Teacher as Reflective Decision Maker
ADMISSION TO TEACHER EDUCATION, STUDENT TEACHING AND CERTIFICATION:

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 callen1@murraystate.edu or awalker@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 post-bac 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: Resources

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)

**Register with EPSB** and enter field hours and components when taking first education class.

**Complete the process for being admitted to Teacher Education.** A student should be admitted by the end of his/her sophomore year, or within one or two semesters, if he/she is a transfer or post-bac 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 2015, your application for student teaching will be due April 2014.

**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 two semesters before student teaching.

**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 (EPSB), the student must have earned a bachelor’s degree, completed student teaching, met all standards and requirements, and passed all required portions of the Principles of Learning and Teaching Exam and PRAXIS II specialty exams. Kentucky certification requirement must be met prior to being recommended for any other state’s certification.

Teacher as Reflective Decision Maker
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 (EPSB). Admission to teacher preparation programs in Kentucky is also governed by the EPSB. 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 EPSB, 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. NCATE is changing its name to Council for the Accreditation of Educator Preparation (CAEP). Completing certification requirements at an NCATE (CAEP)-approved institution assures students that their teacher preparation program will be recognized and accepted anywhere in the country. Maintaining NCATE (CAEP) accreditation is a continuous process requiring the cooperation and participation of students, faculty, staff, and personnel in the public schools. Murray State University will be reviewed by NCATE (CAEP) and EPSB in Fall 2016.

ORIENTATIONS (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 post-bac 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 Hutson School of Agriculture. A scheduled Orientation for Admission to Teacher Education and Student Teaching and Certification is conducted by Teacher Education Services and Agriculture Education. All Agriculture Education students are expected to attend this orientation that is scheduled during the regular class period.

5. 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.

MURRAY STATE UNIVERSITY SOCIAL MEDIA POLICY can be found at [http://www.murraystate.edu/Libraries/university_studies/socialMediaPolicy.sflb.ashx](http://www.murraystate.edu/Libraries/university_studies/socialMediaPolicy.sflb.ashx)
All students should read and understand this policy as they are expected to abide by this policy.
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 the Director of Equal Opportunity, Murray State University, 103 Wells Hall, Murray, KY 42071-3318. Telephone (270)-809-3155 (Voice) and (270) 809-3361 (TDD).
ADMISSION TO TEACHER EDUCATION

IN ORDER TO BE ADMITTED TO TEACHER EDUCATION, YOU MUST HAVE:

1. attended an orientation
2. passed the Core Academic Skills for Educators (CASE) tests with Reading 156, Writing 162, and Math 150. If any of the PPST subject areas were passed prior to September 1, 2014 these scores (Reading 176, Writing 174, and Math 174) may be used.
3. earned and maintained a 2.75 grade point average or higher;
4. completed 24 credit hours with a “B” or better in Issues and Practices of American Education or equivalent, English Composition Course, Public Speaking, and MATH 117 or approved higher level math course;
5. completed a successful interview with Academic Advisor (A6-A7);
6. completed a Declaration of Eligibility for Certification in Admission to Teacher Education Orientation (A3, A8); and
7. been reviewed and admitted to teacher education by an Admission to Teacher Education Committee.

WHAT TESTS CAN BE USED FOR ADMISSION TO TEACHER EDUCATION (16 KAR 5:020)?

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 essential knowledge requirement through any one of the following tests:

1. Beginning September 1, 2014 candidates will be required to take the Core Academic Skills for Educators (CASE) assessment for admission into an undergraduate initial educator preparation program. If a candidate has taken the PPST prior to the regulation change for CASE and received passing scores, he/she may use those scores for admission as long as the scores are still valid. If a candidate has taken the PPST prior to the regulation change for CASE and did not pass all 3 parts, the candidate may mix and match the passing PPST score(s) and take the CASE for the needed section.

OR

2. Graduate Records Exam (GRE) The institutional minimum GRE passing scores of 450 in verbal (150 after August 1, 2011), 490 in quantitative (143 after August 1, 2011), and 4.0 in analytical writing are an option for admission to the Teacher Education program at the graduate level.

