FLOWCHART 1: OVERVIEW OF TEACHER PREPARATION AND CERTIFICATION AT MURRAY STATE UNIVERSITY 6/09

ADMISSION TO THE TEACHER CERTIFICATION PROGRAM: REQUIREMENTS, STANDARDS AND CONTINUOUS ASSESSMENT PROCEDURES.

Requirements:
1. Attend an Admissions Orientation
2. Register with Teacher Education Services
3. Submit one of the passing GAP test scores
4. Provide a current transcript verifying an overall undergraduate GPA of 2.45
5. Meet all applicable admission standards and continuous assessment checks
6. Submit completed application packet to Teacher Education Services
7. Formal Admission to Teacher Education by appropriate college admission committee

Continuous Assessment:
1. Adherence to Code of Ethics
2. Evidence of academic skills and attitudes
3. Success in field experiences
4. Academic proficiency as demonstrated by a 2.45 minimum GPA in all required areas

Standards:
1. GAP test skills (21 composite score on ACT) or other approved test*
2. Writing communication skills (“B” or better in College English Composition Course)
3. Oral communications skills (“C” in Public Speaking Course)
4. A “C” or better in MAT 117 or higher math
5. Successful Individual Interview with Academic Advisor
6. Knowledge of Current Trends in Public Education as verified by completion of approved Introduction to Education course
7. No criminal or ethics violation background

*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, and Mathematics) a maximum of three (3) times.

TEACHER CERTIFICATION: FORMAL PROGRAM REQUIREMENTS

University Studies Program
1. Oral & Written Communication
2. Scientific Inquiry, Methodologies, and Quantitative Skills
3. World’s Historical, Literary, and Philosophical Traditions
4. Global Awareness, Cultural Diversity & the World’s Artistic Traditions
5. Social & Self-Awareness and Responsible Citizenship

Subject Matter Preparation Program
1. Certifiable Major
2. Certifiable Academic Areas

Teacher Preparation Program
1. College of Education Core Courses
2. Specialized Methods and Practicum courses for each certificate program
3. Computer Literacy & Technology Proficiency
4. Student Teaching

BACHELOR'S DEGREE FROM A REGIONALLY ACCREDITED INSTITUTION, SUCH AS MSU

CONTINUOUS ASSESSMENT:
1. Progress toward meeting the Kentucky Teacher Standards (including development of TPA portfolio)
2. Continued success in field & clinical aspects of program and KERA-oriented Pedagogical Skills and Attitudes
3. Continued academic success in the University Studies Program, major/area, and professional education courses.

ADMISSION TO STUDENT TEACHING STATUS
1. Attend Admission to Student Teaching Orientation 1 year in advance
2. File Approved Program Forms
3. Demonstrate 2.45 minimum GPA’s
4. File Application Packet for Admission to Student Teaching
5. Demonstration of Computer/Techn. Skills
6. Formal Admission to Student Teaching by committee action

PROGRAM COMPLETION AND KENTUCKY CERTIFICATE RECOMMENDATION
1. Full & Complete Admission to Teacher Education & Student Teaching
2. Successful Student Teaching
3. Attainment of Bachelor’s Degree
4. Pass required PRAXIS II/PLT/ Specialty Exams
5. File Application for KY Certificate
FLOW CHART 2: DETAIL, ADMISSION TO TEACHER EDUCATION 7/07

REGISTER
WITH TEACHER
EDUCATION
SERVICES

2 + 2 Registration
Process if student
at MCC, HCC,
WKCTC, HoCC

EDU-103
Orientation Session

OR

TES or Transfer
Orientation Session

Education Advisor Assigned
GPA/GAP TEST Search Conducted
Welcome Letter Generated

Student Receives Welcome Letter

Student Delivers Completed
Application Materials to Teacher
Education Services

Teacher Education Services Audit
1. All Materials Complete?
2. Current Transcript on File?
3. Application for Admission complete?

Continuous Assessment Process
Check

Student Folder Prepared for
Committee Review

Committee Meetings Take Place

Result of Committee Meetings
processed and entered in COESIS

Deficiencies Noted in Welcome Letter

Continuous Assessment
1. Field/Clinical Hours complete?
2. Flags raised by professors or staff?
3. Problems indicated by professors or advisors?

STANDARDS CHECK
1. ACT Composite score - min. 21, or
FPST, CPPST*, or GRE, or SAT
2. B or higher in college composition class
3. Oral Communications skills demonstrated (C or higher)
4. Mathematics skills demonstrated (C or higher)
5. EDU 103 complete (C or higher)
6. Individual Interview with, or Letter from, Academic Advisor on file
7. Evidence of criminal background or professional certificate problems identified
8. Overall UG GPA at least 2.45

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

Following Admission to Teacher Education, Student Continues in Program.
Continuous Assessment Results filed with Teacher Education Services

Student Completes Checklist Activities
1. Demonstrate General Academic Proficiency Test Requirement
2. Demonstrate written communication
3. Demonstrate Oral Communication
4. Demonstrate Math Skills
5. Complete Intro to Education Course
6. Check-in Visit with Education Advisor
7. Individual Interview with Academic Advisor, or Letter from Advisor
8. Current Transcript
9. Complete eligibility for certification questions/declaration form
10. Complete Formal Application for Admission to Teacher Education
CHECKLIST 1: WHAT SHOULD BE DONE AND WHEN SHOULD IT BE DONE; ADMISSION TO TEACHER EDUCATION AND ADMISSION TO STUDENT TEACHING STATUS

ADMISSION TO TEACHER EDUCATION

WHEN TO DO: As soon as one decides to pursue teacher certification as an MSU Student

INITIATING ACTIVITY: Attend Admission to Teacher Education Orientation

ENDING ACTIVITY: File completed application materials with Teacher Education Services

TIME ALLOWED: Two semesters (one academic year). Admission to Teacher Education is a pre-requisite to Admission to Student Teaching and upper level professional education courses.

ANTICIPATED RESULT: Student is fully admitted to Teacher Education by College Admission to Teacher Education Committee.

CHECKLIST:

☐ 2.45 overall GPA required at point of admission
☐ Check ACT Composite Score...must be 21 or higher. If no ACT score, register to take ACT or GRE or PPST, C-PPST* or SAT
☐ Completed minimum 24 hours to include:
  ☐ ENG 104 or 105 with “B” or higher
  ☐ COM 161 or HON 165 with “C” or higher
  ☐ EDU 103 or equivalency with “C” or higher or AED 380 or CTE 200 or MUS 123 or ELE 605 (Graduate only) or CDI 480 (CDI Graduate only)
  ☐ MAT 117 or higher level with “C” or higher
☐ Check-in visit with education advisor, verifying participation in admission process
☐ Schedule appointment for individual interview with ACADEMIC Advisor (Advisor has option of writing a letter of recommendation which includes all criteria used in the interview.)
☐ Complete and sign Formal Application and Declaration of Eligibility for Certification form
☐ Bring all materials directly to Teacher Education Services

*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.

