A9)

5. Complete a Declaration of Eligibility for Certification (A5, A19)

6. Be reviewed by an Admission to Teacher Education Committee

WHAT TESTS MEET THE GENERAL ACADEMIC PROFICIENCY TEST REQUIREMENT?

Students must provide Teacher Education Services with scores of tests to measure general academic proficiency. A student shall not be permitted to apply for admission to the Teacher Education program without first providing evidence of meeting the general academic proficiency requirement through any one of the following tests:

1. A minimum composite score of 21 on the ACT; OR

2. Pre-Professional Skills Test (PPST) or the computerized version (C-PPST), with established minimum scores for Math (173), Reading (173), Writing (172)* OR

3. Graduate Records Exam (GRE) The institutional minimum GRE passing score of 400 in both the verbal and quantitative areas is required for admission to the Teacher Education program at the graduate level; OR

4. SAT I (Old) - The minimum score of 990 and required writing assessment (as determined by institution) or SAT (New) - The minimum score of 1470 which comprises critical reading, mathematics and writing.

* In order to be eligible to take the PPST, a student must have obtained a composite score of 19 on the ACT. Absent extenuation circumstances approved by Teacher Education in writing, a student may attempt to obtain the passing score on each section (Reading, Writing, or Mathematics) a maximum of three (3) times.

ACT PRE-COLLEGE ENTRANCE EXAMINATION

A. The ACT is a widely used pre-college examination used by colleges to estimate the potential of students for success in college. For students entering Kentucky colleges, the ACT is an entrance requirement.

B. ACT scores may be used by students to demonstrate general academic proficiency. All certification students who have earned an ACT Composite score of 21 or above are considered to have demonstrated these types of basic skills.

C. Several times each semester, the MSU Counseling and Testing Center administers the “residual ACT” test. Scores from this testing can be used to satisfy this requirement. Students register for the residual ACT test directly with Counseling and Testing in Ordway Hall...809-6851

PPST or C:PPST - (Pre-Professional Skills Test)

In addition to the national test dates, the computerized version of the PPST is given by appointment through the Counseling and Testing Center. You can call (270) 809-6851 to register. Please note that you should call three weeks in advance of the date you wish to take the test.
FREE TEST PREPARATION

PRAXIS Test-at-a-Glance (TAAG) booklets, which provide an outline of each test along with sample questions, may be downloaded from the Educational Testing Service (ETS) website at http://www.ets.org/portal/site/ets/menuitem.435c0b5cc7bd0ae701569510e3921509/?venextoid=48c05cc3d74f4010VgnVCM10000022195190RCRD. Choose ‘Prepare for the Test’ link and then click on the ‘Free Test Prep’ tab. The Reducing Test Anxiety publication is now available from the ETS website at http://www.ets.org/Media/Tests/PRAXIS/pdf/01361anxiety.pdf. A General Information and Study Tips booklet is also available on the ETS website as a free PDF file.

PHYSICAL AND/OR LEARNING DISABILITIES

Students with physical and/or learning disabilities may have difficulty in demonstrating the basic skills required for admission to Teacher Education, or in completing field or clinical activities. The College of Education cannot waive state-mandated admissions standards or field requirements. However, it may be possible to make special provisions for students with demonstrated physical or learning disabilities. Students who feel that they have physical or learning disabilities must alert the Director of the Office of Equal Opportunity to this fact immediately upon declaring an interest in pursuing teacher certification. Additional information is available from the Office of Equal Opportunity, 102 Wells Hall, 809-3155.

PRIOR TO BEING ADMITTED TO TEACHER EDUCATION OR STUDENT TEACHING, AND PRIOR TO BEING CERTIFIED, ALL CANDIDATES MUST MAKE THE FOLLOWING DECLARATIONS:

1. Not having been convicted of a Felony or crimes which might compromise ability to teach and serve as a role model for students... or having action on such a crime currently pending.
2. Not having had a certificate revoked...or such an action currently pending
3. Has read the Kentucky School Personnel Code of Ethics, understands it, and agrees to abide by all of its provisions.
4. Agrees that any felony convictions, pending court actions, or plea-bargains which occur after the original declaration is made must be reported to Teacher Education Services at the time they occur.
INDIVIDUAL INTERVIEW WITH THE ACADEMIC ADVISOR (Rev 08/08)

Admission to Teacher Education Process:
Teacher Education Services, 2101 Alexander Hall, MSU, Murray KY 42071 Phone 270/809-2054

TO THE ADVISOR:

This interview is intended to serve three purposes: 1) to guarantee that all students have an opportunity to reflect upon their decision and dispositions to seek teacher certification prior to applying for admission to the teacher preparation program and 2) to conduct a formative review of the formative eligibility portfolio, and 3) to provide the student’s department with a mechanism for direct input into the admission process.

The interview is in three parts. The first part involves the advisor asking the student a series of questions organized around teaching in Kentucky. A series of suggested questions is included on the other side of this form. The second part is a formative review and feedback to the student about their progress in the development of their eligibility portfolio. The advisor can use this opportunity to provide feedback on artifacts and make suggestions for additional artifacts to continue to develop the portfolio. The advisor can also comment on the quality of and make suggestions about the student’s reflective writing. The third part provides the advisor an opportunity to comment on the student’s responses, to rate the student’s dispositions with respect to becoming a teacher in the interview, and to make a recommendation to the College Admission to Teacher Education Committee about whether the student should be admitted to the teacher education program.

The student will have had an opportunity to study this interview form prior to the interview, and also will have taken (or be taking) the introduction to education course which has made him/her aware of trends and realities in American public education. He/she has also had an orientation to the admission to teacher education process.

When you have completed the interview, please return the form with your comments, ratings and recommendations to:

Director, Teacher Education Services, 2101A Alexander Hall, Murray State University, Murray KY 42071

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

The Students
1. Shall provide students with professional education services in a non-discriminatory manner and in consonance with accepted best practice known to the educator
2. Shall respect the constitutional rights of all students
3. Shall take reasonable measures to protect the health, safety, and emotional well-being of students
4. Shall not use professional relationships or authority with students for personal advantage
5. Shall keep in confidence information about students which has been obtained in the course of professional services, unless disclosure serves professional purposes or is required by law
6. Shall not knowingly make false or malicious statements about students or colleagues
7. Shall refrain from subjecting students to embarrassment or disparagement
8. 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 of physical harm; and sexual assault.

The Parents
1. Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student
2. Shall endeavor to understand community cultures and diverse home environments of students
3. Shall not knowingly distort or misrepresent facts concerning educational issues
4. Shall distinguish between personal views and the views of the employing educational agency
5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others
6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or partisan political activities
7. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, nor offer any such to obtain special advantage

KENTUCKY'S CODE OF ETHICS FOR EDUCATION PERSONNEL
Adopted by the Education Professional Standards Board

1. Shall exemplify behaviors which maintain the dignity and integrity of the profession
2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities
3. Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law
4. Shall not use coercive means or give special treatment in order to influence professional decisions
5. Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications
6. Shall not knowingly falsify or misrepresent records of facts relating to his/her own qualifications or those of other professionals

COE Dispositions
1. Tolerant – Considers new ideas, alternative possibilities, different perspectives, and people representing a variety of differences without prejudice or bigotry.
2. Responsible – Considers consequences and makes decisions in a rational and thoughtful manner for the welfare of others; acts with integrity to pursue an objective with thoroughness and consistency.
3. Enthusiastic – Is eager and passionately interested in tasks that relate to beliefs about education.
4. Caring – Demonstrates devotion, compassion, and regard for the welfare of others.
5. Confident – Exhibits certainty about possessing the ability, judgment, and internal resources needed to succeed as a teacher.
6. Ethical – Conforms to accepted professional standards of conduct by making decisions based on knowledge of moral principles and inner convictions.
7. Demonstrates becoming a reflective decision maker.
SAMPLE QUESTIONS
1. How should the COE conceptual framework, which includes teacher dispositions, affect your teaching in Kentucky schools?
2. Describe the kinds of skills, dispositions and knowledge you should develop or acquire while a student in the MSU teacher preparation program to enable you to meet the new teacher standards.
3. What are your responsibilities as a student (and later a teacher) within the Kentucky Code of Ethics for Educational Personnel?
4. Describe the role of reflection in instructional decision making.
5. What are your strengths and areas for improvement regarding the COE dispositions and Kentucky teacher standards?