**Core**

In addition to the national test dates, the Core is given by appointment. Register at www.ets.org at least two to three weeks in advance of the date you wish to take the test. Seating is limited.

**GRE (Graduate Record Exam)**

The computer-based GRE is given at the Counseling and Testing Center. Registration for the test is found at ets.org.

**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 www.ets.org/praxis/prepare/tips; click on #7 at the bottom of the page. The Reducing Test Anxiety publication is now available from the ETS website at www.ets.org/praxis/prepare/tips. A General Information and Study Tips booklet is also available on the ETS website as a free PDF file.

For information regarding the Canvas course contact Katherine Farmer at 270-809-6180 or kfarmer10@murraystate.edu.
PHYSICAL AND/OR LEARNING DISABILITIES

Students with physical and/or learning disabilities may have difficulty in demonstrating the essential skills required for admission to Teacher Education or in completing field or clinical activities. The College of Education and Human Services 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 IDEA to this fact immediately upon declaring an interest in pursuing teacher certification. Additional information is available from the Office of Student Disability Services, 423 Wells Hall, 809-2018.

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.
5. Beginning January 1, 2015 a copy of criminal background check must be sent to EPSB at time of application for certification.
PROFESSIONAL BEHAVIOR, PROFESSIONAL ETHICS AND BACKGROUND CRIMINAL CHECKS

1. All students seeking certification are expected to abide by the Kentucky School Personnel Code of Ethics. (See Pg. A3)

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. A copy of criminal record check must be sent to EPSB.

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

COEHS Policy 6.8 requires students to create an eligibility portfolio documenting mastery of the KY Teacher Standards. (See pp. E1-E-5). During student teaching the student develops a TPA portfolio (Teacher Performance Assessment). It 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. Contact Dr. George Patmor at gpatmor@murraystate.edu or (270)-809-7042 for portfolio help sessions.

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. Beginning Fall 2012, students shall not enroll in any educator preparation courses restricted to admitted candidates. (16 KAR 5:020)

3. Students who do not meet admissions standards or 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.
RULES FOR POST-BACHELORS STUDENTS PURSUING CERTIFICATION

1. Post-bac students must have a 2.75 OVERALL UNDERGRADUATE GPA as a PREREQUISITE for entering a certification program. Students with less than a 2.75 undergraduate GPA must raise that GPA to 2.75 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 3.0 grade point average on a 4.0 scale on the last 30 hours of credit completed, including undergraduate and graduate coursework, for admission to teacher education, per 16 KAR 5:020.

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 or area(s) 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. You must provide Teacher Education Services with a copy of your scores.

2. GPA too low...a minimum 2.75 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 2.75 GPA to include the following coursework:
   a) ENG 104 or 105 or HON 150 with a “B” or better
   b) MAT 117 (or higher level approved math course) with a “B” or better
   c) COM 161 or HON 165 with a “B” or better
   d) EDU 103 with a “B” or better (or AED 380, ELE 605, CTE 200, MUS 123)

COMPUTER LITERACY AND TECHNOLOGY APPLICATIONS

A. It is the intent of state regulations and NCATE (CAEP) 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, he/she 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 Jennifer Husemann in the Transfer Center.

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 Linda Johnsonius, Department of Computer Science and Information Systems, for the most current information regarding dates, times, and fees. (809-3585) 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.
INTRODUCTION

Field and laboratory experiences occur throughout the Teacher Education Program at Murray State University. To meet Kentucky teacher certification and NCATE (CAEP) 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

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 $24.00 transportation fee is assessed for the following on-campus courses: EDU 103; CTE 200; ELE 304; SED 300; and ELE 401. There are occasions when students are responsible for their own transportation and time arrangements.

GUIDELINES FOR STUDENT PARTICIPATION IN FIELD EXPERIENCES

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.

3. Some school districts require a criminal background check. If a background check is required, you will not be able to begin your field experience until you have completed the necessary paperwork and been approved by the school district.

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 and 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.

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.

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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 your student ID on the lanyard provided by TES. Some schools may also require you to wear their visitor’s nametag.

15. Leave book bags and cell phones at home or in your vehicle.

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

17. Do not take food or beverages in the schools.

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

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

20. 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.

21. 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).

22. 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.