ADMISSION TO STUDENT TEACHING

WHEN TO DO: Two complete semesters prior to Student Teaching semester (only offered in Fall/Spring)

INITIATING ACTIVITY: Attend Admission to Student Teaching Orientation - See D1 and D2

ENDING ACTIVITY: File completed Application for Student Teaching Admission

TIME ALLOWED: Typically, the filing deadline will immediately follow the orientation dates

ANTICIPATED RESULT: Student is admitted by Admission Committee action, normally at the beginning of the semester prior to student teaching

CHECKLIST:

☐ Receive Admission to Student Teaching materials at the Orientation
☐ Fill out Approved Programs Forms for subject area(s) or major AND for professional course sequence, indicating anticipated semester and year for all remaining courses. Include course substitution forms if taking any course other than those listed in the bulletin.
☐ Calculate GPA for courses completed in each approved program
☐ Secure signature from authorized advisor for each approved program
☐ Fill out Admission to Student Teaching cover sheet
☐ Fill out Application for Admission to Student Teaching and Declaration of Eligibility for Certification
☐ If applicable, be sure that computer literacy and technology requirement(s) are complete
☐ Take completed materials directly to Teacher Education Services. Keep a copy for your records
☐ Check to see that a complete academic record is on file at TES; if not, request that transcripts be sent from Sparks Hall OR bring personal copies of semester grades to TES to update academic record
☐ When you receive notification of the results of the admission committee meeting, check for any conditions that have been set for you.

Note: AG and CDI students attend orientation within the department. Do not attend regular orientations.
STUDENT TEACHING PLACEMENT

WHEN TO DO: One semester prior to the student teaching semester

INITIATING ACTIVITY: Placement Interview with Coordinator of Student Teaching. This occurs at the beginning of the semester.

ENDING ACTIVITY: Student checks COESIS to verify dates, places, subject and grade level of student teaching assignment.

TIME ALLOWED: Student Teaching generally occurs in the following blocks of time: 14 weeks (in two seven-week placements), 14 weeks (in one placement)

ANTICIPATED RESULT: Student successfully completes the Student Teaching Experience

CHECKLIST:

☐ Attend Orientation for Admission to Student Teaching
☐ Apply for Admission to Student Teaching Status at Teacher Education Services by returning the completed Admission to Student Teaching packet on or before the deadline
☐ Make appointment at TES for placement interview with Coordinator of Student Teaching
☐ Complete student teaching placement forms and bring to the Student Teaching Interview. Provide TES with written results of physical report including TB skin test.
☐ At placement interview, identify where you would like to student teach, at what level, and in what subject
☐ Receive your Student Teaching placement (COESIS)
☐ Meet with Supervising Teacher(s)
☐ Complete all course work: No 'Incompletes'; verification of courses taken at another institution
☐ Complete criminal records check
☐ Take Praxis II Specialty Exam(s) and Principles of Learning and Teaching Exam

APPLICATION FOR KENTUCKY TEACHING CERTIFICATE AND PROGRAM COMPLETION

WHEN TO DO: During student teaching semester

INITIATING ACTIVITY: Attend scheduled Student Teaching Seminars during your Student Teaching semester

ENDING ACTIVITY: Teacher Education Services clears student for final recommendation for a Kentucky Teaching Certificate (Statement of Eligibility)

TIME ALLOWED: Student must have completed all program requirements before his/her TC-1 form can be approved and processed by Teacher Education Services and forwarded to EPSB.

ANTICIPATED RESULT: Student receives Kentucky Teaching Certificate (Statement of Eligibility) 6-9 weeks following Student Teaching.

CHECKLIST:

☐ Complete all phases of Admission to Student Teaching process and have been completely admitted by your College Admission to Teacher Education Committee with a 2.45 GPA or higher
☐ Pass all relevant portions of PRAXIS II and PLT
☐ Complete TC-1 Application or KECI (electronic version) for Kentucky Certification and the attached MSU transcript request at the Student Teaching Seminar.
☐ If notified that scores have not been received from Educational Testing Service, bring original PRAXIS and PLT score reports to TES
☐ File out-of-state certificate applications with Teacher Education Services as needed.
☐ Remember, you must be eligible for Kentucky Certification before you can be recommended for out of state certification.
MISC. INFORMATION: IMPORTANT DATES: ADMISSION TO TEACHER EDUCATION 2010/2011

General Academic Proficiency Tests: Scores from ACT (21 or higher), or PPST or C:PPST (computerized version), or GRE, or SAT, or PRAXIS II (Communication Skills and General Knowledge portions of the Old Core Battery) are required to be admitted to Teacher Education.

National ACT tests are given on the dates listed below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Date of Test</th>
<th>Deadline to Register by Postmark</th>
<th>Late Registration Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2010</td>
<td>September 11, 2010</td>
<td>August 6, 2010</td>
<td>August 7-20, 2010</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>October 23, 2010</td>
<td>September 17, 2010</td>
<td>Sept 18-Oct 1, 2010</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>December 11, 2010</td>
<td>November 5, 2010</td>
<td>November 6-19, 2010</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>April 9, 2011</td>
<td>March 4, 2011</td>
<td>March 5-18, 2011</td>
</tr>
<tr>
<td>Summer 2011</td>
<td>June 11, 2011</td>
<td>May 6, 2011</td>
<td>May 7-20, 2011</td>
</tr>
</tbody>
</table>

Registration bulletins are available in the Counseling and Testing Center, Ordway Hall.

RESIDUAL ACT TESTS: The Counseling and Testing Center administers residual ACT exams several times each year, especially in conjunction with the beginning of the semester. Call 809-6851 for dates and details. Fee $50.00.

The PPST tests that can be taken for Admission to Teacher Education are administered in the Counseling and Testing Center, Ordway Hall. Call 809-6851 for more information regarding the dates and times.

The SAT will be given at Murray High School at 8:00 AM on November 6, 2010; January 22, 2011; and June 4, 2011. Registration forms are available from the Guidance Counselor. For more information call (270) 753-5202.

COLLEGE ADMISSION TO TEACHER EDUCATION COMMITTEE MEETINGS (STUDENTS DO NOT ATTEND):

Students do not attend these meetings. Teacher Education Services meets with the Admission to Teacher Education Committees for Education, Humanities and Fine Arts, and Science three times each semester and with Agriculture and CDI once each semester. TES makes recommendations to the Committees regarding the students who are eligible for Admission to Teacher Education and/or Student Teaching. Deadlines for submission of materials will be posted and set for seven (7) to fourteen (14) working days prior to the Admission to Teacher Education Committee meeting for each certifiable area. The first meeting is reserved for recommendations for Admission to Student Teaching only.