DIRECTIONS: To review the electronic portfolio, the advisor may:

Ask the student to open the portfolio and scroll through it to see if artifacts have been added.
Ask the student to bring artifacts and reflections to the interview to review and discuss.
Ask the student if he/she has created the electronic portfolio and if artifacts have been added.

The purpose is to check that the student has begun a portfolio, assess program progress, and determine adequacy of writing and speaking skills.

If the student has not begun a portfolio they should be immediately directed to an education advisor.

A review of the student's formative eligibility portfolio was addressed during the interview. □

Interviewer: Please place one check next to the response for each item which you feel best represents what the student demonstrated during this interview and during the time that he/she has been your advisee. Ratings are in comparison with other students entering teacher education.

1. Effectively and correctly communicates ideas and reasoning
   □ Outstanding □ Satisfactory □ Weak □ Serious Problem
2. Uses supporting ideas and reasoning for reflective decision making
   □ Outstanding □ Satisfactory □ Weak □ Serious Problem
3. Demonstrates ethical thinking when describing the need to act according to professional standards of behavior
   □ Outstanding □ Satisfactory □ Weak □ Serious Problem
4. Shows responsibility by considering the consequences of one's behavior and pursuing tasks with thoroughness and consistency
   □ Outstanding □ Satisfactory □ Weak □ Serious Problem
5. Demonstrates caring by showing devotion, compassion, and regard for the welfare of others
   □ Outstanding □ Satisfactory □ Weak □ Serious Problem
6. Communicates tolerance by respecting different perspectives and people with a variety of differences and views
   □ Outstanding □ Satisfactory □ Weak □ Serious Problem
7. Expresses enthusiasm for teaching by a passionate interest in students and learning
   □ Outstanding □ Satisfactory □ Weak □ Serious Problem
8. Shows confidence about possessing the ability, judgment, and internal resources to be a successful teacher
   □ Outstanding □ Satisfactory □ Weak □ Serious Problem

Interviewer’s Recommendation
Based this interview, I recommend: (check one)
   □ APPROVAL of the student as appropriate for training in the teaching profession.
   □ A SECOND INTERVIEW with another interviewer or the College Admissions Committee.
   □ REJECTION of the student for teacher training at this time

Interviewer’s Comments:

Interviewer’s Name ___________________________ Department ___________________________ Phone Number ___________________________

Interviewer’s Signature ___________________________ Date ___________________________

Please return completed interview form to:
Director, Teacher Education Services
2101 Alexander Hall
A10
PROFESSIONAL BEHAVIOR, PROFESSIONAL ETHICS AND BACKGROUND CRIMINAL CHECKS

1. All certification students are expected to abide by the Kentucky School Personnel Code of Ethics. (See Pg. E1-E2)

2. Persons convicted of a felony or crimes involving morals violations are not eligible for a Kentucky Teaching Certificate. Persons who have been dishonorably discharged from the armed forces, or who have had a professional certificate revoked may not be eligible for a Kentucky Teaching Certificate.

3. The Kentucky Education Professional Standards Board actively monitors the certified teaching workforce and certification applicants.

4. All applicants for admission must complete a Declaration of Eligibility for Certification attesting that they are free of criminal record and professional ethics violations. A similar statement is included as part of the application for a teaching certificate. A student who identifies any criminal record must provide Teacher Education Services with a full description of this history. Once the Declaration of Eligibility for Certification has been completed and signed, if the attestation changes during the time of participation in the teacher education program the Director of Teacher Education Services must be notified immediately and a new declaration should be submitted.

5. Certification candidates are required to maintain professional rules of confidentiality. Any knowledge of students, teachers or schools gained through participation activities must be held in strict confidence.

6. All student teachers shall be subject to a state and national criminal records check. (KRS 161.042 Section 2, #4 and 160.380 Section 3, 4 a, b)

KENTUCKY TEACHER STANDARDS AND PORTFOLIO

COE Policy 6.8 requires students to create an eligibility portfolio documenting mastery of the KY Teacher Standards. (See pp. E3-E-5). The working portfolio, started early in the program (EDU 103 or equivalent), provides opportunities for the student to post assignments that address the Kentucky Teacher Standards. The working portfolio is reviewed with the student at admission to teacher education, and again at admission to student teaching. During student teaching the student develops a TPA portfolio (Teacher Performance Assessment) that includes most artifacts from the working portfolio, but also demonstrates the student teacher’s ability to design instruction, assess learning, and analyze student results. The TPA portfolio is scored by the university coordinator and a second reader from the College or University. Portfolio Help Sessions may be found at http://coe.murraystate.edu/livetext/ or contact Dr. George Parmer @ george.parmar@coe.murraystate.edu or (270)-809-7042.

COLLEGE ADMISSIONS COMMITTEES AND COMMITTEE REVIEWS

1. Students are actually admitted to teacher education by a College Admissions to Teacher Education Committee. The committees are made up of representatives from the college's academic department, the public schools, and a representative of the College of Education.

2. The Admission to Teacher Education Committees review those students who have formally applied to teacher education following orientations.

3. On-Campus applicants must bring all application materials IN PERSON to Teacher Education Services so that they can be reviewed for completeness. 2 + 2 students submit all application materials to their 2 + 2 Site Coordinator.

4. Only students who have been admitted to Murray State University and who have declared a major and established residency by registering for Murray State University courses can apply for a committee review.

APPEALS

All appeals are initiated in letter form by the student or the student’s advisor and submitted to the Director of Teacher Education Services. The Director will assemble an appropriate committee to consider an appeal and will notify the student of the committee’s decision.

WARNING FOR STUDENTS NOT MEETING ALL ADMISSION REQUIREMENTS

1. Students must meet all admissions standards, including all testing and GPA standards. Standards are established by the Education Professional Standards Board, and the university has no authority to waive these standards.

2. Students who do not meet admissions standards are not eligible to take UPPER LEVEL EDUCATION COURSES without departmental approval.

3. Students who do not meet admissions standards and who delay seeking admission to the Teacher Education Program are ineligible for student teaching even though they may have completed more of the teacher preparation program than the recommended introductory courses in teacher education.

Teacher as Reflective Decision Maker
RULES FOR POST-BACHELORS STUDENTS PURSUING CERTIFICATION

1. Irregular students must have a 2.45 OVERALL UNDERGRADUATE GPA as a PREREQUISITE for entering a certification program. Students with less than a 2.45 undergraduate GPA must raise that GPA to 2.45 in order to be eligible for student teaching or to be recommended for a certificate. A candidate who does not meet the grade point average must have a grade point average 3.00 on a scale on the last sixty (60) hours of credit completed, including undergraduate and graduate coursework, for admission to teacher education, per 704 KAR 20-695, (2) (b).