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

24. If you have further questions regarding these guidelines or your placement, contact the MSU Field Service office at 809-2594 or 809-2054 or email to abrown@murraystate.edu.
EPSB 200 hour documentation:
Students are required to obtain a login to EPSB website at [www.epsb.ky.gov](http://www.epsb.ky.gov). Once a login has been secured students will enter their field experiences using Kentucky Field Experience Tracking System (KFETS). It is recommended that students enter field experiences each day as they occur.

Beginning Fall 2014, the Kentucky Education Professional Standards Board (EPSB) requires students enter field experience hours in The Kentucky Field Experience Tracking System (KFETS). The Kentucky Field Experience Tracking System (KFETS) is an online application for tracking field experiences of teacher candidates enrolled in a Kentucky teacher preparation program and students who plan to enroll in a teacher preparation program in Kentucky.

Each candidate must create an EPSB account at [www.epsb.ky.gov](http://www.epsb.ky.gov).

Step 1: Click on “Log In to EPSB” on left of screen at [www.epsb.ky.gov](http://www.epsb.ky.gov)

Step 2. Click on “Create New Account”

Step 3. Enter #SSN and birthday. Click on “Create Account.”

Step 4. Enter demographic information, desired password, and answers to hint questions. Click on “Create Account.”

Step 5. You will be given your user name and EPSB ID. Print this page or retain this information for your records. Click “Continue.”

Step 6. Log in using your user name and password. Digitally sign the user agreement by entering your password at the bottom of the agreement.

Step 7. Select KFETS from the EPSB Online Services on the left of the screen to enter field hours.

It is highly recommended KFETS entries are made in a timely manner following each field experience.
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
TRACKING STUDENT PERFORMANCE IN THE FIELD 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 Teacher Standards, College of Education and Human Services 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 Teacher Standards.

Information provided by professors as part of this tracking system is also used by College Admission 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 students’ 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 their 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 teaching activities and situations, (b) be successful in field and clinical activities, (c) show growth toward meeting the Kentucky 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.

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.

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 must attend a student teaching orientation one year or two semesters prior to the semester in which they will student teach. Dates of the student teaching orientations can be found on flyers posted on campus or by contacting Teacher Education Services.

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.

Agriculture and Student Teaching

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

2. Documentation of 200 or more hours of field experiences and components must be submitted to TES. These hours will be verified prior to admission to student teaching. (16 KAR 5:040) Students are required to obtain a login to EPSB website at www.epsb.ky.gov. Once a login has been secured students will enter their field experiences using Kentucky Field Experience Tracking System (KFETS). It is recommended that students enter field experiences each day as they occur. (See page A12.)

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 Academic Bulletin 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 GPAs are followed.
4. **General Concepts on approved Programs and Calculated GPAs:** Teacher Education Services follows university policy in calculating GPAs. These policies are outlined in the current MSU Academic Bulletin 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 2.75 GPA standard overall, (See page A4 on the GPA rule) and in the professional education courses and major, subject area(s) and emphases 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 pages D1 and D2.

2. Evidence of 200 or more clock hours of field experiences and components must be provided to TES and EPSB. All hours will be verified prior to admission to student teaching. (16 KAR 5:040)

3. Placements are the responsibility of the Coordinator of Student Teaching and appropriate school system officials. Selection criteria for the cooperating teacher include: effective classroom management techniques that promote an environment conducive to learning; best practices for the delivery of instruction as measured by student performance; mastery of the content knowledge or subject matter being taught; aptitude and ability to contribute to the mentoring and development of a preservice educator; usage of multiple forms of assessment to inform instruction; alignment of the Kentucky Core Academic Standards in teaching, and creation of learning communities that value and build upon students’ diverse backgrounds as well as previous evaluations of the cooperating teacher. Students should not attempt to make their own student teaching placements.

4. Placement as a student teacher requires Admission to Teacher Education and Admission to Student Teaching. Students who student teach in Spring 2014 and beyond are required to complete 200 or more field hours. Anyone who has not met this requirement will not be eligible to be admitted to student teaching.