ORIENTATIONS TO TEACHER EDUCATION (Required for all certification students, including transfer students who have not taken EDU 103 at Murray State.):

<table>
<thead>
<tr>
<th>Semester</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2010</td>
<td>September 7, 2010</td>
<td>3:00 p.m.-4:30 p.m.</td>
<td>Alexander Hall - Room 2207</td>
</tr>
<tr>
<td></td>
<td>October 6, 2010</td>
<td>3:00 p.m.-4:30 p.m.</td>
<td>Alexander Hall - Room 2209</td>
</tr>
<tr>
<td></td>
<td>November 4, 2010</td>
<td>3:00 p.m.-4:30 p.m.</td>
<td>Alexander Hall - Room 2207</td>
</tr>
<tr>
<td></td>
<td>December 1, 2010</td>
<td>3:00 p.m.-4:30 p.m.</td>
<td>Alexander Hall - Room 2209</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>February 1, 2011</td>
<td>3:00 p.m.-4:30 p.m.</td>
<td>Alexander Hall - Room TBA</td>
</tr>
<tr>
<td></td>
<td>March 2, 2011</td>
<td>3:00 p.m.-4:30 p.m.</td>
<td>Alexander Hall - Room TBA</td>
</tr>
<tr>
<td></td>
<td>April 7, 2011</td>
<td>3:00 p.m.-4:30 p.m.</td>
<td>Alexander Hall - Room TBA</td>
</tr>
<tr>
<td></td>
<td>May 3, 2011</td>
<td>3:00 p.m.-4:30 p.m.</td>
<td>Alexander Hall - Room TBA</td>
</tr>
<tr>
<td>Summer 2011</td>
<td>June 15, 2011</td>
<td>3:00 p.m.-4:30 p.m.</td>
<td>Alexander Hall - Room TBA</td>
</tr>
</tbody>
</table>

TEST OF COMPUTER LITERACY AND APPLICATIONS:

A statewide test will be administered approximately once each semester. The test covers fundamental computer concepts, including Windows and the entire Microsoft Office packages. There is a fee. For further information contact Tamala Hayton in the Department of Computer Science and Information Systems. (809-2094)
PRAXIS (Appropriate Specialty Area Praxis II Test(s) and PLT exams required for Kentucky Certification)

NOTE: ETS Registration deadline dates are dates for receipt of registration materials, NOT postmark dates. When registering after the deadline for a test, there will be an additional fee of $45.00.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Type of Test</th>
<th>Deadline</th>
<th>Late Registration</th>
<th>Date of Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2010</td>
<td>Most Tests Offered</td>
<td>8/19/10</td>
<td>8/26/10</td>
<td>09/18/10</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>Most Tests Offered</td>
<td>10/14/10</td>
<td>10/21/10</td>
<td>11/13/10</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>Most Tests Offered</td>
<td>12/16/10</td>
<td>12/23/10</td>
<td>01/15/11</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>Most Tests Offered</td>
<td>2/10/11</td>
<td>2/17/11</td>
<td>03/12/11</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>Most Tests Offered</td>
<td>3/31/11</td>
<td>4/07/11</td>
<td>04/30/11</td>
</tr>
<tr>
<td>Summer 2011</td>
<td>Most Tests Offered</td>
<td>5/12/11</td>
<td>5/19/11</td>
<td>06/11/11</td>
</tr>
</tbody>
</table>

NOTE: Students are encouraged to take the Praxis II exam(s) prior to student teaching. This will provide time for any possible retakes and ensure smooth processing of certification applications after student teaching. 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 all teacher candidates who make application for a Kentucky certificate after August 31, 2003. Candidates who have taken the PLT prior to 9/1/03, are not required to meet the 161 cut score. Scores are valid for five (5) years, beginning with test taken on or after January 2000.

PLACEMENT INTERVIEWS FOR SPRING 2011 STUDENT TEACHERS: Sign-up for interviews Wednesday, August 18, 2010 to Friday, September 10, 2010. Interviews will be held Tuesday, September 7, 2010 to Friday, October 8, 2010.

NOTE: 2 + 2 students should contact their site coordinator for dates at the off-campus sites.

ADMISSION INTO FALL 2011 STUDENT TEACHING. YOU MUST ATTEND ONE:

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday</td>
<td>September 15, 2010</td>
<td>4:00-6:00 PM</td>
<td>Alexander Hall Auditorium, Room 240</td>
</tr>
<tr>
<td>Thursday</td>
<td>September 23, 2010</td>
<td>3:00-5:00 PM</td>
<td>Alexander Hall Auditorium, Room 240</td>
</tr>
<tr>
<td>Tuesday</td>
<td>October 12, 2011</td>
<td>2:30-4:30 PM</td>
<td>Alexander Hall Auditorium, Room 240</td>
</tr>
</tbody>
</table>

DEADLINE TO FILE ADMISSION TO STUDENT TEACHING PACKET FOR FALL 2011 STUDENT TEACHING: FRIDAY, OCTOBER 29, 2010.


ADMISSION INTO SPRING 2012 STUDENT TEACHING. YOU MUST ATTEND ONE:

<table>
<thead>
<tr>
<th>Day</th>
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<tr>
<td>Wednesday</td>
<td>March 2, 2011</td>
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<tr>
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<td>March 15, 2011</td>
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<td>Alexander Hall Auditorium, Room 240</td>
</tr>
</tbody>
</table>

DEADLINE TO FILE ADMISSION TO STUDENT TEACHING PACKET FOR SPRING 2011 STUDENT TEACHING: FRIDAY, APRIL 1, 2011.

BACCALAUREATE DEGREE APPLICATIONS:

NOTE: A Bachelor’s Degree is one of the criteria for certification. **You will not receive a teaching certificate recommendation from Murray State University until your degree has been conferred.**

AUGUST 2011 GRADUATES – BACCALAUREATE DEGREE APPLICATIONS ARE DUE IN ADMISSIONS IN FEBRUARY 15, 2011.
DECEMBER 2011 GRADUATES – BACCALAUREATE DEGREE APPLICATIONS ARE DUE IN ADMISSIONS IN MARCH 11, 2011.
KENTUCKY TEACHER STANDARDS

STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE. The Teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

<table>
<thead>
<tr>
<th>Initial-Level Performance</th>
<th>Advanced-Level Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1 Communicates concepts, processes, and knowledge.</strong></td>
<td>Accurately and effectively communicates concepts, processes and/or knowledge and uses vocabulary that is clear, correct and appropriate for students.</td>
</tr>
<tr>
<td>Effectively connects most content, procedures, and activities with relevant life experiences of students.</td>
<td>Effectively connects content to students' life experiences including, when appropriate, prior learning in the content area or other content areas.</td>
</tr>
<tr>
<td><strong>1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.</strong></td>
<td>Uses instructional strategies that are clearly appropriate for the content and processes of the lesson and make a clear contribution to student learning.</td>
</tr>
<tr>
<td><strong>1.4 Guides students to understand content from various perspectives.</strong></td>
<td>Provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding.</td>
</tr>
<tr>
<td><strong>1.5 Identifies and addresses students' misconceptions of content.</strong></td>
<td>Identifies misconceptions related to content and addresses them during planning and instruction.</td>
</tr>
</tbody>
</table>

STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION. The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