2. For persons with degrees from other institutions, it is the responsibility of appropriate MSU departments to verify that the courses a student has taken comprise what would be an equivalent MSU major/area(s). Advisor and departmental review also establishes the approved program(s) which thereby become the basis for calculating the major GPA's.

3. After a student graduates, the official transcript GPA may not be altered. However, a student may raise his/her calculated undergraduate GPA through retakes in the normal fashion, or by adding undergraduate general education or specialized subject matter courses. Any changes in an approved individual curriculum or program contract must be approved by the appropriate department.

4. Calculated overall undergraduate GPA's for post-bachelor's certification students are calculated by the Registrar and displayed on an official signed Registrar's letter.

MOST COMMON HINDRANCES TO BEING ADMITTED TO TEACHER EDUCATION

1. No General Academic Proficiency scores. You must provide Teacher Education Services with scores. Check your files or contact your High School Guidance Counselor for your ACT scores. For options available see A5.

2. GPA too low...a minimum 2.45 GPA on a 4.0 scale is required for admission and remains a requirement throughout the teacher certification program. Courses with poor grades should be retaken. Retaking courses is the most efficient method of raising the GPA.

3. Have not completed minimum credit hours...Must have completed a minimum of 24 credit hours with a minimum 2.45 GPA to include the following coursework:
   a) ENG 104 or 105 with a “B” or better
   b) MAT 117 (or higher level approved math course) with a “C” or better
   c) COM 161 or HON 165 with a “C” or better
   d) EDU 103 with a “C” or better (or AED 380, ELE 605, CTE 200, CDI 480, MUS 123, CTE 501 (CTE 501 applicable to Grad Students only))

COMPUTER LITERACY AND TECHNOLOGY APPLICATIONS

A. It is the intent of state regulations and NCATE accreditation standards to ensure that all teacher education students shall gain skill and knowledge with computing and technology applied to teaching. All teacher education students must demonstrate computer literacy and skills using technology in the schools. This is required for certification as specified in KY Teacher Standard VI.

B. Demonstration of Computer Literacy and Applications: Computer literacy may be demonstrated by either completing an appropriate course or by taking a challenge exam. (See E. below for challenge exam information) If a student chooses to demonstrate computer literacy by course work, they must take CSC 199, Computer Concepts and Applications or its direct equivalent at the Community College or another school from which the student has transferred, with a “C” or better.

C. Establishing Whether a Course is Equivalent to the Above Courses: From time to time a student will have taken a computer course not listed in these regulations which meets the requirements of the computer literacy or applications requirement. A student who wishes to have a course equivalency determined should contact Alison Marshall in the Registrar's Office.

D. Timeline to Demonstrate Computer Requirements: Students are expected to have met computer requirements prior to student teaching. Students will not be recommended for a certificate until all applicable requirements are met.

E. Registering for the Computer Literacy and Application Exam: Contact Tamea Hayton, Department of Computer Science and Information Systems, for the most current information regarding dates, times, and fees. (859-2094) Passing this exam will be recorded on the transcript as a 3 hour “CR” for CSC 199.

F. Check with your academic advisor to determine if this is a course requirement or if this requirement is met through other means.
FIELD & LABORATORY EXPERIENCES - GENERAL CONCEPTS

INTRODUCTION

Field and laboratory experiences occur throughout the Teacher Education Program at Murray State University. To meet Kentucky teacher certification and NCATE accreditation requirements, all students must show that they have completed all required pre-student teaching laboratory experiences, divided between field and laboratory situations. The Murray State University approach to meeting this requirement is to apportion field and laboratory experiences throughout the professional teacher education courses.

Student teaching, which is the clinical experience prior to certification, builds directly on the experiences in the laboratory component and leads the student directly into a successful experience in the Kentucky Teacher Internship Program.

PRE-STUDENT TEACHING FIELD EXPERIENCES

All pre-student teaching field experiences are coordinated through Teacher Education Services. The Coordinator of Field Services is responsible for making all placements of students into field situations and for collecting verifications from professors noting that students have completed all of the field hours and activities assigned to that particular course. The Coordinator of Field Services is also responsible for maintaining a file of field experience records for each student pursuing teacher certification. This file is made available to the Director of Teacher Education Services so that it may be verified that each student has completed all of the Murray State University teacher education professional field experiences prior to seeking initial certification.

Field experiences are also an important part of the MSU continuous assessment program. At the end of each course required for certification, instructors have an opportunity to comment on student performance. When comments are made, they are included in the student’s file as evidence of progress throughout the program. Indications of problems, as documented by the flagging system, will be reviewed by the appropriate College’s Admission to Teacher Education Committee.

In most instances, field experiences take place during regular class time and are supervised by the professor who is teaching the course. The involvement of the student in the classroom varies from simple observation (in introductory courses) to responsibility to teach one or more lessons (in the more advanced practica). In all instances, students are thoroughly prepared for their experiences prior to going out to the field and are given opportunities to reflect on their experiences after they are over.

TRANSPORTATION OF STUDENTS TO FIELD SITES

Most field experiences take place within a radius of fifty miles from the Murray State University campus. Students are transported to and from the field sites in MSU vehicles whenever possible. This provides them with an opportunity to make final preparations, as a group, for the experience and to discuss the experience with their professor on the way back to campus. A $20.00 transportation fee is assessed for the following on-campus courses: EDU 103; CTE 200; ELE 304; SED 360; ELE 401; and PHE 404. There are occasions when students are responsible for their own transportation and time arrangements.

GUIDELINES FOR STUDENT PARTICIPATION IN FIELD EXPERIENCES

All field experiences that occur in the public school setting require students to behave in an ethical and professional manner. The following guidelines are intended to help illustrate appropriate and inappropriate behaviors.

1. Any information or impression of the school in which you participate is confidential. When you apply for admission to Teacher Education, you are required to sign the Kentucky School Personnel Code of Ethics that states, “You 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.” Teaching-learning situations will be discussed in the university classroom. No personalities will be included.

2. You are required to sign a Student Record Confidentiality and Professional Decorum Acknowledgment before beginning any field experience. (See page A-14)

3. Remember that you are a guest in the school. The total program of participation depends upon the success of each individual in his/her assignment.

4. Keep the appointment you have made with the schools. The teachers and students count on your presence. Enter the classroom at the appropriate time and stay for the full length of time scheduled.

5. Any changes in the dates or times of your placement must be approved by the cooperating teacher Audrey Brown. (809-2594)

6. The teachers’ first priorities are the students in their classrooms. They are willing to help you, but your presence is not their primary responsibility. Enter into your activities as soon as possible.

Teacher as Reflective Decision Maker
7. Do not ask the school personnel to allow you to do what the staff members are not allowed to do. If you do not know protocol, ask the classroom teacher or the principal.

8. Follow the routine established by the teacher for the classroom.

9. If more than one student is assigned to the same classroom, stay on task. It is unprofessional to talk to a classmate while observing or participating.

10. Local schools have asked that you meet the standards of their dress codes. If you cannot meet these standards, you will not be allowed to participate. They have specifically asked that your presence not be a distraction to their students.

11. Behavior that is not acceptable to a school can result in the school requesting that you be removed from this experience.

12. Generally the university instructor or a teaching assistant will be in the building with you. If you have a problem that cannot be solved by your teacher, go to your university instructor or teaching assistant.