5. All student teaching assignments are all-day for a minimum of 70 days.

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

7. Student Teaching placements will occur in one of the following school districts: Kentucky: Ballard, Caldwell, Calloway, Carlisle, Christian, Crittenden, Dawson Springs Independent, Ft. Campbell Dependent, Fulton, Fulton Independent, Graves, Henderson, Hickman, Hopkins, Jefferson, Livingston, Lyon, Marshall, Mayfield Independent, McCracken, Muhlenberg, Murray Independent, Paducah Independent, Trigg, Union and Webster. **Tennessee:** Henry or Paris Special District. PLACEMENTS ARE NOT MADE OUTSIDE OF THESE COUNTIES.

8. Student Teaching assignments are sent via email which is sent the semester preceding the student teaching assignment. To be eligible to receive placements all requirements must be met. After receiving the assignment, students should arrange through the school’s principal to meet the supervising teacher(s).

9. 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 and Human Services. 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.

10. 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 and Human Services. 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/conduct 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 and Human Services 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”, “I”, “W”, “WP”, or “E”) assigned. (Effective August 2004.)

Teacher as Reflective Decision Maker
GPA RULE AND STUDENT TEACHING

Any student with LESS THAN A 2.75 overall minimum GPA or in any required academic or professional education area will not be allowed, under any circumstance, to begin student teaching.

PROFESSIONAL BEHAVIOR, PROFESSIONAL ETHICS AND BACKGROUND CRIMINAL CHECKS

1. All students seeking certification are expected to abide by the Kentucky School Personnel Code of Ethics and submit periodic criminal record checks.

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 and documentation 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. (See page A13.)

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 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. It is the student’s responsibility to verify that passing scores have been received by Teacher Education Services.

TOP 10 QUESTIONS ASKED BY PRAXIS CANDIDATES

1. Can I register online?

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

3. Where can I access the Praxis Information and Registration Bulletin online?
   Download the latest edition at www.ets.org/praxis/about/bulletin

4. Where can I find help understanding my scores?
   Download a guide to understanding your scores at www.ets.org/praxis/scores/understand

5. Is there a score verification service?
   Information about score verification is available at www.ets.org/praxis/scores/services/verify_scores.

6. How can I order Praxis study guides?
   You can order them at www.ets.org/store
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/prepare/tips; click on #7 at the bottom of the page.

8. Where can I get information about test anxiety, general information and study tips?
   This information is available online at www.ets.org/praxis/prepare/tips.

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.

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 at 502-564-4606 or toll free 888-598-7667.

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 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 2014 test is July 23, 2014 and for the second test is November 6, 2014.

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
EPSB: R7283
(If a test is taken outside of KY, then EPSB must be listed as a score recipient.)
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 and range in cost from $115.00 to $150.00 each. The fee for the PLT test is $139.00.

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, 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.

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 have 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 2014-2015 should consider applying for the fee waiver in the fall of 2014.

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 160. IECE majors are not required to take 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/prepare/tips and choosing “Test at a Glance (TAAG).” The Reducing Test Anxiety publication is now available from the ETS website at http://www.ets.org/prepare/tips; select “How to Reduce Test Anxiety (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/praxis/prepare/tips; select “General Information and Study Tips (PDF).”

INFORMATION ON KENTUCKY TEACHER CERTIFICATION AND BEGINNING TEACHER EXAMINATIONS, SEPTEMBER 2014, 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 2.75 on a 4.0 scale.

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

3. Submit a TC-1 application until 12/31/14. Applicant must submit CA-1 (online application for certification) and a copy of criminal background check to the Division of Certification at the Education Professional Standards Board (EPSB) beginning 1/1/15.

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.

Teacher as Reflective Decision Maker
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.
# Kentucky Passing Scores for Praxis—Effective September 1, 2014