<table>
<thead>
<tr>
<th>Initial-Level Performance</th>
<th>Advanced-Level Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1 Develops significant objectives aligned with standards.</strong></td>
<td>Learning objectives that reflect key concepts of the discipline and are aligned standards.</td>
</tr>
<tr>
<td><strong>2.2 Uses contextual data to design instruction relevant to students.</strong></td>
<td>Plans and designs instruction based on contextual (i.e. student, community, and/or cultural) and pre-assessment data.</td>
</tr>
<tr>
<td><strong>2.3 Plans assessments to guide instruction and measure learning objectives.</strong></td>
<td>Prepares assessments that measure student performance on each objective and help guide teaching.</td>
</tr>
<tr>
<td><strong>2.4 Plans instructional strategies and activities that address learning objectives for all students.</strong></td>
<td>Aligns instructional strategies and activities with learning objectives for all students.</td>
</tr>
<tr>
<td><strong>2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.</strong></td>
<td>Plans instructional strategies that include different instruction levels and learning that require higher order thinking.</td>
</tr>
</tbody>
</table>
STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE. The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

<table>
<thead>
<tr>
<th>Initial-Level Performance</th>
<th>Advanced-Level Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.1 Communicates high expectations.</strong>&lt;br&gt;Sets significant and challenging objectives for students and verbally/nonverbally communicates confidence in students' ability to achieve these objectives.</td>
<td>Consistently sets significant and challenging behavioral and learning expectations for all students and communicates confidence in their ability to achieve those expectations.</td>
</tr>
<tr>
<td><strong>3.2 Establishes a positive learning environment.</strong>&lt;br&gt;Establishes clear standards of conduct, shows awareness of student behavior, and responds in ways that are both appropriate and respectful of students.</td>
<td>Maintains a fair, respectful, and productive classroom environment conducive to learning.</td>
</tr>
<tr>
<td><strong>3.3 Values and supports student diversity and addresses individual needs.</strong>&lt;br&gt;Uses a variety of strategies and methods to support student diversity by addressing individual needs.</td>
<td>Consistently uses appropriate and responsive instructional strategies that address the needs of all students.</td>
</tr>
<tr>
<td><strong>3.4 Fosters mutual respect between teacher and students and among students.</strong>&lt;br&gt;Treats all students with respect and concern and monitors student interactions to encourage students to treat each other with respect and concern.</td>
<td>Consistently treats all students with respect and concern and actively encourages students to treat each other with respect and concern.</td>
</tr>
<tr>
<td><strong>3.5 Provides a safe environment for learning.</strong>&lt;br&gt;Creates a classroom environment that is both emotionally and physically safe for all students.</td>
<td>Maintains a classroom environment that is both emotionally and physically safe for all students.</td>
</tr>
</tbody>
</table>

STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION. The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

<table>
<thead>
<tr>
<th>Initial-Level Performance</th>
<th>Advanced-Level Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.</strong>&lt;br&gt;Uses a variety of instructional strategies that engage students throughout the lesson on tasks aligned with learning objectives.</td>
<td>Consistently provides a well-planned sequence of appropriate instructional strategies that actively engage students in meeting learning objectives.</td>
</tr>
<tr>
<td><strong>4.2 Implements instruction based on diverse student needs and assessment data.</strong>&lt;br&gt;Implements instruction based on contextual information and assessment data.</td>
<td>Implements instruction based on contextual information and assessment data, adapting instruction to unanticipated circumstances.</td>
</tr>
<tr>
<td><strong>4.3 Uses time effectively.</strong>&lt;br&gt;Establishes efficient procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work so that there is minimal loss of instructional time.</td>
<td>Makes thoughtful choices about the organization and implementation of both instructional and non-instructional tasks to maximize the time for student learning.</td>
</tr>
<tr>
<td><strong>4.4 Uses space and materials effectively.</strong>&lt;br&gt;Uses classroom space and materials effectively to facilitate student learning.</td>
<td>Makes optimal use of classroom space and uses a variety of instructional resources and technologies to enhance student learning.</td>
</tr>
<tr>
<td><strong>4.5 Implements and manages instruction in ways that facilitate higher order thinking.</strong>&lt;br&gt;Instruction provides opportunity to promote higher-order thinking.</td>
<td>Consistently uses a variety of appropriate strategies to facilitate higher-order thinking.</td>
</tr>
</tbody>
</table>
**STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS.** The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

<table>
<thead>
<tr>
<th>Initial-Level Performance</th>
<th>Advanced-Level Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5.1 Uses pre-assessments.</strong></td>
<td>Consistently uses student baseline data from appropriate pre-assessments to promote the learning of all students.</td>
</tr>
<tr>
<td>Uses a variety of pre-assessments to establish baseline knowledge and skills for all students.</td>
<td></td>
</tr>
<tr>
<td><strong>5.2 Uses formative assessments.</strong></td>
<td>Consistently uses appropriate formative assessments to determine student progress, guide instruction, and provide feedback to students.</td>
</tr>
<tr>
<td>Uses a variety of formative assessments to determine each student’s progress and guide instruction.</td>
<td></td>
</tr>
<tr>
<td><strong>5.3 Uses summative assessments.</strong></td>
<td>Consistently uses appropriate summative assessments aligned with the learning objectives to measure student achievement.</td>
</tr>
<tr>
<td>Uses a variety of summative assessments to measure student achievement.</td>
<td></td>
</tr>
<tr>
<td><strong>5.4 Describes, analyzes, and evaluates student performance data.</strong></td>
<td>Consistently describes, analyzes and evaluates student performance data to determine student progress, identify differences among student groups, and inform instructional practice.</td>
</tr>
<tr>
<td>Describes/analyzes and evaluates student performance data to determine student progress.</td>
<td></td>
</tr>
<tr>
<td><strong>5.5 Communicates learning results to students and parents.</strong></td>
<td>Clearly communicates to students and parents in a timely manner the evidence of student performance and recommends future actions.</td>
</tr>
<tr>
<td>Communicates learning results to students and parents that provide a clear and timely understanding of learning progress relative to objectives.</td>
<td></td>
</tr>
<tr>
<td><strong>5.6 Allows opportunity for student self-assessment.</strong></td>
<td>Provides ongoing opportunities for students to assess and reflect on their own performance in order to identify strengths and areas for future learning.</td>
</tr>
<tr>
<td>Promotes opportunities for students to engage in accurate self-assessment of learning.</td>
<td></td>
</tr>
</tbody>
</table>

**STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY.** The teacher uses technology to support instruction; access and manipulate data, enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