13. If you must miss a field experience due to illness, etc., you should notify the school, your cooperating teacher and your university professor.

14. Wear the nametag provided. Some schools may also require you to wear their nametag.

15. Leave book bags at home or in your vehicle.

16. Many schools have a no chewing gum rule. Do not chew gum in the school buildings.

17. While in the school, follow every procedure in which the students are involved (fire drills, assembly, etc.).

18. The field experience is a vital part of your class. Make the best use of the experience.

19. Exhibit a positive attitude at all times. Take the time to thank the cooperating teacher(s) and students for allowing you to share this experience with them.

20. If the university transports your class, departure time will be designated. If you miss the van/bus, make every effort to get to your assignment (unless otherwise directed).

21. Individuals transported by university vehicles are responsible for getting themselves back to the bus at the appointed time, keeping in mind that others may be due back on campus.

22. You are to return to Murray State University on the same vehicle you rode to the site.

23. Field service placements will be posted on COESIS. (See information below)

24. If you have further questions regarding these guidelines or your placement, contact the MSU Field Service office at 809-2594 or 809-2054.

To view placements:

1. Open web browser (Internet Explorer or Netscape) from a Murray State University computer within the maunet2k domain.

2. In the address field,
   (a) type http://claymore.maunet2k.edu/coe

   or

   (b) type http://www.murraystate.edu/coe and select the COESIS button near the top of the screen.

3. Select Student Access from the COE Student Information Systems screen.

4. Enter Murray State University network Username and Password. **

5. Select Participation on the left side of screen.

**Murray State University usernames and passwords must be authenticated each semester. Login on a computer on campus with username murray and password racers. Follow the instructions for activating your account. Students experiencing difficulty with usernames and passwords should contact the Murray State University Help Desk at 270-809-2346.
STUDENT RECORD CONFIDENTIALITY
AND PROFESSIONAL DECORUM ACKNOWLEDGMENT

I understand that by virtue of my participation and/or enrollment in Course No. ______________________ at Murray State University, I agree to adhere to the following:

1. Dress professionally, according to staff dress code requirements for the school district or building in which I will be attending;

2. Communicate with school staff in a professional manner;

3. Maintain a professional (teacher/student) relationship with all students with whom I come in contact; and

4. Recognize that I may have access to oral information and records, whether by paper copy or computer files, which contain individually identifiable information/confidential academic records on students, the disclosure of which is prohibited by the Family Educational Rights and Privacy Act of 1974 (FERPA) and KRS 160.700 et seq. and that such disclosure could subject me to penalties imposed by law. I further acknowledge that I fully understand that the disclosure by me of this information to any unauthorized person is also a violation of Murray State University’s policy and could subject me to disciplinary action imposed by Murray State University.

Print student’s name ___________________________ Student’s signature ___________________________

Date Signed ___________________________

Teacher as Reflective Decision Maker
TRACKING STUDENT PERFORMANCE IN THE FIELD AND CLINICAL COMPONENTS OF PROFESSIONAL EDUCATION-RELATED COURSES

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

1) to verify that students have successfully completed the field and laboratory activities associated with the course, and

2) to determine if students have displayed characteristics which should be “flagged” as they have completed the course requirements. Professors may issue Positive or Negative flags based on Kentucky New Teacher Standards, College of Education Dispositions and/or Professional Behaviors.

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

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

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

EVALUATION

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

CONTINUOUS ASSESSMENT

1. The MSU Teacher Preparation Programs adhere to the concept of continuous assessment of student progress. Mechanisms to improve and extend continuous assessment activities are developed and/or revised as needed.

2. Currently students are assessed in their ability to: (a) engage in KERA-oriented teaching activities and situations, (b) be successful in field and clinical activities, (c) show growth toward meeting the Kentucky New Teacher Standards, and (d) demonstrate academic skill proficiency.

3. Student progress is reviewed in each professional education course. Progress reports, known as “flag” reports, are filed with Teacher Education Services and become a part of the individual student’s Teacher Education file. The Optional Checklist of Student Characteristics (See p. A 11) is an additional way to document a student’s progress toward demonstration of the dispositions.

4. Problems or concerns raised by the Continuous Assessment process are reviewed by the appropriate College Admission to Teacher Education Committee. NEGATIVE FLAGS MAY BE GROUNDS FOR DISMISSAL FROM THE TEACHER EDUCATION PROGRAM OR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.

FLAGS

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

The Murray State University teacher preparation program is designed to help students be successful, not only as educational personnel in the KERA classroom environment, but in any classroom in the world. As a result, the MSU faculty and staff are committed to assessing student knowledge, skills, and attitudes in a wide variety of domains. The following “flags” for evaluation of student performance in Professional Education Coursework is one tool being used to achieve these ends.
“FLAGS” FOR EVALUATION OF STUDENT PERFORMANCE IN PROFESSIONAL EDUCATION COURSEWORK/FIELD EXPERIENCE

STUDENT: ___________________________ SS: ___________________________ M#: ___________________________ Major: ___________________________

COURSE: ___________________________ SECTION: ___________________________ SEM/YR: ___________________________

PROFESSOR: ___________________________

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

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

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

College of Education Dispositions
1. Tolerant – Considers new ideas, alternative possibilities, different perspectives, and people representing a variety of differences without prejudice or bigotry.
2. Responsible – Considers consequences and makes decisions in a rational and thoughtful manner for the welfare of others; acts with integrity to pursue an objective with thoroughness and consistency.
3. Enthusiastic – Is eager and passionately interested in tasks that relate to beliefs about education.
4. Caring – Demonstrates devotion, compassion, and regard for the welfare of others.
5. Confident – Exhibits certainty about possessing the ability, judgment, and internal resources needed to succeed as a teacher.
6. Ethical – Conforms to accepted professional standards of conduct by making decisions based on standards and principles established by the education profession.
7. Demonstrates becoming a reflective decision-maker.

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

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

☐ III. Rather than perceiving problems with this student, I have identified an unusually high level of effort or ability in coursework for this student. Include comments on back, if desired.

I HAVE DISCUSSED THESE MATTERS WITH THIS STUDENT – Date: ___________________________

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

Professor Signature: ___________________________ Date: ___________________________

Student Signature: ___________________________ Date: ___________________________

Revised 8/08

Teacher as Reflective Decision Maker
STUDENT TEACHING INFORMATION

STUDENT TEACHING AT MURRAY STATE UNIVERSITY

Student teaching is the clinical experience prior to a student entering the work force as a certified teacher. Student teaching builds on prior pre-student teaching field and laboratory experiences and prepares the student for the year-long internship which is required for all beginning teachers in Kentucky.

ADMISSION TO STUDENT TEACHING ORIENTATION

1. All students seeking certification are also required to attend an Admission to Student Teaching Orientation. Orientations are only held in the fall and spring. Students should attend a student teaching orientation one year or two semesters prior to the semester in which they will student teach.

2. All student teaching seminars and meetings, including information on certification and entering the job market, will occur during the student teaching semester. You will be notified of the seminar dates after admission to Student Teaching.

CDI and Student Teaching

Because all CDI students in the certification program are graduate students, admission for CDI students is managed cooperatively between the CDI program and Teacher Education Services.

Agriculture and Student Teaching

1. The student teaching placement process is managed by the College of Education through Teacher Education Services.

2. It is the student’s responsibility to be sure that an application for a Kentucky Teaching Certificate (TC-1) has been filed with Teacher Education Services or the electronic (Kentucky KECI) application for certification, has been submitted electronically. The required PRAXIS II and Principles of Learning and Teaching scores must also be filed with Teacher Education Services.