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<td>5571</td>
<td>Earth and Space Sciences: Content Knowledge</td>
<td>147</td>
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<tr>
<td>Principles of Learning &amp; Teaching:</td>
<td>5622</td>
<td>Principles of Learning &amp; Teaching:</td>
<td>Grade K-6</td>
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<tr>
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<tr>
<td>PLT Elementary</td>
<td>5623</td>
<td>PLT Middle Grades</td>
<td>Grade 5-9</td>
</tr>
<tr>
<td>PLT Secondary</td>
<td>5624</td>
<td>PLT Middle Grades</td>
<td>Grade 7-12</td>
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<td>P-12: choose from PLT elementary,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>middle or secondary</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5-12: choose from PLT middle or</td>
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<td></td>
<td></td>
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<tr>
<td>secondary</td>
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<tr>
<td>*denotes paper-based format</td>
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</tr>
</tbody>
</table>
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 2015 are due in November 2014. August 2015 graduate applications are due in March 2015. December 2015 graduate applications are due in April 2015. 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). Students do not actually receive a “live” certificate, but rather a Statement of Eligibility. The Statement of Eligibility is valid for five years from the date of issue. 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.kyepsb.net/EPSB.WebApps/KECI/](https://wd.kyepsb.net/EPSB.WebApps/KECI/).

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 or by going to [http://coekate.murraystate.edu/50-states-certification-requirements](http://coekate.murraystate.edu/50-states-certification-requirements). 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. 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 60 hours of mentoring from a trained resource teacher who is also part of the intern’s committee.
FLOWCHART 1: OVERVIEW OF TEACHER PREPARATION AND CERTIFICATION AT MURRAY STATE UNIVERSITY

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 Core test scores
4. Provide a current transcript verifying an overall undergraduate GPA of 2.75
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

Standards:
1. CASE Math 150, Reading 156, Writing 162
2. Writing communication skills (“B” or better in College English Composition Course)
3. Oral communications skills (“B” or better in Public Speaking Course)
4. A “B” 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 Issues and Practices of American Education or equivalent (“B” or better)

II. 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
or
2. Certifiable Academic Areas

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

III. PROGRAM COMPLETION AND KENTUCKY CERTIFICATE RECOMMENDATION

1. Admission to Teacher Education
2. 200 field hours and components (ST S2014)
3. Admission to Student Teaching
4. Successful Student Teaching
5. Attainment of Bachelor’s Degree
6. Pass required PRAXIS II and/or PLT
7. File Application (TC-1/CA1) for KY Certificate
8. Background check and transcript sent to EPSB Maker
**Flow Chart 2: Detail, Admission to Teacher Education**

**Teacher as Reflective Decision Maker**

**STANDARDS CHECK** *(New requirements began 9/1/2014)*

1. CASE- Math 150, Reading 156, Writing 162
2. B or higher in college composition class
3. B or higher in Basic Public Speaking
4. B or higher in MAT 117 or higher
5. B or higher in EDU 103 or equivalent
6. Individual Interview with Academic Advisor
7. Evidence of criminal background
8. Overall UG GPA minimum 2.75

**Following Admission to Teacher Education, Student Continues in Program.**

Continuous Assessment Results filed with Teacher Education Services

**New admission requirements began 9/1/14**

1. Demonstrate Essential Knowledge Requirement *(F14 CASE)*
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
8. Current Transcript

**Teacher Education Services Audit**

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

**Continuous Assessment Process Check**

1. 200 or more Field Hours & components complete?
2. Flags raised by professors or staff?

**Special Review, if**

**Deficiencies Noted in Welcome Letter**

**Education Advisor Assigned**

- GPA
- Search Conducted
- Welcome Letter Generated

**Student Receives Welcome**

**Student Delivers Completed Application Materials to Teacher Education Services**

**Teacher Education Services Audit**

**Continuous Assessment Results filed with Teacher Education Services**

**Deficiencies Noted in Welcome Letter**

**Teacher Education Services Audit**

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

**Continuous Assessment Process Check**

1. 200 or more Field Hours & components complete?
2. Flags raised by professors or staff?

**Special Review, if**

**Deficiencies Noted in Welcome Letter**

**Teacher Education Services Audit**

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

**Continuous Assessment Process Check**

1. 200 or more Field Hours & components complete?
2. Flags raised by professors or staff?

**Special Review, if**

---

Teacher Education Services

**Register with Teacher Education Services**

- EDU 103 Orientation Session
- OR TES or Transfer Orientation Session

**2 + 2 Registration Process if student at MCC, HCC, WKCTC, HeCC**

- Education Advisor Assigned GPA
- Search Conducted
- Welcome Letter Generated

**Student Receives Welcome**

**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**

1. 200 or more Field Hours & components complete?
2. Flags raised by professors or staff?