<table>
<thead>
<tr>
<th>Initial-Level Performance</th>
<th>Advanced-Level Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6.1 Uses available technology to design and plan instruction.</strong></td>
<td>Uses appropriate technology to design and plan instruction that supports and extends learning of all students.</td>
</tr>
<tr>
<td>Uses technology to design and plan instruction.</td>
<td></td>
</tr>
<tr>
<td><strong>6.2 Uses available technology to implement instruction that facilitates student learning.</strong></td>
<td>Designs and implements research-based, technology-infused instructional strategies to support learning of all students.</td>
</tr>
<tr>
<td>Uses technology to implement instruction that facilitates student learning.</td>
<td></td>
</tr>
<tr>
<td><strong>6.3 Integrates student use of available technology into instruction.</strong></td>
<td>Provides varied and authentic opportunities for all students to use appropriate technology to further their learning.</td>
</tr>
<tr>
<td>Integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs.</td>
<td></td>
</tr>
<tr>
<td><strong>6.4 Uses available technology to assess and communicate student learning.</strong></td>
<td>Uses technology to assess student learning, manage assessment data, and communicate results to appropriate stakeholders.</td>
</tr>
<tr>
<td>Uses technology to assess and communicate student learning.</td>
<td></td>
</tr>
<tr>
<td><strong>6.5 Demonstrates ethical and legal use of technology.</strong></td>
<td>Provides and maintains a safe, secure, and equitable classroom environment that consistently promotes discerning and ethical use of technology.</td>
</tr>
<tr>
<td>Ensures that personal use and student use of technology are ethical and legal.</td>
<td></td>
</tr>
</tbody>
</table>
STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING. The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

<table>
<thead>
<tr>
<th>Initial-Level Performance</th>
<th>Advanced-Level Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7.1 Uses data to reflect on and evaluate student learning.</strong>&lt;br&gt;Reflects on and accurately evaluates student learning using appropriate data.</td>
<td>Uses formative and summative performance data to determine the learning needs of all students.</td>
</tr>
<tr>
<td><strong>7.2 Uses data to reflect on and evaluate instructional practice.</strong>&lt;br&gt;Reflects on and accurately evaluates instructional practice using appropriate data.</td>
<td>Uses performance data to conduct an in-depth analysis and evaluation of instructional practices to inform future teaching.</td>
</tr>
<tr>
<td><strong>7.3 Uses data to reflect on and identify areas for professional growth.</strong>&lt;br&gt;Identifies areas for professional growth using appropriate data.</td>
<td>Reflects on the evaluations of student learning and instructional practices to identify and develop plans for professional growth.</td>
</tr>
</tbody>
</table>

STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS. The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8.1 Identifies students whose learning could be enhanced by collaboration.</strong>&lt;br&gt;Identifies one or more students whose learning could be enhanced by collaboration and provides an appropriate rationale.</td>
<td>Describes an on-going process for identifying situations in which student learning could be enhanced by collaboration.</td>
</tr>
<tr>
<td><strong>8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.</strong>&lt;br&gt;Designs a plan to enhance student learning that includes all parties in the collaborative effort.</td>
<td>Designs a plan that involves parents, colleagues, and others in a collaborative effort to enhance student learning.</td>
</tr>
<tr>
<td><strong>8.3 Implements planned activities that enhance student learning and engage all parties.</strong>&lt;br&gt;Implements planned activities that enhance student learning and engage all parties.</td>
<td>Explains how the collaboration to enhance student learning has been implemented.</td>
</tr>
<tr>
<td><strong>8.4 Analyzes data to evaluate the outcomes of collaborative efforts.</strong>&lt;br&gt;Analyses student learning data to evaluate the outcomes of collaboration and identify next steps.</td>
<td>Uses appropriate student performance data to describe, analyze, and evaluate the impact of the collaborative activities on student learning and to identify next steps.</td>
</tr>
</tbody>
</table>

STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT. The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky’s learning goals, refines the skills and processes necessary, and implements a professional development plan.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9.1 Self-assesses performance relative to Kentucky’s Teacher Standards.</strong>&lt;br&gt;Identifies priority growth areas and strengths by thoroughly and accurately assessing current performance on all the Kentucky Teacher Standards.</td>
<td>Thoroughly and accurately assesses current performance related to the Kentucky Teacher Standards and any school/district professional development initiatives.</td>
</tr>
<tr>
<td><strong>9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.</strong>&lt;br&gt;Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.</td>
<td>Reflects on data from multiple sources (i.e., self-assessment, student performance, feedback from colleagues, school/district initiatives) and identifies priority areas for growth.</td>
</tr>
</tbody>
</table>
9.3 **Designs a professional growth plan that addresses identified priorities.**

<table>
<thead>
<tr>
<th>Initial-Level Performance</th>
<th>Advanced-Level Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designs a clear, logical professional growth plan that addresses all priority areas.</td>
<td>Designs a clear, logical professional growth plan that addresses all priority areas.</td>
</tr>
</tbody>
</table>

9.4 **Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.**

<table>
<thead>
<tr>
<th>Initial-Level Performance</th>
<th>Advanced-Level Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows clear evidence of professional growth and reflection relative to the identified priority areas and impact on instructional effectiveness and student learning.</td>
<td>Shows clear evidence of the impact of professional growth activities on instructional effectiveness and student learning.</td>
</tr>
</tbody>
</table>

**STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION.** The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

10.1 **Identifies leadership opportunities that enhance student learning and/or professional environment of the school.**

<table>
<thead>
<tr>
<th>Initial-Level Performance</th>
<th>Advanced-Level Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies leadership opportunities in the school, community, or professional organizations and selects one with the potential for positive impact on learning or the professional environment and is realistic in terms of knowledge, skill, and time required.</td>
<td>Identifies leadership opportunities within the school, community, or professional organizations to advance learning, improve instructional practice, facilitate professional development of colleagues, or advocate positive policy change; and selects an opportunity to demonstrate initiative, planning, organization, and professional judgment.</td>
</tr>
</tbody>
</table>

10.2 **Develops a plan for engaging in leadership activities.**

<table>
<thead>
<tr>
<th>Initial-Level Performance</th>
<th>Advanced-Level Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develops a leadership work plan that describes the purpose, scope, and participants involved and how the impact on student learning and/or the professional environment will be assessed.</td>
<td>Develops a leadership work plan that clearly describes the purpose, scope, participants involved, timeline of events/actions, and plan for assessing progress and impact.</td>
</tr>
</tbody>
</table>

10.3 **Implements a plan for engaging in leadership activities.**

<table>
<thead>
<tr>
<th>Initial-Level Performance</th>
<th>Advanced-Level Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implements the approved leadership work plan that has a clear timeline of events/actions and a clear description of how impact will be assessed.</td>
<td>Effectively implements the leadership work plan.</td>
</tr>
</tbody>
</table>

10.4 **Analyzes data to evaluate the results of planned and executed leadership efforts.**

<table>
<thead>
<tr>
<th>Initial-Level Performance</th>
<th>Advanced-Level Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyzes student learning and/or other data appropriately to evaluate the results of planned and executed leadership efforts.</td>
<td>Uses data from the leadership effort to describe, analyze, and evaluate the impact on student learning.</td>
</tr>
</tbody>
</table>
NEW TEACHER STANDARDS FOR PREPARATION AND CERTIFICATION: 
INTERDISCIPLINARY EARLY CHILDHOOD EDUCATION BIRTH TO PRIMARY

Adopted January 1995 – Revised March 2003 by the Kentucky Education Professional Standards Board

Standard I: Designs/Plans Instruction
Standard II: Creates/Maintains Environments
Standard III: Implements Instruction
Standard IV: Assesses & Communicates Learning Results
Standard V: Reflects/Evaluates Professional Practices
Standard VI: Collaborates with Colleagues/Families/Others
Standard VII: Engages in Professional Development
Standard VIII: Supports Families
Standard IX: Demonstrates Implementation of Technology

Preamble to IECE Teacher Standards

Standard 1:
Designs/Plans Instruction
The Interdisciplinary Early Childhood Education (IECE) educator designs and plans experiences and instruction that support the development and learning of infants, toddlers, preschool, and kindergarten children, including those with disabilities.