THE CONCEPT OF AN “APPROVED PROGRAM”

1. All Kentucky institutions of higher education with teacher preparation programs file “approved programs” with the Education Professional Standards Board. For example, out of all of the possible courses that a person seeking high school English could take, the courses in the “approved program” are the courses that the institution and the certifying agency have agreed must be taken to be recommended for a certificate. Again, using the English major/area as an example, the “approved program” for teaching English could be different in a number of ways from the courses that would be taken by a person not intending to teach English as a certified teacher in the public schools. All students, as a prerequisite for admission to student teaching status, must place a copy of their “approved programs” in the major, or area(s), and professional education course sequence on file with Teacher Education Services. These approved programs, signed and reviewed by authorized departmental advisors, indicate that all courses, whether MSU, transfer or substituted courses, together are equivalent to the approved programs on file at the state-certifying agency. Transfer or substituted courses must be completely documented in the student’s teacher education file.

2. GPA’s are calculated on the courses in the approved programs, not on all courses with a common course prefix. Calculating the Overall Undergraduate GPA: 1) The overall GPA reflects all grades, credit hours, and quality points on a student’s transcript. All courses taken at the university level appear on a student’s transcript and there is generally no provision at MSU for removing a course from a transcript. (See UG Catalog for rules on Academic Forgiveness) 2) Students may retake courses. Effective fall 2009 if a non-repeatable for credit course is taken multiple times, only the last attempt will be calculated in the cumulative GPA and count toward hours earned. Transfer credit will be treated the same way as MSU credit under this policy change. Therefore, an equivalent transfer course could mark off an MSU course.

3. Individual Curriculum Contracts, or approved Programs, and the Calculation of GPA’s in the Teaching Majors/Areas:

   a. The teaching majors/area(s) GPA’s are calculated by reference to a student’s performance in courses on individual curriculum contracts which have been developed to meet the requirements of MSU approved programs. An MSU approved program is one that is listed in the MSU Undergraduate Catalog and filed with the Education Professional Standards Board. An individual student curriculum contract (approved program) is a signed document which outlines the sequence of courses developed by a student and his/her assigned advisor in a major, or area(s) to meet requirements for graduation and certification. Only courses included in the signed curriculum contract are used in calculating GPA’s. These forms are distributed at Admission to Student Teacher Orientations only.

   b. A student must complete MSU individual curriculum contracts in his/her teaching majors/area in order to be recommended for certification by MSU.
c. Substitutions for courses in an individual curriculum contract must be approved by the chairperson of the appropriate department. A copy of the course substitution form must be attached to the approved program form.

d. Once the major area programs for which GPA’s are to be calculated have been identified, all university rules concerning the calculation of GPA’s are followed.

4. General Concepts on approved Programs and Calculated GPA’s: The Office of Teacher Education Services follows university policy in calculating GPA’s. These policies are outlined in the University Undergraduate (UG) catalog and are more fully detailed in the operating procedures of the MSU Registrar’s Office. Official GPA’s are calculated by the Registrar’s Office and displayed either on the student transcript or on a letter bearing the Registrar’s signature and seal. According to Education Professional Standards Board regulations, all candidates must meet a minimum 2.45 GPA standard overall, (See page A4 on the GPA rule) and in the professional education courses and major, subject area(s) and emphasize under which they plan to be certified as a prerequisite for admission to student teaching. Approved programs are those programs filed with the Education Professional Standards Board that designate the specific courses that are required for a student to be eligible for a specific certificate. Responsibility for approved programs rests with the academic department. Changes or substitutions in approved programs are authorized by the appropriate departmental advisor and initialed on the approved admissions program or course listing forms. A copy of the substitution form must accompany the approved program when the student teaching admissions packet is filed with Teacher Education Services.

GENERAL INFORMATION

1. Attendance at an Admission to Student Teaching Orientation two semesters prior to the student teaching semester is a PREREQUISITE for student teaching placement. Dates for orientations are available from Teacher Education Services. See sheets D1 and D2.

2. Placements are the responsibility of the Coordinator of Student Teaching and appropriate school system officials. Students should not attempt to make their own student teaching placements.

3. Placement as a student teacher requires Admission to Teacher Education and Admission to Student Teaching.

4. All student teaching assignments are all day for 14 weeks except Communication Disorders and undergraduate Technology Education assignments, which are all day for eight weeks.

5. Transportation to student teaching assignments is the responsibility of the student.


7. Student Teaching assignments are posted on COESIS at the end of the semester preceding the student teaching assignment. You will need to check your information at http://claymore.murel2k.edu/tes. After receiving the assignment, students should arrange through the school’s principal to meet the supervising teacher(s).

8. Students may not register for any other classes during the student teaching semester except for the Student Teaching Seminar. Any exception must be requested in writing by the student’s advisor and approved by the Dean of the College of Education. However, according to the MSU bulletin, “If an exception is made in any individual instance, the undergraduate must have an overall grade point average of at least 3.0, or at least 3.0 for the previous semester.” Request forms are available at TES.

9. After one (1) unsuccessful undergraduate student teaching placement (undergraduate placement) or graduate student teaching practicum placement (graduate placement) due to unsatisfactory performance, a plan for improvement may be deemed necessary (improvement plan) by the College of Education. If an improvement plan is deemed necessary, a written plan will be prepared and reviewed with the student. No student may reapply for student teaching until the improvement plan has been successfully completed. Once the improvement plan has been successfully completed by the student, the student may reapply for admission to student teaching and, if admitted, a new placement will be pursued. Successful completion of any plan of improvement does not guarantee readmission to student teaching.

Any student who has an unsuccessful undergraduate placement or graduate placement due to unsatisfactory performance may be refused readmission to student teaching if it is determined that the student’s performance/behavior during the placement was so egregious, unprofessional, or otherwise grossly incompetent as to render consideration of an improvement plan and/or a second placement inadvisable. A student who re-applies and is denied admission to student teaching on such grounds will be informed in writing of the Admission to Teacher Education Committee’s decision. The grounds stated here are not the exclusive reasons for denying readmission. A student denied readmission to student teaching as per paragraphs 1 or 2 above may pursue an appeal as per the College of Education Grievance Procedure.

Any student who has had two (2) unsuccessful undergraduate placements or graduate placements shall not be readmitted to student teaching. An unsuccessful placement includes, but is not limited to, termination of placement due to unsatisfactory performance or performance otherwise deemed to be unsatisfactory. An unsuccessful placement may exist regardless of any grade (e.g. “X”, “T”, “W”, “WP”, or “E”) assigned. (Effective August 2004)
GPA RULE AND STUDENT TEACHING

Any student with LESS THAN A 2.50 overall minimum GPA or in any required academic or professional education area will not be allowed, under any circumstance, to begin student teaching. However, based on the rounding policy, approved 11/19/01 by the Education Professional Standards Board, a 2.450 GPA shall be rounded up to a 2.5. All GPAs between a 2.450 and 2.499 shall be rounded up to a 2.5.

PROFESSIONAL BEHAVIOR, PROFESSIONAL ETHICS AND BACKGROUND CRIMINAL CHECKS

1. All certification students are expected to abide by the Kentucky School Personnel Code of Ethics.

2. Persons convicted of a felony or crimes involving morals violations are not eligible for a Kentucky Teaching Certificate. Persons who have been dishonorably discharged from the armed forces, or who have had a professional certificate revoked may not be eligible for a Kentucky Teaching Certificate. Contact EPSB at 1-888-598-7667 to discuss individual concerns with their attorney.