**Special Review, if**

**Deficiencies Noted in Welcome Letter**

**Teacher Education Services Audit**

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

**Continuous Assessment Process Check**

1. 200 or more Field Hours & components complete?
2. Flags raised by professors or staff?

**Special Review, if**

**Deficiencies Noted in Welcome Letter**

**Teacher Education Services Audit**

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

**Continuous Assessment Process Check**

1. 200 or more Field Hours & components complete?
2. Flags raised by professors or staff?

**Special Review, if**

---

Teacher as Reflective Decision Maker
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:

- 2.75 overall GPA required at point of admission
- CASE scores...writing 162, math 150, reading 156
- Completed minimum 24 hours to include:
  - ENG 104 or 105 or HON 150 with “B” or higher
  - COM 161 or HON 165 with “B” or higher (“B” or higher F12)
  - EDU 103 or equivalency with “B” or higher or AED 380 or CTE 200 or MUS 123 or ELE 605 (Graduate only) (“B” or higher F12)
  - MAT 117 or higher level with “B” or higher (“B” or higher F12)
- Check-in visit with education advisor, verifying participation in admission process
- Schedule appointment for individual interview with ACADEMIC Advisor
- Complete and sign Formal Application and Declaration of Eligibility for Certification form
- Bring all materials directly to Teacher Education Services

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 end 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 via email to your MSU email address, check for any conditions that have been set for you.
- Complete 200 or more hours field placement and components.

(New admission requirements to teacher education began 9/1/2012)
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 receives email to MSU email address with 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, minimum of 35 days each), 14 weeks (in one placement of minimum 70 days)

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 via email to your MSU email address
- Meet with Cooperating Teacher(s)
- Complete all course work: No ‘Incompletes’; verification of courses taken at another institution
- Complete criminal background 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/CA1 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 2.75 GPA or higher
- Pass all relevant portions of PRAXIS II and PLT
- Complete TC-1 Application (CA-1 electronic version beginning 1/1/2015) for Kentucky Certification at the Student Teaching Seminar. Request transcript to be sent to EPSB. Make payment for transcript. Beginning 1/1/15, CA-1 (electronic version of TC-1) will be used. A criminal record check must be submitted to EPSB beginning 1/1/15.
- 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.
Core tests that must be taken for Admission to Teacher Education are administered in the Counseling and Testing Center. Go to ets.org for more information regarding the dates and times.

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

Fall 2014
- Tuesday, September 9, 2014: 3:00 p.m.-4:00 p.m. Alexander Hall – Room 2207
- Wednesday, October 8, 2014: 3:00 p.m.-4:00 p.m. Alexander Hall – Room 2109
- Thursday, November 6, 2014: 3:00 p.m.-4:00 p.m. Alexander Hall – Room 2207
- Wednesday, December 3, 2014: 3:00 p.m.-4:00 p.m. Alexander Hall – Room 2109

Spring 2015
- Tuesday, February 3, 2015: 3:00 p.m.-4:00 p.m. Alexander Hall - Room TBA
- Wednesday, March 4, 2015: 3:00 p.m.-4:00 p.m. Alexander Hall - Room TBA
- Thursday, April 2, 2015: 3:00 p.m.-4:00 p.m. Alexander Hall - Room TBA
- Wednesday, April 29, 2015: 3:00 p.m.-4:00 p.m. Alexander Hall - Room TBA

Summer 2015
- Wednesday, June 3, 2015: 3:00 p.m.-4:00 p.m. Alexander Hall - Room TBA

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 & Human Services, Humanities & Fine Arts, and Science three times each semester and with Agriculture 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.

____________________________
PRAXIS
(Appropriate Specialty Area Praxis II Test(s) and PLT exams required for Kentucky Certification)

Please refer to www.ets.org for information regarding test dates and sites for PLT and Praxis. Not all tests are offered in every testing window.

There is limited access for testing at the Counseling & Testing Center.