Performance Criteria:
The extent to which the IECE educator:

1.1 Designs developmentally appropriate, comprehensive curriculum and instruction aligned with Kentucky Learner Goals
1.2 Selects developmentally and individually appropriate strategies and resources to provide activity-based learning experiences
1.3 Adapts and individualizes curriculum and instruction plans for all children, including those with special needs and disabilities
1.4 Plans for the effective involvement of team members including assistants, staff, and volunteers across learning environments
1.5 Incorporates knowledge of multiple disciplines and strategies from team members
1.6 Incorporates family strengths and resources, priorities, and concerns to plan experiences and instruction (e.g., lesson plans, IFSPs, IEP, and transition plans)

Standard 2:
Creates/Maintains Environments
The IECE educator creates and maintains learning environments in a variety of settings that support the development and learning of infants, toddlers, preschool, and kindergarten children, including those with disabilities.

Performance Criteria:
The extent to which the IECE educator:

2.1 Creates the physical, social, and temporal environment to engage children and maximize learning aligned with Kentucky Learner Goals.
2.2 Creates and maintains developmentally and individually appropriate activity-based learning environments
2.3 Maintains a healthy and safe environment
2.4 Provides developmentally and individually appropriate indoor and outdoor environments
2.5 Creates environments that recognize and value diversity as a strength in children and families
2.6 Adapts environments to support children with special needs and disabilities
2.7 Creates, evaluates, and selects technology, materials, and media to enhance the learning environment
2.8 Facilitates positive interaction between children and adults
2.9 Uses positive guidance techniques to nurture appropriate social interaction and social competence
2.10 Uses responsive techniques to nurture appropriate social interaction and social competence
2.11 Functions with legal, ethical, and professional guidelines
2.12 Applies adult learning principles in supervising and training adults

Standard 3:
Implements Instruction
The IECE educator introduces, implements and facilitates experiences and instruction that support development and learning for infants, toddlers, preschool, and kindergarten children, including those with disabilities.
Performance Criteria:
The extent to which the IECE educator:

3.1 Facilitates children’s acquisition and integration of behavior, skills, and concepts to support learning aligned with Kentucky Learner Goals.
3.2 Implements developmentally appropriate individual and group activities in indoor and outdoor environments.
3.3 Encourages children’s active involvement in a variety of structured and unstructured learning activities.
3.4 Uses instructional strategies that meet the unique needs of each child.
3.5 Implements family-centered activities that reflect the family’s resources, priorities, and concerns.
3.6 Provides learning experiences that support and expand the cultural knowledge and behavior of each child.
3.7 Provides guidance, learning cues, and positive feedback to children.
3.8 Manages antecedent and consequent conditions to foster self-management behaviors.

Standard 4:
Assesses & Communicates Learning Results
The IECE educator, in collaboration with others, assesses the development and ongoing learning of infants, toddlers, preschool, and kindergarten children, including those with disabilities, and communicates the results with partners, including families.

Performance Criteria:
The extent to which the IECE educator:

4.1 Uses developmentally appropriate and authentic assessments to determine child needs, to plan individualized learning experiences, and to develop and implement IFSPs and IEPs.
4.2 Selects, creates, adapts, and uses multiple modes and methods of assessments which are sensitive to the unique cultural and learning needs of the child.
4.3 Actively involves families and other team members in the assessment process.
4.4 Systematically collects, organizes, and records ongoing assessment data to monitor child progress.
4.5 Monitors, summarizes, and evaluates the acquisition of child and family outcomes as outlined in the IEP or the IFSP.
4.6 Effectively communicates assessment results and ongoing child progresses with families and other team members in everyday language, including native language and communicative mode.

Standard 5:
Reflects/Evaluates Professional Practices
The IECE educator reflects on and evaluates professional practices that support the development and learning of infants, toddlers, preschool, and kindergarten children, including those with disabilities.

Performance Criteria:
The extent to which the IECE educator:

5.1 Engages in ongoing self-reflection to improve professional practices.
5.2 Communicates strengths and areas for growth in professional practices as a result of self-reflection.
5.3 Applies professional ethics, practices and legal mandates in early childhood settings.
5.4 Reflects upon, evaluates, and modifies involvement of team members including assistants, staff, and volunteers across learning environments.
5.5 Participates in program evaluation efforts to improve child learning and development.
5.6 Identifies the professional development needs of assistants, staff and volunteers and provides support to improve each person’s performance.

Standard 6:
Collaborates with Colleagues/Families/Others
The IECE educator collaborates and consults with team members including colleagues, families, primary caregivers, agency personnel, and other service personnel to design and implement experiences and instruction that support the development and learning of infants, toddlers, preschool, and kindergarten children, including those with disabilities.

Performance Criteria:
The extent to which the IECE educator:

6.1 Participates as an effective team member and demonstrates appropriate interpersonal skills to support collaboration in early childhood settings.
6.2 Seeks and encourages the participation of families as partners in promoting the child’s development, sharing information, making decisions, and implementing and evaluating program plans for the child.
6.3 Consults and collaborates with team members to promote the child’s development, share information, make decisions, implement, and evaluate program plans for the child.
6.4 Seeks advice and collaborates with community members and agencies to provide resources, promote child development, and increase learning in early childhood settings
6.5 Articulates the individual outcomes and unique needs for each child to assistants, staff, and volunteers
6.6 Provides ongoing constructive feedback to team members about professional practices
6.7 Collaborates with families and other team members to support successful transition to next setting

Standard 7:
Engages in Professional Development
The IECE educator engages in self-evaluation of professional practices and implements a professional development plan to improve his/her performance.

Performance Criteria:
The extent to which the IECE educator:

7.1 Engages in ongoing critical analysis and reflective thinking to assess one’s own performance and identify areas of growth
7.2 Develops a professional growth plan
7.3 Documents professional growth and performance
7.4 Demonstrates professional growth through identification with and active participation in professional organizations
7.5 Critically reviews and applies research and recommended practices
7.6 Seeks support and expertise of others to improve professional practice
7.7 Acquires and integrates information from a variety of resources to expand personal knowledge of child development, interdisciplinary practices, diversity, and family-centered services

Standard 8:
Supports Families
The IECE educator supports families through family-centered services that promote independence of self-determination

Performance Criteria:
The extent to which the IECE educator:

8.1 Assists families in articulating resources, priorities, and concerns
8.2 Demonstrates sensitivity to characteristics of each child’s family and community and shows respect for cultural preferences and socioeconomic influences
8.3 Implements a continuum of family-centered services which support child development
8.4 Informs families of program objectives, procedures, and legal rights
8.5 Applies adult learning principles to parent education activities
8.6 Promotes family participation in adult education opportunities and school and community activities
8.7 Demonstrates knowledge of family structure, style, and stages of family and adult development
8.8 Communicates with families and other team members in everyday language including their native language and communicative mode, using interpreters if appropriate

Standard 9
Demonstrates Implementation of Technology
The IECE educator uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, families, and community agencies; and conduct research.