3. The Kentucky Education Professional Standards Board actively monitors the certified teaching workforce and certification applicants.

4. All applicants for admission must complete a Declaration of Eligibility for Certification attesting that they are free of criminal record and professional ethics violations. A similar statement is included as part of the application for a teaching certificate. A student who identifies any criminal record must provide Teacher Education Services with a full description of this history. Once the Declaration of Eligibility for Certification has been completed and signed, if the attestation changes during the time of participation in the teacher education program, the Director of Teacher Education Services must be notified immediately and a new declaration should be submitted.

5. Certification candidates are required to maintain professional rules of confidentiality. Any knowledge of students, teachers or schools gained through student teaching activities must be held in strict confidence.

6. All student teachers shall be subject to a state and national criminal records check. (KRS 161.042 Section 2, #4 and 160.380 Section 3, 4 a, b). Each school district has the right to refuse the placement of a student teacher at their site based on the criminal record of such student.

HEALTH CONCERNS AND TEACHER CERTIFICATION

Students should be aware that being a teacher requires them to work in an environment that is open to a wide variety of health hazards. All teacher certification students’ personal immunizations should be up-to-date. Forms and assistance analyzing personal immunization histories are available from the MSU Student Health Services. All students are required to have a record of TB skin test and physical on file at Teacher Education Services prior to student teaching. All public health issues are of particular concern to teachers and students seeking teacher certification.

PRAXIS SCORES

Passing PRAXIS II and Principles of Learning and Teaching scores for your appropriate specialty area(s) and certificate level are required for a student to be recommended for certification. PRAXIS and PLT scores are filed in Teacher Education Services and recorded by Teacher Education Services on the TC-1 Form. During the application process, Teacher Education Services will notify students for whom passing PRAXIS and PLT scores have not been received. After receiving notification, it is the student’s responsibility to verify that passing scores have been posted at Teacher Education Services.

TOP 10 QUESTIONS ASKED BY PRAXIS CANDIDATES


2. What if I miss a registration deadline? For information regarding missed deadlines, go to www.ets.org/praxis/register.html.


5. Is there a score verification service? Information about score verification is available at www.ets.org/praxis/understandscores.html. Click on interpreting scores.

7. Where can I find information on free Tests at a Glance?
   A detailed description of each Praxis test is available online at www.ets.org/praxis/taazs.html.

8. Where can I get information about test anxiety, general information and study tips?
   Two helpful free pamphlets are available online at www.ets.org/praxis/pamphlets.html.

9. Where can I order the Diagnostic Preparation Program?
   Go to www.ets.org/praxis/dpp.html, click “completing an order form,” print and complete the form, and fax it to 1-609-530-0581, or call 1-609-771-7906 to order by phone.

10. How can I contact ETS about The Praxis Series assessments?
    You can find contact information to call, fax or e-mail the ETS Call Center at www.ets.org/praxis/contact.html.

TEACHER CERTIFICATION REQUIREMENTS

Teacher certification requirements are subject to change. Before registering for the test(s), please refer to the Education Professional Standards Board (EPSB) website at www.kyepsb.net for current requirements or contact Ms. Jamie Rice at 502-564-4606 or toll free 888-558-7667.
PRAXIS INFORMATION
WHAT TESTS TO TAKE FOR KENTUCKY CERTIFICATION
TEST DATES, CUT-OFF SCORES, PHONE NUMBERS

NOTE: Register online at www.ets.org/praxis/register.html well before the deadline date.
NOTE: Late registration fee is $45.00
NOTE: Fee waiver deadlines are very early. Deadline date for the first fall 2009 test is 8/19/10 and for the second test 10/14/10.

Specialty tests must be taken in each and all areas in which a student is seeking certification. In addition, on May 14, 2001, the Education Professional Standards Board approved the use of the Principles of Learning and Teaching (PLT) test series that is now required of all new beginning teachers. This test measures the general pedagogical and professional knowledge of teaching candidates at three grade levels: K-6, 5-9, and 7-12. This test is required for teacher candidates who make application for a Kentucky certificate after January 1, 2002.

SEE D1/D2 SECTION FOR TEST DATES AND DEADLINES

Murray State University Test Code: R1494
EPSR: R7283
MSU Test Center Code: 03058

Education Professional Standards Board, Teacher Certification, Division of Educator Preparation and Internship: 502/573-4606 OR 888/598-7667
Educational Testing Service Field Office: 708/869-7700

CAUTION: A separate registration form must be filed for each day of testing. The specialty area tests are either one (1) or two (2) hour tests, which range in cost from $65.00 to $115.00 plus the $50.00 registration fee. The fee for the PLT test is $90.00.

When and where are these tests given? The tests are administered by ETS on dates established by that organization. Registration information can be found online at www.ets.org/praxis/register.html, at the MSU Counseling and Testing Center, or by direct correspondence with ETS at the following address:

Educational Testing Service
Rosedale Road
Princeton, NJ 08541 USA
Phone: (609) 921-9000

How long are the tests valid? Scores on tests completed more than five years prior to application for certification shall not be acceptable.

Who will receive the test results? Educational Testing Service (ETS), the agency that administers the PRAXIS tests, permits an examinee to designate three score recipients. Applicants for certification must designate the Education Professional Standards Board (R7283) and Murray State University (R1494) as score recipients. The examinee also receives a copy of the scores. Additional reports may be obtained for a fee of $40 per recipient.

Test takers who are deaf or hard-of-hearing can call TTY (609) 771-7714. Registration information is available online at www.ets.org/praxis/register.html. Prospective teachers should successfully complete the tests well in advance of applying for certification and should allow four to six weeks for scores to be processed by ETS. Most colleges and universities serve as testing centers. A complete list of the available sites is contained on the ETS website.

What are the fees? Each assessment has a fee that is paid to ETS. The ETS website and the MSU Counseling and Testing Center has the list of fees for assessment. The EPSB does not receive any portion of this fee. Fee waivers are available for students qualifying for financial aid. Application forms are available on the ETS website and at the MSU Counseling and Testing Center. These forms must be validated by MSU Financial Aid and returned to ETS by the student. Fee waivers are available while funds remain. Students are encouraged to apply early. Those students planning to take the exams in the fall or spring of 2010-2011 should consider applying for the fee waiver in the fall of 2010.

How do I register for required tests in specific content areas that are not administered by ETS? Applicants for the National Occupational Competency Testing Institute (NOCTI) test required for a certificate in specific industrial education areas should contact the local district in which they will seek employment to obtain registration information. The Workforce Development Cabinet administers the tests at regional Kentucky Tech assessment centers.
Are special conditions available for the disabled? Kentucky administers tests according to the policies prescribed by ETS concerning special conditions and arrangements for disabled individuals. Please refer to the ETS website for information. Any resident of the United States, Canada, or Puerto Rico, with a physical, emotional, or learning disability that would prevent him/her from taking the tests under normal conditions may request special arrangements from ETS. Contact Services for Students with Learning Disabilities at 809-2018.

What if I come from another state? Candidates eligible for a Kentucky teaching certificate through interstate agreements with other states shall successfully complete tests required in all content areas for which certification is requested. Two years of appropriate teaching experience outside of Kentucky will waive the internship requirements.