Testing Windows for 2014-15:

<table>
<thead>
<tr>
<th>PLT Test Windows</th>
<th>Praxis II Test Windows</th>
<th>World Language Test Windows</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/14/14 – 7/26/14</td>
<td>9/8/14 – 9/20/14</td>
<td>10/27/14 – 11/1/14</td>
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<tr>
<td>8/4/14 – 8/16/14</td>
<td>10/6/14 – 10/18/14</td>
<td>12/1/14 – 12/6/14</td>
</tr>
<tr>
<td>9/9/14 – 9/20/14</td>
<td>11/3/14 – 11/15/14</td>
<td>2/2/15 – 2/7/15</td>
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<td>12/8/14 – 12/20/14</td>
<td>4/27/15 – 5/2/15</td>
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<tr>
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<td></td>
</tr>
<tr>
<td>1/12/15 – 1/24/15</td>
<td>3/9/15 – 3/21/15</td>
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<td></td>
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<tr>
<td>8/10/15 – 8/22/15</td>
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</table>

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.
PLT and Praxis information can be found at these links:

To find test dates go to [http://www.ets.org/praxis/register/centers_dates/computer](http://www.ets.org/praxis/register/centers_dates/computer)

To register for the PLT and Praxis go to [www.ets.org/praxis/register](http://www.ets.org/praxis/register)

To access the Praxis Information and Registration Bulletin go to [www.ets.org/praxis/about/bulletin](http://www.ets.org/praxis/about/bulletin)

To understand your scores go to [www.ets.org/praxis/scores/understand](http://www.ets.org/praxis/scores/understand)

To find information about score verification services go to [www.ets.org/praxis/scores/services/verify_scores](http://www.ets.org/praxis/scores/services/verify_scores)

To order Praxis study guides go to [www.ets.org/store](http://www.ets.org/store)

To find information on free Tests at a Glance go to [www.ets.org/praxis/prepare/tips](http://www.ets.org/praxis/prepare/tips)

To find information about test anxiety, general information and study tips go to [www.ets.org/praxis/prepare/tips](http://www.ets.org/praxis/prepare/tips)

NOTE: Students are encouraged to take the Praxis II exam(s) and PLT prior to student teaching. This will provide time for any possible retakes and will ensure smooth processing of certification applications after student teaching. Scores are valid for five (5) years.

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 Linda Johnsonius in the Department of Computer Science and Information Systems. (809-3933).

PLACEMENT INTERVIEWS FOR SPRING 2015 STUDENT TEACHERS: Sign-up for interviews Tuesday, August 19, 2014 to Friday, September 5, 2014. Interviews will be held Thursday, September 8, 2043 to Friday, October 10, 2014.

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

ADMISSION INTO FALL 2015 STUDENT TEACHING. YOU MUST ATTEND ONE:

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<thead>
<tr>
<th>Date</th>
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<tr>
<td>Tuesday</td>
<td>September 23, 2014</td>
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</tr>
<tr>
<td>Thursday</td>
<td>October 9, 2014</td>
<td>2:30-4:30 PM</td>
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DEADLINE TO FILE ADMISSION TO STUDENT TEACHING PACKET FOR FALL 2015 STUDENT TEACHING: FRIDAY, OCTOBER 24, 2014.

PLACEMENT INTERVIEWS FOR FALL 2015 STUDENT TEACHERS: Sign-up for interviews Monday, January 12, 2015 to Friday, January 30, 2015. Interviews will be held Monday, February 2, 2015 to Friday, February 27, 2015.

ADMISSION INTO SPRING 2016 STUDENT TEACHING. YOU MUST ATTEND ONE:

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</tr>
<tr>
<td>Tuesday</td>
<td>February 24, 2015</td>
<td>2:30-4:30 PM</td>
</tr>
</tbody>
</table>

DEADLINE TO FILE ADMISSION TO STUDENT TEACHING PACKET FOR SPRING 2016 STUDENT TEACHING: FRIDAY, APRIL 10, 2015.

BACCALAUREATE DEGREE APPLICATIONS:

MAY 2015 GRADUATES – Baccalaureate degree applications are due in the Registrar’s office November 03, 2014.

AUGUST 2015 GRADUATES – Baccalaureate degree applications are due in the Registrar’s office March 2, 2015.

DECEMBER 2015 GRADUATES – Baccalaureate degree applications are due in the Registrar’s office April 1, 2015.

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.