Performance Criteria:
The extent to which the IECE educator:

9.1 Operates a multimedia computer and peripherals to install and use a variety of software
9.2 Uses terminology related to computers and technology appropriately in written and verbal communication
9.3 Demonstrates knowledge of the use of technology in business, industry, and society
9.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations
9.5 Creates multimedia presentations using scanners, digital cameras, and video cameras
9.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction
9.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance-learning applications to enhance professional productivity and support instruction
9.8 Requests and uses appropriate assistive and adaptive devices for children with special needs
9.9 Designs lesions that use everyday technology to address diverse needs and learning styles of children
9.10 Practices equitable and legal use of computers and technology in professional activities
9.11 Facilitates the lifelong learning of self and others through the use of technology
9.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation
9.13 Applies research-based instructional practices that use computers and other technology
9.14 Uses computers and other technology for individual, small group, and large group learning activities
9.15 Uses technology to support multiple assessments of children’s learning
9.16 Instructs and supervises children in the ethical and legal use of technology

Preamble to New Teacher Standards for IECE Birth to Primary Candidates

The New Teacher Standards for Preparation and Certification: Interdisciplinary Early Childhood Education (IECE) Birth to Primary reflect performances expected of educators within a variety of environments, including classrooms, childcare settings, the children’s homes, hospitals, or any other natural environments. Within these environments, instruction will include individual child activities, parent-child activities, and instruction in small and large groups. IECE educator should be knowledgeable of developmentally appropriate and research-based practices in facilitating experiences for all children, including those with disabilities and from diverse populations. By demonstrating a thorough knowledge of content areas, IECE educators will design create, and implement experiences for the children in the areas of cognitive, adaptive, social, physical, and emotional development and communication skills. The instruction/plans may include Individual Family Service Plans (IFSPs), Individual Education Programs (IEPs), and transition plans developed in partnership with family members and other service providers. IECE educators will use assessment and evaluation practices to inform instruction and document children’s learning while engaging in self-evaluation as part of this continuous improvements process.

In Kentucky all teaching and learning tasks address Kentucky’s academic expectations. These identify what children need in order to be successful in the world of the future. Thus, teachers design and implement instruction and assess learning that develops children’s abilities to:

- Use basic communication and mathematics skills in finding, organizing, expressing, and responding to information and ideas.
- Apply core concepts and principles from science, arts and humanities, mathematics, practical living studies, social studies, and vocational studies.
- Become a self-sufficient individual who demonstrates high self-esteem, a healthy lifestyle, flexibility, creativity, self-control, and independent learning.
- Become a responsible group member who demonstrates consistent, responsive, and caring behavior; interpersonal skills; respect for the rights and responsibilities of others; worldviews; and an open mind to other perspectives.
- Think and solve problems, including the ability to think critically and creatively, develop ideas and concepts, and make rational decisions.
- Connect and integrate experiences and new knowledge throughout the curriculum, question and interpret ideas from diverse perspectives, and apply concepts to real-life situations.

New Teacher Standards for IECE Birth to Primary Candidates

The New Teacher Standards for Preparation and Certification: IECE Birth to Primary each contain a general standard statement followed by a set of performance criteria to be used in evaluating the quality of performance of first-year teacher candidates presented with specific teaching tasks. The standard statement describes the category of tasks beginning teachers should be able to perform. The performance criteria described those factors used to judge the quality of teacher performances. Scoring rubrics or guides will enable one to evaluate the teachers’ level of performance for each standard.
Murray State University - College of Education - Teacher Education Program
Professional Growth Plan and
Request Permission to Enroll in Education Classes Fall ___ Spring ___ Summer ___

Student Name _______ M# _______ Major _______ ST Sem Fall/Spring _______

# Hrs Completed _______ # Prof Ed Hours Completed _______

Permission for Upper Level Courses _______ or _______ 60 Hour Rule _______

I am not admitted to the Teacher Education program because I: (Check any that apply)

1. Need to attend an Admission to Teacher Education Orientation _______
2. Have a low GAP (General Academic Proficiency Score) _______
3. Have a low GPA (Grade Point Average) _______
4. Need to complete and submit Individual Interview with Academic Advisor (yellow form) _______
5. Need to complete and submit Declaration of Eligibility for Certification (pink form) _______
6. Need to complete and meet grade requirements for the following course(s):
   a. A "B" or better in ENG 101 or ENG 102 _______
   b. A "C" or better in MAT 117 or approved higher level math course _______
   c. A "C" or better in COM 161 _______
   d. A "C" or better in EDU 103 / CTE 200 / AED 380 / MUS 123 / ELE 605 _______
7. Need to complete and submit Application for Admission to Teacher Education (green form) _______
8. Have met all requirements; waiting for Admission to Teacher Education Committee Meeting _______

My Plan of Action to be admitted to the Teacher Education Program includes the following steps. All steps must be listed with detailed specifics as to how the student will attain each goal. Additional space is available on the reverse side of the page.

ATTACH COPY OF YOUR SCHEDULE.

1. __________________________________________ Date to be completed: _______

2. __________________________________________ Date to be completed: _______

3. __________________________________________ Date to be completed: _______

I understand this does not mean that I will automatically be admitted to the Teacher Education program. If I am not admitted to the Teacher Education program, I understand that I will not be allowed to student teach in Spring/Fall 20___ and these courses will not count toward a minor or other degree requirement.

Signed (student) __________________________ Date __________________
Contact information: (local) _______ (home) _______ (cell) _______

I have discussed the information listed above with the student and made him/her aware of his/her individual responsibility in completing these requirements. We have developed this plan to assist the student in meeting the requirements for admission to the Teacher Education program.

Signed (adviser) __________________________ Ext: _______ Date: _______

To be completed by Teacher Education Services
Plan of Action is approved: _______
Plan of Action is denied: _______

Plan of Action will be returned to the student for revision to include the following:

_______________________________

Director, TES Date ___________ Chair of Department Date ___________
Murray State University - College of Education  
TPA-COE Lesson Plan

Name: ___________________________ Date: ___________________________ Age/Grade Level: ___________________________

# of Students: _______ # of Students with IEP’s: _______ # of Students with GSPP: _______ # of Students with LEP: _______

Subject: ___________________________ Major Content: ___________________________ Lesson Length: ___________________________

Unit Title (if part of unit): ___________________________ Lesson Title: ___________________________ Lesson Number (if a sequence): ______

Created by: (If not completely your original work, cite source—web or print):

Context

- Describe the students’ prior knowledge or the focus of the previous lesson.
- Explain how this lesson relates to the unit of study and your goals for teaching about the topic.
- Explain what is needed from this lesson for the next lesson.
- Describe any critical student characteristics that will affect student learning (include details about modifications needed for students with an IEP, or GSPP, or LEP, 504 Plan, Title I, ethnic, cultural, or racial diversity, or achievement gaps).