Principles of Learning and Teaching Test. On May 14, 2001, the Education Professional Standards Board approved the use of the Principles of Learning and Teaching (PLT) test series that is a requirement for all new beginning teachers. This test measures the general pedagogical and professional knowledge of teaching candidates at three grade levels: K-6, 5-9 and 7-12. This test is required for all teacher candidates who make application for a Kentucky certificate after January 1, 2002. Students seeking initial certification in September 2003 and thereafter will be required to meet the cut score of 161. Special Education, CDI, and IECE majors are not required to pass the PLT.

Free Test Preparation: PRAXIS Test-at-a-Glance (TAAG) booklets, which provide an outline of each test along with sample questions, may be downloaded from the Educational Testing Service (ETS) website by visiting http://www.ets.org/praxis/ and choosing the ‘Prepare for a Test’ link. The Reducing Test Anxiety publication is now available from the ETS website at http://www.ets.org/Media/TestSS/PRAXIS/pdf/01361anxiety.pdf. A General Information and Study Tips booklet is also available on the ETS website as a free PDF file at http://www.ets.org/Media/Tests/PRAXIS/pdf/01361generalinfo.pdf.

INFORMATION ON KENTUCKY TEACHER CERTIFICATION AND BEGINNING TEACHER EXAMINATIONS, MAY 2001, provided by the Education Professional Standards Board, Division of Teacher Education and Certification

In-state applicants for initial certification:

1. Complete an approved teacher preparation program at a regionally accredited teacher education institution and have a cumulative grade point average (GPA) of 2.45 on a 4.0 scale;  

2. Successfully complete the assessments appropriate for each content area and grade range for which certification is requested; * and 

3. Submit a TC-1 application, or electronically, KECl (application for certification), to the Division of Certification at the Education Professional Standards Board (EPSB). 

4. View the status of application by logging on to the EPSB website at www.kyepsb.net and clicking the “View My Application History” link. This will provide up-to-the-minute status of each document pertaining to applications. If cases are complete, applicants will receive an estimate of when certificates will be mailed.

Then what happens:

STEP 1: A Statement of Eligibility (SOE) is issued that allows a candidate to seek a position in a Kentucky public school district or an accredited non-public school.

STEP 2: Once a position is accepted, the school district or non-public school sends a Confirmation of Employment (COE) to the Division of Educator Preparation and Internship at the EPSB.

STEP 3: The new teacher is enrolled in the Kentucky Teacher Internship Program (KTIP), and receives a one-year provisional certificate for the internship.

STEP 4: Upon successful completion of KTIP, the teacher receives a four-year professional certificate.

*Scores on assessments completed more than five years prior to application for certification shall not be accepted.

Do the assessments have to be passed before an individual can receive the Statement of Eligibility?

Yes! Prior to receiving a Statement of Eligibility, an applicant must have a passing score on all assessments required in each content area for which certification is requested.
<table>
<thead>
<tr>
<th>Certification Area</th>
<th>Test Code</th>
<th>Test Name</th>
<th>Passing Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interdisciplinary Early Childhood</td>
<td>0023</td>
<td>Interdisciplinary Early Childhood Education (Passing score effective 1/1/11)</td>
<td>166</td>
</tr>
<tr>
<td>Education - Birth to Primary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary Education (P-5)</td>
<td>0014</td>
<td>Elementary Education: Content Knowledge</td>
<td>148</td>
</tr>
<tr>
<td>Middle School Education (S-9)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• English</td>
<td>0049</td>
<td>Middle School English/Language Arts</td>
<td>158</td>
</tr>
<tr>
<td>• Mathematics</td>
<td>0069</td>
<td>Middle School Mathematics</td>
<td>148</td>
</tr>
<tr>
<td>• Social Studies</td>
<td>0089</td>
<td>Middle School Social Studies</td>
<td>149</td>
</tr>
<tr>
<td>• Science</td>
<td>0439</td>
<td>Middle School Science</td>
<td>144</td>
</tr>
<tr>
<td>Special Education (P-12)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Communication Disorders</td>
<td>0353</td>
<td>Education of Exception Students: Core Content Knowledge</td>
<td>157</td>
</tr>
<tr>
<td>and 0330</td>
<td></td>
<td>Speech Language Pathology</td>
<td>600</td>
</tr>
<tr>
<td>• Learning Behavior Disorder</td>
<td>0542</td>
<td>Mild to Moderate Disabilities</td>
<td>172</td>
</tr>
<tr>
<td>and 0355</td>
<td></td>
<td>Education of Exception Students: Core Content Knowledge</td>
<td>157</td>
</tr>
<tr>
<td>• Moderate Severe Disabilities</td>
<td>0353</td>
<td>Education of Exception Students: Content Knowledge</td>
<td>157</td>
</tr>
<tr>
<td>and 0544</td>
<td></td>
<td>Exceptional Education – Severe to Profound Disabilities</td>
<td>156</td>
</tr>
<tr>
<td>• School Psychologist</td>
<td>0401</td>
<td>School Psychologist</td>
<td>161</td>
</tr>
</tbody>
</table>

**ALL GRADES**

<table>
<thead>
<tr>
<th>Certification Area</th>
<th>Test Code</th>
<th>Test Name</th>
<th>Passing Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>0131</td>
<td>Art Making</td>
<td>154</td>
</tr>
<tr>
<td></td>
<td>0133</td>
<td>Art: Content Knowledge</td>
<td>158</td>
</tr>
<tr>
<td>French</td>
<td>0174</td>
<td>French: World Language (effective 1/1/11)</td>
<td>NM*</td>
</tr>
<tr>
<td></td>
<td>0177</td>
<td>French: Content Knowledge (until 12/31/10)</td>
<td>159</td>
</tr>
<tr>
<td>German</td>
<td>0181</td>
<td>German: Content Knowledge (until 12/31/10)</td>
<td>157</td>
</tr>
<tr>
<td></td>
<td>5185</td>
<td>German: World Language (effective 1/1/11)</td>
<td>NM*</td>
</tr>
<tr>
<td>Gifted Endorsement</td>
<td>0357</td>
<td>Gifted Education</td>
<td>152</td>
</tr>
<tr>
<td>Health and Physical Education (effective 1/1/11)</td>
<td>0664</td>
<td>Health and Physical Education: Content Knowledge</td>
<td>NM*</td>
</tr>
<tr>
<td></td>
<td>0692</td>
<td>Physical Education: Movement Forms-Analyses &amp; Design</td>
<td>151</td>
</tr>
<tr>
<td>Music</td>
<td>0111</td>
<td>Music: Concepts and Processes</td>
<td>145</td>
</tr>
<tr>
<td></td>
<td>0113</td>
<td>Music: Content Knowledge</td>
<td>154</td>
</tr>
<tr>
<td>Reading (P-12)</td>
<td>0204</td>
<td>Teaching Reading (effective 1/1/11)</td>
<td>NM*</td>
</tr>
<tr>
<td>School Media Librarian</td>
<td>0311</td>
<td>Library Media Specialist</td>
<td>156</td>
</tr>
<tr>
<td>Spanish</td>
<td>0191</td>
<td>Spanish: Content Knowledge (until 12/31/10)</td>
<td>160</td>
</tr>
<tr>
<td></td>
<td>5195</td>
<td>Spanish: World Language (effective 1/1/11)</td>
<td>NM*</td>
</tr>
<tr>
<td>TESOL</td>
<td>0361</td>
<td>English to Speakers of Other Languages</td>
<td>157</td>
</tr>
</tbody>
</table>