Objectives (Learning Outcomes)

State what students will demonstrate as a result of this lesson. Objectives must be student centered and observable and measurable. No more than 3 objectives.

1. _______
2. _______
3. _______

Connections

Connect your goals and objectives to appropriate Kentucky Core Content, Program of Studies, and/or National Standards. Use no more than two or three connections, and if not obvious, explain how each objective is related to the Kentucky Core Content, Program of Studies, and/or National Standards.

Assessment Plan

In tabular format, organize how each objective will be assessed. Include copies of assessment instruments and rubrics (if applicable to the lesson plan).

### Objective/Assessment Plan Organizer

<table>
<thead>
<tr>
<th>Objective Number</th>
<th>Describe Assessment Type (Summative or Formative)</th>
<th>Description of Assessment[^1] (Describe the assessment and what scoring instrument you will use to score for mastery of the objective.)</th>
<th>Depth of Knowledge Level[^2]</th>
<th>Adaptations and/or Accommodations[^3] (so that all students will master the objective)</th>
</tr>
</thead>
</table>

[^1]: Examples: quiz, test, KWL, quick write, open response, essay, checklist, performance task, Venn diagram, anecdotal records, skills test, photograph, rating scale, rubric, lab report, or playing test

[^2]: Level 1 – recall, Level 2 – application of skill/concept, Level 3 – strategic thinking to support ideas, develop a model, draw conclusions

[^3]: Prompting, cueing, technology, visual aids, guided questions, additional directions, additional monitoring

Resources, Media and Technology

- List the specific materials and equipment needed for the lesson. Attach copies of printed materials to be used with the students.
- If appropriate, list technology resources for the lesson including hardware, software, and Internet URLs, and be sure to cite the sources used to develop this lesson.
Procedures

Opening
State to students, in student language a review of prior information (state what was learned prior to this lesson)
State to students, in student language, the strategy that will motivate them to learn.
State to students, in student language the lesson objective (student-centered, learning objectives for students)
State to students and display the specific student behavior expectations for the lesson

Middle
This is the heart of the lesson – what you will present:
Describe the strategies and activities you will use to involve students and accomplish your objectives, including how you will trigger prior knowledge, and how you will adapt strategies to meet individual student needs and the diversity in your classroom.

Closing
State to students, in student language a review of the lesson (what was taught during the lesson)
State to students, in student language what to expect in the next lesson

Lesson Analysis
(Analysis of student achievement from this lesson)

1. How many students (percent or number) met performance criteria for the objective(s)?
2. How many students (percent or number) did not meet the performance criteria for objective(s)?
3. How did you determine whether students met or did not meet the objective(s)?

Lesson Reflection
(How will you change the lesson to increase student achievement?)

1. What did your analysis of the lesson tell you about the success of the strategies you used?
2. How useful were the assessments in terms of student learning?
3. How will you differentiate instruction the next time you teach the lesson so that all students will learn?
4. How will you differentiate instruction for students who easily achieved the performance criteria and need to move forward?
5. Describe how you have communicated learning results to students and/or parents.

Glossary:
Differentiation – The practice of giving students multiple options for learning information, making sense of ideas, and expressing what they learn. It provides different avenues to acquire content, to process ideas, to develop products.
Formative Assessment – Provides evidence that students are making (or not making) progress in learning outcomes. Teachers use the information to make appropriate changes to instruction.
Summative Assessment – Comprehensive in nature, addresses accountability and is used to determine the level of learning at the end of a course of study.
GSSP – Gifted Student Services Plan
IEP – Individual Education Profile
LEP – Limited English Proficiency
Murray State University-College of Education
TPA-COE IECE Lesson Plan Format

Name: ___________________ Date: ____ Age/GradeLevel: __________________

# of Children: _____ # of Children with IEP/IFSP’s_____ # of Children who are LEP_____

Subject(s): ______________________

Unit Title: ______________________ Lesson Number and Title: ________________

Created by: (if not completely your original work, cite source-web and/or print) ____________________________

Context
- Explain how this lesson relates to the unit of study and your broad goals for teaching.
- Describe the children’s prior knowledge or the focus of previous lesson.
- Describe generally any critical child characteristics or attributes that will affect child’s or children’s learning.

Learning Outcomes (Objectives)
State what children will demonstrate as a result of this lesson. Objectives should be child-centered/family-centered and observable and measurable.

IEP Goals embedded into the lesson (Example Child A will match pairs of objects in one to one correspondence. Child B will correctly count objects to 10.)

Connections
Connect your objectives to appropriate Kentucky Early Childhood Standards (for infant, toddler or preschool), Kentucky Core Content and/or Program of Studies (for kindergarten). Make at least 2 or 3 connections, and if not obvious, explain how each objective is related to the Kentucky Early Childhood Standards or Kentucky Core Content and/or Program of Studies. Students may also make connections to the curriculum assessment outcomes (For example, Creative Curriculum in infant, toddler or preschool settings).

Assessment Plan
In table format, organize how each objective will be assessed. Include copies of assessment documentation. See sample below.

<table>
<thead>
<tr>
<th>Objective Number</th>
<th>Description of Assessment*</th>
<th>Depth of Knowledge Level**</th>
<th>Adaptations and/or accommodation to assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1</td>
<td>Anecdotal notes</td>
<td>**C</td>
<td>None needed</td>
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*Assessments may include, but are not limited to KWL, anecdotal notes, permanent product, work sample, checklist, rubric, photographs, etc.
**4 quadrants of knowledge. Level 1 Recall (recall, describe, list); Level 2 Application of Skills and Concepts (categorize, classify, predict, graph); Level 3 Strategic Thinking (investigate, compare, construct); Level 4 Extended Thinking (design, analyze, prove) (Web’s Depth of Knowledge Levels)

**Resources, media and technology**
- List the specific materials and equipment needed for the lesson.
- If appropriate, list technology resources for the lesson including hardware, software, internet URL’s. Cite sources used to develop this lesson.

**Procedures**
Describe the strategies and activities you will use to accomplish the learning outcomes (objectives) including how you will trigger prior knowledge and how you will adapt strategies to meet individual child needs and the diversity in your classroom.

**Opening**
Review of prior knowledge (state what was learned prior to this lesson)
State what you want children to learn (lesson objectives)

**Middle**
Describe strategies and activities used to involve children and to accomplish learning outcomes. Include adaptations and strategies to meet individual children’s needs and the diversity in the classroom.

**Closing**
Review what was taught during the lesson and introduce what will occur in the next lesson.

**Lesson analysis and reflection**
- Analyze children’s progress on lesson outcomes (objectives) and IEP goals.
  - How many children met performance criteria?
  - How many children did not meet performance criteria?
- What does this analysis tell you about the success of the strategies you used?
- How did assessment methods used provide information to assess teaching and learning?
- Explain how the planning, implementation and assessment of this lesson led to child and/or family progress toward the planned learning objectives.
- Describe how you can involve families to address children’s learning objectives.
- Describe how you have communicated or plan to communicate learning results to children and families.
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