**GRADES 5-12**

<table>
<thead>
<tr>
<th>Certification Area</th>
<th>Test Code</th>
<th>Test Name</th>
<th>Passing Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>0700</td>
<td>Agriculture</td>
<td>520</td>
</tr>
<tr>
<td>Business and Marketing</td>
<td>0100</td>
<td>Business Education (until 12/31/10)</td>
<td>590</td>
</tr>
<tr>
<td></td>
<td>0101</td>
<td>Business Education (effective 1/1/11)</td>
<td>NM*</td>
</tr>
<tr>
<td>Family &amp; Consumer Sciences</td>
<td>0121</td>
<td>Family &amp; Consumer Sciences</td>
<td>162</td>
</tr>
<tr>
<td>Engineering and Technology Education</td>
<td>0650</td>
<td>Technology Education</td>
<td>600</td>
</tr>
</tbody>
</table>

**SECONDARY – 8-12**

<table>
<thead>
<tr>
<th>Certification Area</th>
<th>Test Code</th>
<th>Test Name</th>
<th>Passing Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>0235</td>
<td>Biology: Content Knowledge</td>
<td>146</td>
</tr>
<tr>
<td>Chemistry</td>
<td>0245</td>
<td>Chemistry: Content Knowledge</td>
<td>147</td>
</tr>
<tr>
<td>English (Dramatics, Journalism, Speech)</td>
<td>0041</td>
<td>English Language: Content Knowledge</td>
<td>160</td>
</tr>
<tr>
<td></td>
<td>0042</td>
<td>English Language: Essays</td>
<td>155</td>
</tr>
<tr>
<td>Social Studies</td>
<td>0081</td>
<td>Social Studies: Content Knowledge</td>
<td>151</td>
</tr>
<tr>
<td></td>
<td>0083</td>
<td>Social Studies: Interpretation of Materials</td>
<td>159</td>
</tr>
<tr>
<td>Mathematics</td>
<td>0061</td>
<td>Mathematics: Content Knowledge</td>
<td>125</td>
</tr>
<tr>
<td></td>
<td>0063</td>
<td>Math, Proofs, Models and Problems, Part I</td>
<td>141</td>
</tr>
<tr>
<td>Physics</td>
<td>0265</td>
<td>Physics: Content Knowledge</td>
<td>133</td>
</tr>
<tr>
<td>Geoscience/Earth Science</td>
<td>0571</td>
<td>Earth and Space Sciences: Content Knowledge</td>
<td>147</td>
</tr>
<tr>
<td>PLT Elementary</td>
<td>0522</td>
<td>Principles of Learning &amp; Teaching: Grade K-6</td>
<td>161</td>
</tr>
<tr>
<td>PLT Middle Grades</td>
<td>0523</td>
<td>Principles of Learning &amp; Teaching: Grade 5-9</td>
<td>161</td>
</tr>
<tr>
<td>PLT Secondary</td>
<td>0524</td>
<td>Principles of Learning &amp; Teaching: Grade 7-12</td>
<td>161</td>
</tr>
<tr>
<td>PLT K-12 (choose one)</td>
<td>0522 or</td>
<td>Principles of Learning &amp; Teaching: Grade K-6, or</td>
<td>161</td>
</tr>
<tr>
<td></td>
<td>0523 or</td>
<td>Principles of Learning &amp; Teaching: Grade 5-9, or</td>
<td>161</td>
</tr>
<tr>
<td></td>
<td>0524</td>
<td>Principles of Learning &amp; Teaching: Grade 7-12</td>
<td>161</td>
</tr>
<tr>
<td>PLT 5-12 (choose one)</td>
<td>0522 or</td>
<td>Principles of Learning &amp; Teaching: Grade 5-9, or</td>
<td>161</td>
</tr>
<tr>
<td></td>
<td>0523 or</td>
<td>Principles of Learning &amp; Teaching: Grade 5-9, or</td>
<td>161</td>
</tr>
<tr>
<td></td>
<td>0524</td>
<td>Principles of Learning &amp; Teaching: Grade 7-12</td>
<td>161</td>
</tr>
</tbody>
</table>

7/23/10  *NM – No minimum passing score
GRADUATION REQUIREMENTS

The process of recommending a student for certification is a cooperative effort between Teacher Education Services and the MSU Registrar. The Registrar double checks university degree requirements and certifies that all degree requirements have been met. Once a degree has been conferred and all applicable tests have been passed, according to current guidelines, and the approved program has been completed, Teacher Education Services will make a recommendation to the Education Professional Standards Board for the issuance of a Statement of Eligibility. The application for graduation is initiated by the student in Sparks Hall and must be submitted to the Assistant Registrar the semester prior to the semester of graduation. Example: applications for degree for May 2011 are due in November 2010. August 2011 graduate applications are due in March 2011. December 2011 graduate applications are due in April 2011. Please check with the Registrar’s Office for specific dates. Most specifically, you will not receive a recommendation for a teaching certificate from Murray State University until your degree has been conferred.

WHAT KIND OF A CERTIFICATE WILL I RECEIVE?

Students who complete teacher certification programs in Kentucky receive an initial certificate in their particular subject matter area(s). CDI students, because they are completing a Master’s level program, receive a provisional certificate in Communication Disorders. Students do not actually receive a “live” certificate, but rather a Statement of Eligibility. The Statement of Eligibility serves as an initial certificate for internship. At the successful completion of a one-year internship in Kentucky, a four-year provisional certificate will then be issued.

RECEIVING A STATEMENT OF ELIGIBILITY AND SUBSTITUTE CERTIFICATE AFTER GRADUATION

It can take a minimum of six weeks for a Statement of Eligibility to be received by the applicant from the Education Professional Standards Board. A five-year substitute certificate will automatically be issued with the Statement of Eligibility. Certification status can be checked online at https://wd.kycepsb.net/EPSB/WebApps/KECL/.

APPLYING FOR CERTIFICATES IN OTHER STATES

Students should apply for certificates in other states by contacting the Department of Education of the desired state and securing the appropriate application. In most instances the application process will require the student to send/bring the completed application form to Teacher Education Services to begin the process of securing a university recommendation for certification. The actual process of recommending a student for certification in another state is very similar to that of recommending a student for a Kentucky teaching certificate. In each instance, both Teacher Education Services and the University Registrar must review program completion and make the recommendation of your granting institution. In other words, to be recommended for certification in another state, students must be recommended for Kentucky certification prior to being recommended for another state’s certification. It is imperative that you check each state’s testing requirements, as they can vary from Kentucky’s.

KENTUCKY TEACHER INTERNSHIP PROGRAM (KTIP)

Beginning teachers in Kentucky are awarded a Statement of Eligibility for a Provisional Teaching Certificate. (CDI majors will be awarded a provisional certificate.) When a beginning teacher is hired into an approved teaching position, an internship is established. This internship lasts one year, at the end of which a continuing provisional certificate is awarded if the internship has been successful. The Statement of Eligibility for a Provisional Teaching Certificate has a life of four years. If a Statement of Eligibility expires, the PRAXIS specialty and Principles of Learning and Teaching exams may have to be successfully retaken in order for a Statement of Eligibility to be reestablished. Graduate credit and certified teaching experience are also considered in certificate renewals.

All teachers with less than two years experience must complete a one-year internship in order to be fully certified in Kentucky. KTIP involves a three-member support committee that is responsible for guiding and assessing the intern’s progress as well as making a final recommendation for full certification. The KY Teacher Standards will be the primary basis for the team decision. All interns are observed a minimum of three times using a standardized observation and review process. The intern receives a minimum of 70 hours of mentoring from a trained resource teacher who is also part of the intern’s committee.